



# Eating Well

**For Ourselves  
For Our Neighbors  
For Our Planet**



**A Faith-Based Curriculum about the Food We Eat  
and Why It Matters**

Revised 2014



**North Carolina Council of Churches**

**Strength in Unity, Peace through Justice**

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# Introduction

Everyone eats.

Our relationship with food is as simple — and as complex — as that. Every living thing is dependent on nutrition, which makes food an incredibly valuable resource. And because food is essential for life, how we get it, who gets enough of it, and the choices we make around it become critical social justice issues.

For people of faith, food has incredible symbolic meaning. It is the stuff of miracles, of punishment, a symbol of welcome and the generosity of the Creator. For Christians, reenacting the Last Supper is one of our most sacred rituals of our faith.

With these things in mind, we have developed “Eating Well: For Ourselves, For Our Neighbors, For Our Planet” from a faith perspective, recognizing both the spiritual significance of a shared meal together as well as the broader social justice implications of how our food reaches our plates. As sisters and brothers in Christ, we are called to be good neighbors to one another (Luke 10:25-37), good stewards of creation (Genesis 1:28), and good caretakers of the bodies that God has given us (1 Corinthians 6:19-20). Our relationship with food touches our relationship with just about everyone and everything else: God, ourselves, our neighbors and creation.

Together, let’s explore the intersection of food and faith.

## Getting Started

For this curriculum, you will need:

- One “Nourish” DVD per group (available online at <http://www.nourishlife.org/> or <http://bit.ly/nourish-DVD>)
- Harvest of Dignity Documentary (available online at <http://www.ncfan.org/order-harvest-of-dignity-film>)
- One booklet per participant or copies of each week’s lessons
- Supplies necessary for each week’s activities

## Language about Food

It is important to understand that food can be a sensitive issue. You or your participants may have experienced a number of possible food-related hardships, such as food scarcity or disordered eating. This curriculum attempts to take such hardships into account. The following terms will appear throughout the curriculum and the definitions that accompany them should be helpful in facilitating fruitful and sensitive discussions.

**Disordered Eating:** This term encompasses a wide variety of abnormal eating practices and patterns that have an adverse effect on one’s health. Anorexia and bulimia are perhaps the most well-known examples, but disordered eating can take many forms.

\* Source: <http://www.nedic.ca/know-facts/definitions>

**Food Desert:** According to the USDA, a food desert is a “low income census tract where a substantial number of residents have low access to a grocery store.” Food deserts can be rural or urban and those that live within them have less access to healthy foods. A 2009 USDA report found that as many as 23.5 million Americans live a mile or more from the nearest supermarket and have limited access to public transportation or a vehicle.

\* Source: [http://www.huffingtonpost.com/susan-blumenthal/food-deserts\\_b\\_3822428.html](http://www.huffingtonpost.com/susan-blumenthal/food-deserts_b_3822428.html)

**Food Swamp:** This term refers to a geographic area inundated with the sale of unhealthy foods, often evidenced by a high concentration of fast food restaurants and convenience stores. While a “food swamp” is thus distinct from a “food desert”, many lower-income geographical areas exhibit the characteristics of both.

\* Source: [http://mdfoodsystemmap.org/wp-content/uploads/2013/01/Atlas\\_CLF-Food-Swamp\\_final.pdf](http://mdfoodsystemmap.org/wp-content/uploads/2013/01/Atlas_CLF-Food-Swamp_final.pdf)

**Local Food:** This term refers to food that was grown or produced nearby, and thus does not have to be transported as far before reaching the consumer. The exact distances defining what constitutes “local” vary. For the purpose of this curriculum, “local” will mean “within North Carolina.”

**Organic Food:** This term refers to food that is grown without the use of chemical pesticides, chemical fertilizers, genetically-modified organisms, and other modern methods that are harmful to the environment. Marketing food as “organic” requires that a farm be officially certified as such by the USDA however, which can be cost-prohibitive for smaller farms.

\* Source: <http://www.ams.usda.gov/AMSv1.0/ams.fetchTemplateData.do?template=TemplateN&topNav=&leftNav=NationalOrganicProgram&page=NOPFAQsHowCertified&description=FAQ:%20%20Becoming%20a%20Certified%20Operation>

**Slow Food:** Slow food is everything that fast food is not. It is a movement encouraging the preservation of local and traditional foods, as well as local and ecologically-minded farming.

**Stewardship:** Providing caretaking, management, protection, and/or support to all creation, including the planet, the atmosphere, animals, plants and humans. Stewardship refers to the human task of caring for creation as commanded by God in Genesis 1:28.



# Introduction (continued)

## About the NC Council of Churches

Since its inception more than 75 years ago, the North Carolina Council of Churches has used Christian values to promote unity and working toward a better tomorrow. This is reflected in the Council's motto: "Strength in Unity, Peace through Justice."

Today, the Council consists of 17 member denominations, with more than 6,200 congregations and about 1.5 million congregants across North Carolina. The Council enables those denominations, congregations, and people of faith to impact the state on issues of health and wellness, climate change, immigration policy, farmworker rights, and much more.

In recent years, the Council has also focused on a theme connecting each of these issues: food. This curriculum is a part of our effort to help people of faith learn more about this most basic necessity for survival and how it relates to our beliefs.

To learn more about the Council and its work, visit: [www.nccouncilofchurches.org](http://www.nccouncilofchurches.org).

## Suggestions for Leaders

### Prepare

As you approach the "Eating Well" curriculum as a leader, there are both tangible and intangible ways you will want to prepare.

"Eating Well" includes Leader's Notes at the beginning of each of the eight weeks. These are intended to help guide you through each class. Every week, there are activities listed for each age group of participants, from primary to adult. For our purposes, primary is roughly kindergarten through second grade, intermediate is third through fifth grade, and youth is sixth through twelfth grade.

If you have a mixture of ages, or if there are multiple activities, you will need to decide which activity is most appropriate for the time available and the participants present. Some activities require advance preparation, such as making copies or gathering supplies. Taking the time to read through the curriculum in its entirety before introducing it to a group would be optimal, and we would encourage you to re-read each session again in the days prior to presenting it.

Sessions are designed for about 50 minutes. This includes:

- One minute for the opening prayer
- Ten minutes for an opening reflection and/or to share successes from the previous week's "Apply it."

- Four minutes for a scripture reading followed by silent meditation, then a focus statement
- Twenty to thirty minutes for an activity
- Five minutes to discuss ways to apply the day's lesson in the coming week followed by a closing prayer
- Each week also includes a table grace which is a short, easy to memorize prayer that families can share before meals each day of the week following class. This encourages families to pray and eat together.

In terms of intangible preparation, here are a few suggestions:

- As you prepare to present the curriculum, pray for discernment and guidance.
- Clarify your goals: Is there one specific outcome you are aiming for? Do you simply want to begin the discussion, or are you hoping for a specific action?
- Take time to sort through your own feelings, opinions and level of knowledge about each issue. These can be complex and multilayered issues. You are not expected to be an expert on the topics. What aspects do you need to read up on? Decide whether you intend to remain neutral or if you intend to make your opinions clear, but in a way that does not dismiss the feelings/opinions of others.
- Be prepared with intelligent and articulate resources. Encourage your congregants to use only reliable, well-respected sources of information. Additional resources are listed at the end of each week's session under two headings: "educational resources" and "theological resources." The educational resources are practical, informative and intended to educate and to equip one for action. The theological resources are meant to stir one's faith-imagination in order to cultivate a deeper appreciation for how these food issues relate to one's faith.

### Intergenerational design

The lessons for each week are aligned vertically, so that every age group is learning about the same theme, but the specific activities and topics differ based on developmental abilities. One goal of this curriculum is to encourage families and congregations to talk beyond age boundaries.

By exploring the same topic from different angles, participants of different ages can get a fuller grasp of the issue by sharing with one another. Children can teach the adults what they learned that week, and adults can talk to the children about their own activities. Since the topic of food is so complex, everyone will learn more about the week's theme through dialogue.





# Introduction (continued)

## Follow-up

Ideally, this program will have long-term implications for congregations and for individuals, both in small steps taken and in larger changes implemented.

Each section includes additional resources and information on what is covered in that lesson. If the participants are interested, encourage them to follow up with these resources. Some of the ideas in this program may inspire long-term projects for your church. Perhaps you and your participants will want to pursue a course of study which focuses on one particular topic discussed in a lesson. Alternatively, you may want to start a community garden or try gleaning. There are additional resources for information and for action on the Council's website.

## Adapting the Curriculum

For longer meeting times or with older age groups, consider lengthening the activity or discussion times.

Focus on the strengths of your group. For example, if your youth group is mature, consider using an occasional activity from the adult level. If you are working with a group of mixed-age participants, use some activities for the younger ages and ask the older group members to help facilitate the activity.

If you have questions or comments regarding this curriculum please visit us online at:

[www.nccouncilofchurches.org/food-curriculum](http://www.nccouncilofchurches.org/food-curriculum).

Please also fill out the assessment available online and at the end of this curriculum. Your feedback is invaluable to us as we work to improve and expand this resource.

## Credits

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Notes:





# Eating Well Week 1: Overview

## Leader's Notes

Food is a surprisingly complex issue. Where our food comes from, the ways in which it is grown and produced, the treatment of the farmworkers, our purchasing choices, the availability of food around the world, and the types and quantity of food we consume are all interrelated. At the very root of the issue is our intimate relationship with God's good creation and how we steward it.

In this curriculum, you will often ask participants to share their own thoughts, memories, feelings, and experiences with the rest of the class. It's important to make sure that everyone participating understands that it is safe to share with others in the class.

However, it is also the responsibility of everyone in the class to make sure that it is a safe place to share. Remind participants to speak with thought and compassion for others. If you would like to, you can spend a few minutes with the participants making rules for group discussions to help with this goal. One rule that you may wish to make and reiterate throughout the study is the importance of confidentiality.

This week's lessons will present an overview of the curriculum. Primary and intermediate children will focus on the vastness of creation. Youth and adults will begin to explore the complexity of our relationship with food, either by viewing a video or reviewing several articles. This lesson will introduce multiple different factors that impact the food system, and you and the group will have the opportunity to study those factors in greater detail in later lessons.

Expect participants to feel overwhelmed. There are no simple answers. However, there are opportunities to address injustices in the food system through the ways we eat. The objective of this lesson is to introduce the participants to the complexity of the issue of food.

We pray that on this journey, you will start to make lifestyle changes and will be motivated by God's call to love ourselves, our neighbors, and our planet.

## Opening Prayer

Almighty God, as we gather together to learn about the glory of your creation, we ask that you open our hearts and minds so that we can recognize your good gifts in the world around us and interact with them in a way that is pleasing to you. We are dependent on one another. Make us hungry for knowledge, for justice, for stewardship, and for peace. In Christ's name we pray, Amen.

*(Lisa Talbott)*

## Opening Reflection

People tend to have powerful memories and emotions related to food. What is your earliest food-related memory? Why do you think the emotion related to that memory is so powerful?

## Scripture

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself."

*Luke 10:27*

*\*All scriptural references in this curriculum are from the NRSV, unless otherwise noted.*

The earth is the Lord's and all that is in it, the world, and those who live in it.

*Psalms 24:1*

## Focus Statement

Food is at the heart of human existence. Not only do we need food to survive, we use food as a way of building and maintaining community. It is a part of the rituals and stories we share as people of faith. Food features prominently in the biblical narrative, particularly in the life and ministry of Jesus.

However, food can also be a source of pain and injustice. From individual struggles with weight and poor health, to food systems that abuse workers, to global climate change, the ways in which we interact with food have lasting effects.

The purpose of this study is to highlight the interconnectivity between food and respecting creation, having enough, loving neighbors, valuing diversity, and working towards peace from a faith and social justice perspective. Additionally, this study will equip you to take action at personal, communal, regional, and political levels.



# Eating Well Week 1: Overview (continued)

## Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities.

## Apply It

Discuss what you learned from this lesson with your family and/or friends. This week, plan on having one special meal. That meal could be home-cooked with family or friends. It could be a vegetarian meal if you normally eat meat. The meal could be prepared from local or organic ingredients. If your family does not normally eat together, it could be a family meal. While preparing and eating the meal, talk about the story of your food. The important thing is to consciously think about what you're eating and where it came from.

## Table Grace for the Week

Bless, O Lord, thy gifts to our use and us to thy service; for Christ's sake. Amen.  
(Book of Common Prayer)

## Closing Prayer

Creator God, you make all things and weave them together in an intricate tapestry of life. Teach us to respect the fragile balance of life and to care for all the gifts of your creation. Guide by your wisdom those who have authority, that, by the decisions they make, life may be

cherished and a good and fruitful Earth may continue to show your glory and sing your praises.

Almighty God, you have called us to tend and keep the garden of your creation. Give us wisdom and reverence for all your plants and animals who share this planet with us and whose lives make possible our own. Help us to remember that they too love the sweetness of life and join with us in giving you praise.

(National Council of Churches Earth Day Sunday 2001 resource packet)

## Educational Resources

**Activities for Children:** <http://www.nourishinteractive.com/>

**Book for Adults:** *The Omnivore's Dilemma: A Natural History of Four Meals* by Michael Pollan

**Book for Youth:** *The Omnivore's Dilemma for Kids: The Secrets Behind What You Eat* by Michael Pollan

## Theological Resources

**Book for Adults:** *Eat with Joy: Redeeming God's Gift of Food*, Rachel Marie Stone

**Short Article:** <http://www.theatlantic.com/health/archive/2011/07/inside-polyface-farm-mecca-of-sustainable-agriculture/242493/>





# Primary and Intermediate Week 1:

## Loving God and Loving Neighbor

### Scripture

The earth is the Lord's and all that is in it, the world, and those who live in it.

*Psalm 24:1*

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.

*Luke 10:27*

### Memory Verse

The earth is the Lord's and all that is in it.

*Psalm 24:1a*

### Supplies

- Large ball for playing catch
- Roll of butcher paper or one poster board for every five or six students
- Crayons, markers, paint, colored pencils

## Activity: Mural

### Part 1

- Open with prayer.
- Read the scripture passages.
- Show the children a couple of prized possessions you've brought from home, such as a photo of a beloved pet or an heirloom. Tell them why you love it and what you do to take care of it.
- Ask the children what possessions they have that they love. They may talk about toys, stuffed animals, pets, etc.
- Ask them how they take care of that possession. For pets, they may talk about feeding, watering, or walking them. For possessions, they may describe how they put them away when they're done playing with them or keep them close to their sides.
- Read Psalm 24:1 to them again. Tell them that everything belongs to God. Everything! Just like they have prized possessions that they love and care for, so does God, and God's prized possession is all of creation.

### Part 2

- Just what is "everything"? Have the students brainstorm all the things that God owns.
- **Option A:** If you have a large, soft ball, you may have the kids stand in a circle and throw the ball to one another. Establish the rule for the first round that they have to throw the ball to someone who has not had it yet. Each person who catches it says, "God owns \_\_\_\_." Encourage them to think big (mountains, cities, countries) and small (lady bugs, toys, themselves). Play long enough so that everyone has a turn to speak two or three times.
- **Option B:** If catch is not appropriate for your age group or environment, the kids can "popcorn" their brainstorm. Have them move their chairs in a circle or sit around a table. When it's their turn to speak, they will stand up and say, "God owns \_\_\_\_," and then sit back down. Challenge them to move around the circle as quickly as possible. If you have children with mobility issues, encourage them to lift their arms or wave their hands when they speak.



# Primary and Intermediate Week 1 (continued)

## Part 3

- Once the children have had an opportunity to brainstorm, unroll a length of butcher paper or pass out a couple large pieces of newsprint or poster board along with art supplies.
- Along the top write, “The Earth is the Lord’s and Everything in It.” If you are using multiple poster boards, you may want to break up the title and write a few words on each poster so that you can hang them up together into one long mural.
- As a group, they will create a picture showing all the things that belong to God. Many hands make for detailed work, so if you are using butcher paper, everyone should be contributing to the same picture. If you are using poster board, have 5 or 6 children work on each one.
- Remind the kids of all the things – big and small – that they listed in their brainstorm. Cities, mountains, the oceans, lakes, rivers, cars, people, pets, animals, plants, etc.

## Part 4

- When the pictures are complete, have the children come back together as a whole group.
- Read Luke 10:27 to them again. Using their posters as examples, show them that they can love God by loving and caring for all the things that God owns. Since they belong to God, all the other things that belong to God are their neighbors, and they should try to love them and take care of them. God creates the food we eat, and God wants all of us to have enough.
- Close with a prayer.





# Youth and Adult Week 1: Nourish

## Self-Assessments

How much do you know about food, nutrition, and the food system? Complete this self-assessment. Check the box that best describes your level of knowledge about each subject.

- 0 = I have never heard this term before.
- 3 = I have heard or read about this term and have a basic understanding of it.
- 5 = I have a strong understanding of this term.

Term	0	1	2	3	4	5
Food Security						
Climate Change						
Global Warming						
Creation						
Farmworker						
Carbon Footprint						
Free Trade						
Monocrop						
Local Food						
Organic Food						
Fast Food						
Balanced Diet						
Greenhouse Gases						
Factory Farming						
Comfort Food						
Hunger						
Food Desert						
Nutrition						
Stewardship						
Community Garden						

Read the following statements. Write the number of each statement at the place on the continuum that you feel best reflects your agreement with the statement.

1. My faith strongly influences my eating habits.
2. I know the sources of the foods my family eats.
3. I am aware of the ways in which my eating habits affect creation.

← Strongly Disagree Strongly Agree →

## Watch “Nourish”

After watching “Nourish,” discuss the following questions in small groups or all together as one group:

- What in “Nourish” surprised you the most?
- How often have you thought about the story of your food?
- What are your favorite foods? Have your feelings toward this food changed now that you have seen “Nourish”?
- What traditions does your family have around food?
- Have you ever been to a farm, or harvested food yourself? How does this knowledge influence your feelings about food?
- What are some of the connections you see between your faith and your food consumption?
- What does the impact of your choices on the environment and on others have to do with Jesus’ command, “Do unto others as you would have them do unto you?”
- How does food connect all aspects of God’s creation?
- Why do you think people eat fast food instead of making meals themselves?

## Youth-specific Questions

- At the end of “Nourish,” a girl said, “it’s up to the kids now.” What did she mean? What can we do that adults can’t?
- What kind of foods are served at your school? Church? In your neighborhood? At family meals?
- What steps can be taken to make those foods healthier?
- How often do you talk to your parents/guardians about food? Do you get to help make dinner or decide what you will eat that week?



# Youth and Adult Week 1 (continued)

## Adult-specific Questions

- What information from the movie did you already know? What was completely new to you?
- What does “voting with your fork” mean for you personally? What does it mean for faith communities?
- What major themes were touched on in the movie (ie: health, environment, etc.)? What other themes could be included?
- What needs does this video bring to your attention that could be filled through Christian mission or ministry? Does your faith community already have missions or ministries to address these needs? How can you participate in, support, or start missions or ministries that address those needs?

## Youth and Adult: Alternative to “Nourish”

Complete the “Self Assessments” section on page 11.

Separate into three or four small groups. Each group will be given an article (see supplementary materials on page 13) to read and discuss. Consider the following questions as you read:

- How does this article relate to food?
- What are the major themes or issues highlighted by the article (such as health or the environment)?
- How does this article point to a need that may be addressed through Christian mission or ministry?

After everyone has had a chance to read and discuss an article in a small group, have each group present their article to the reassembled large group. Each group should feel free to add any interesting points that were raised during their discussion time.

Once all of the articles have been presented, have the entire group discuss the following questions together:

- What information from these articles did you already know? What was completely new to you?
- How are all of these topics interconnected?
- What are some of your family’s food-related traditions?
- Do you usually cook at home or eat out? How does this relate to the articles?
- How could your church or group work to address some of the needs presented in these articles? What missions or ministries do you already have which meet these needs? What missions or ministries may need to be started or supported?





# Youth and Adult Week 1 Supplementary Materials

Please print and distribute the following articles (links and additional articles will also be available at [www.nccouncilofchurches.org/food-curriculum](http://www.nccouncilofchurches.org/food-curriculum)):

## **North Carolina Food Insecurity**

- See page 14

## **North Carolina Child Food Insecurity**

- See page 15

## **Climate Change will Make Food Less Nutritious: Study:**

- <http://economictimes.indiatimes.com/environment/global-warming/climate-change-will-make-food-less-nutritious-study/articleshow/36202909.cms>

## **Churchs Fill Backpacks, Feed Thousands in Piedmont:**

- <http://wfdd.org/post/churches-fill-backpacks-feed-thousands-piedmont>

## **Farmers markets reaching more consumers who get nutritional benefits:**

- <http://www.latimes.com/local/la-me-farmers-markets-food-stamps-20140609-story.html>

## **Where in the World is the Best Place for Healthy Eating?**

- <http://www.npr.org/blogs/the-salt/2014/01/14/262465619/where-in-the-world-is-the-best-place-for-healthy-eating>

## **Malawian Farmers Say Adapt To Climate Change Or Die**

- <http://www.npr.org/blogs/the-salt/2014/01/01/250482654/malawian-farmers-say-adapt-to-climate-change-or-die>



# North Carolina Food Insecurity

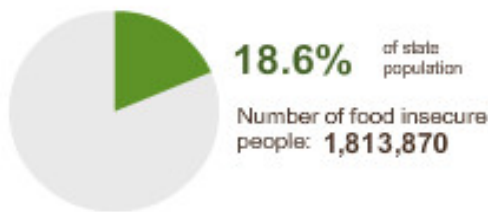
## 2012 FOOD INSECURITY & FOOD COST IN THE US



# North Carolina



### FOOD INSECURITY RATE



National average food insecurity rate: 15.9%

### ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE PEOPLE

CHARITABLE RESPONSE	27%	Above 200% Poverty
REDUCED PRICE SCHOOL MEALS, WIC	0%	200% to 200% Poverty
SNAP, FREE SCHOOL MEALS, CSFP (SENIORS)	73%	Below 200% Poverty

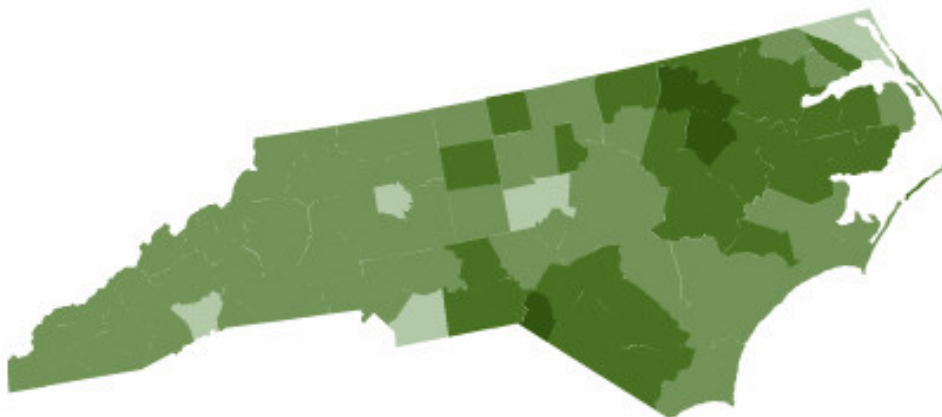
### AVERAGE COST OF A MEAL

**\$2.69**

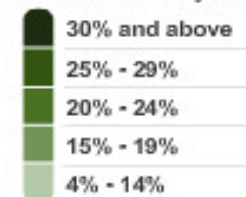
\* National average cost of a meal is: \$2.74

### TOP counties with the highest food insecurity rates

Scotland  
Edgecombe  
Halifax  
Vance  
Bertie



### Overall Food Insecurity Rates



Hunger exists in every corner of the United States, but as Feeding America's Map the Meal Gap study shows, food insecurity looks different from one county to the next. In addition to providing data about the prevalence of food insecurity at the local level, Map the Meal Gap estimates the share of food insecure individuals who are income-eligible for federal anti-hunger programs and provides local variations in food costs. The study finds that many food insecure individuals do not qualify for federal nutrition programs and must rely on charitable food assistance, suggesting that complementary programs and strategies are necessary to reach food insecure individuals at different income levels. By providing information about hunger at the local level, Map the Meal Gap can help policymakers and service providers identify strategies to best reach those in need of assistance.



Visit [feedingamerica.org/mapthegap](http://feedingamerica.org/mapthegap) for more information.  
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Due to rounding, totals range from 99-101%





# North Carolina Child Food Insecurity

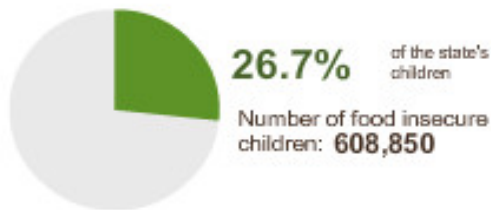
## 2012 CHILD FOOD INSECURITY & FOOD COST IN THE US



# North Carolina



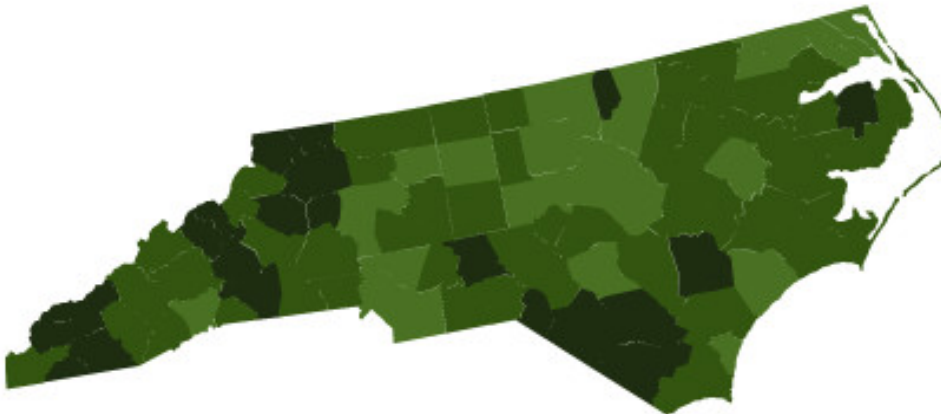
### CHILD FOOD INSECURITY RATE



National child food insecurity rate: 21.8%

### ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE CHILDREN

CHARITABLE RESPONSE	28%	Income ineligible for the federal nutrition programs (above 185% of the federal poverty level)
FREE/REDUCED PRICE SCHOOL LUNCH, SCHOOL BREAKFAST, SUMMER FOOD, WIC, SNAP	72%	Income eligible for federal nutrition programs (below 185% of the federal poverty level)



#### TOP counties with the highest child food insecurity rates

Robeson  
Scotland  
Swain  
Clay  
Alleghany

#### Child Food Insecurity Rates



Child hunger exists in every county in the United States. However, as Feeding America's Map the Meal Gap study shows, child food insecurity looks different from county to county. Anti-hunger programs work to protect millions of children from hunger, but the report also reveals that many children in need of food assistance do not qualify for federal child nutrition programs and their families must rely on charity alone to put food on the table. Map the Meal Gap provides data about the prevalence of child food insecurity at the local level, including the share of children who are income-eligible for federal child nutrition programs like free or reduced price school meals. By providing information about child hunger at the local level, Map the Meal Gap can help policymakers and service providers alike identify strategies to best reach families and children in need of food assistance.



Visit [feedingamerica.org/mapthegap](http://feedingamerica.org/mapthegap) for more information.  
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Due to rounding, totals range from 99-101%





# Eating Well Week 2: Creation

## Leader's Notes

Today's lesson centers on creation. The creation stories in Genesis 1 and 2 are well known, so encourage people to read these passages through the lens of food.

The primary and intermediate groups will learn the story of creation and make an art project to help them remember it. Youth will focus on the distances food travels to reach them and the impact that this has on the world. Adults will reflect on their personal shopping and eating habits to identify the carbon footprint they make in accessing food.

Today's activities raise awareness of the way that the food system impacts the entirety of creation.

## Notes:

## Opening Prayer

O God, although creation freely gives itself to feed us, we must not assume that the gift of food is free of responsibility. Our children depend upon us to maintain the health of an earth that will sustain them. Your demand for justice, oh God, requires that our lives contribute to the well-being of the earth. In gratitude for the food so graciously supplied, help us live in such a way that the health of the earth will continue to be able to feed others. Amen.

*(Willard Metzger, Thanking God with Integrity, Vol. II, 2010)*

## Share Your Successes

What did you do to make one meal special last week? Discuss how last week's lesson impacted your approach to this meal.

## Scripture

Genesis 1:1-2:4 - Creation

The story of creation is beloved and familiar. As you read and listen to it, keep in mind the issues raised by "Nourish" or the food system articles from last session.

## Focus Statement

God created the universe and everything in it. God repeatedly called the creation good and gave humans the responsibility of caring for it. God provided humans and creatures with all we need to eat; however, we must take care of creation to ensure that there is enough food for the children of all species, both now and in the future. Genesis 1:26-30 tells us that God gave humans the responsibility of being good stewards of creation, both animal and plant life.

## Activity

See the following pages for primary, intermediate, youth, and adult Activities.

## Apply It

This week, be mindful of how often you drive, where you drive, and why you drive somewhere rather than walking or taking public transportation. Try to eliminate at least one trip in the car. For example, combine several errands into one trip or walk rather than drive.

If you regularly walk or use public transportation, what are some of the benefits of this for you and for creation?



# Eating Well Week 2: Creation (continued)

## Table Grace for the Week

Be present at our table, Lord;  
Be here and everywhere adored;  
Thy creature bless, and grant that we  
May feast in paradise with Thee.  
(John Cenick - 1741, United Methodist Hymnal #621)

## Closing Prayer

Lord God, We thank you for the gift of life. We thank and praise you for the mystery of creation. We know that you are in us, and we in you. Guide us, therefore, in our efforts to hand on the earth to future generations, so that others can seek to understand Your will and purpose in the world, bring your love to perfection and magnify your holy name. Help us overcome godlessness with love. Help us support and protect the victims of climate change everywhere; those who've lost their homes or livelihoods to the ravages of famine, fire and flood. Teach us to live in peace and harmony with all creation. Lord, in your name, Amen.

(St. Albans' Church, <http://www.st-albans.dk/green-church/environmental-prayer/>)

## Educational Resources

### Books for Adults:

- *Animal, Vegetable, Miracle*, Barbara Kingsolver
- *Wildly Affordable Organic Cookbook*, Linda Watson

### Documentary

- "Food Matters" - [www.foodmatters.tv](http://www.foodmatters.tv)

### Resources for Teachers and Parents

- NC Ag in the Classroom - [www.ncagintheclassroom.com](http://www.ncagintheclassroom.com)

Find **Farmer's Markets** and **Community Supported Agriculture (CSA)** near you:

- Local Harvest - [www.localharvest.org](http://www.localharvest.org)
- North Carolina Farm Fresh - [www.ncfarmfresh.com](http://www.ncfarmfresh.com)

### NRDC, Food Facts: Eat Green Guide,

- [http://www.nrdc.org/globalWarming/files/eat-greenfs\\_feb2010.pdf](http://www.nrdc.org/globalWarming/files/eat-greenfs_feb2010.pdf)

## Theological Resources

### Book for Adults

- *Soil and Sacrament*, Fred Bahnson



# Primary and Intermediate Week 2

## Creation Story Wheel

### Scripture

Genesis 1:1-2:4

Since this is a long passage of scripture, you may choose to read from a children's Bible that has simpler language or tell the story in your own words.

Emphasize that God created and loves the world and everything in it.

Day 1: Day and night

Day 2: Water and sky

Day 3: Earth and sea; vegetation

Day 4: Sun and moon

Day 5: Birds and fish

Day 6: Land, animals and humans

Day 7: God rested

### Memory Verse

God saw everything that God had made, and indeed, it was very good.

*Genesis 1:31*

### Supplies

Both Options:

- One "Creation Days" template per child
- One "Cover" template per child
- Brads – one per child
- Scissors

Option 1:

- Crayons, markers, colored pencils

Option 2:

- Magazines to cut up
- Scissors
- Glue

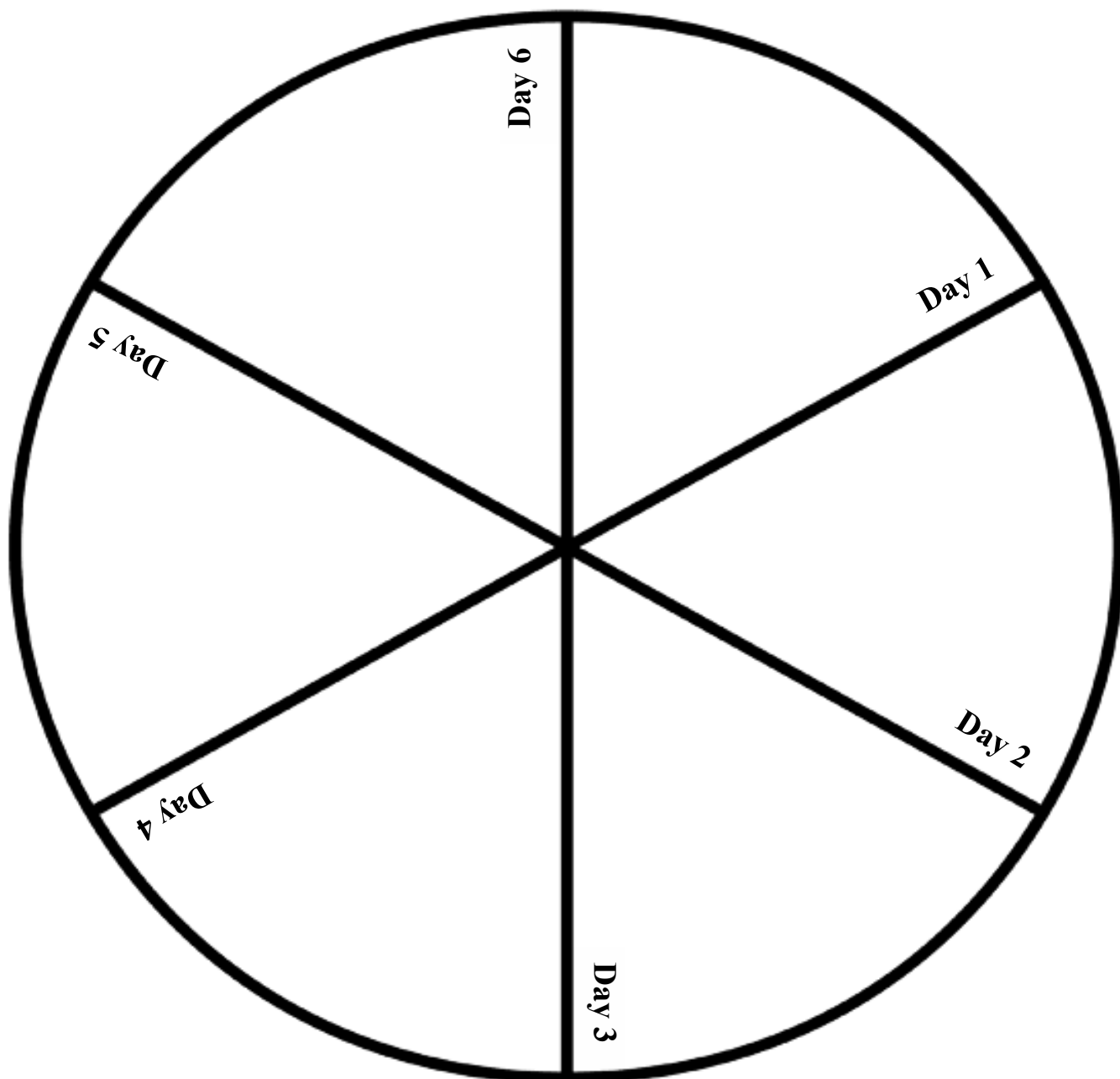
### Activity: Creation Story Wheel

- Before class: Print templates for each child. If you have very young children, cut out the circles ahead of time. Choose Option 1 or Option 2 and gather the appropriate supplies.
- Open with prayer.
- Read the scripture passage, being sure to highlight the different days of creation. You may choose to write the different days on the board or on newsprint.
- Pass out "Creation Days" templates and art supplies.
- Guide the children through each day of creation, having them illustrate what was created on each day in the appropriate day's "pie piece" on the template.
- Pass out "Cover" templates. Have them cut out the pie piece that is outlined. Once the pie piece is removed, turn the cover over so the blank side faces upward. You may wish to write the title "\_\_\_\_\_'s Creation Wheel" on each cover. Have the children decorate the cover.
- Place the cover on top of the Creation Days circle. Push a brad through the center. Show the children how to spin the cover to reveal each day of creation. Practice telling the story of creation with them using their wheels.
- Again, be sure to emphasize that one thing the creation story teaches us is that God created and loves everything – the earth, vegetation, animals, water, the sun and moon, the food that we eat, and us. God cares for all of creation, and so should we.
- Close with prayer.



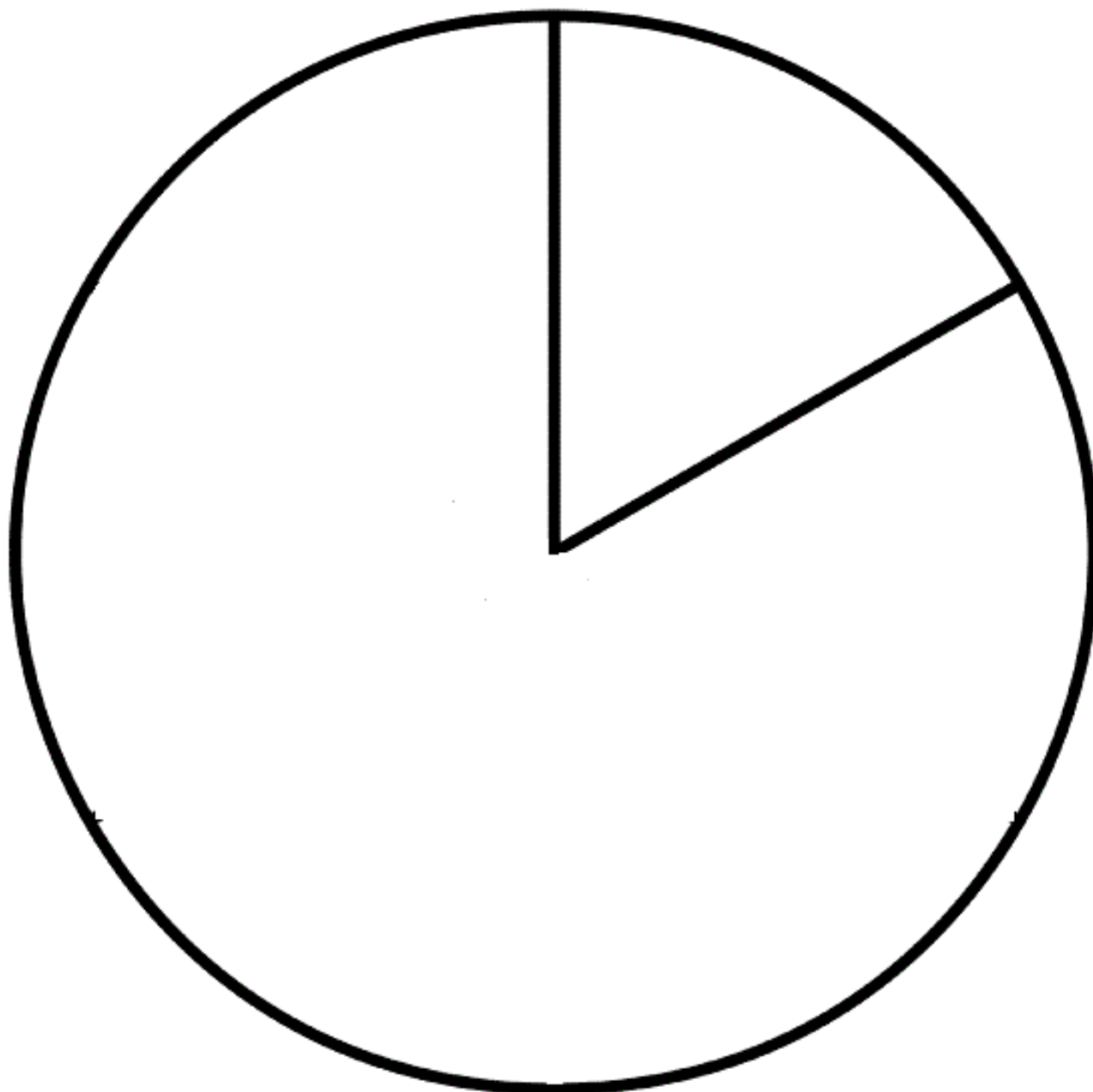


# Primary and Intermediate Week 2 Creation Story Wheel





# Primary and Intermediate Week 2 Creation Story Wheel



## Youth Week 2: Creation

### Think

Where does your food come from? No, not the fridge. Not the grocery store. Where does it **really** come from?

### Read

Genesis 1:1-2:4 - Creation

The Bible starts with the story of creation. We see that God creates everything – the water, the land, light and dark, plants, animals, even people. Not only does God create everything, God repeatedly says that it is all good. How can we take care of God's good creation? Think about this as you read.

### Talk

What does the story of creation teach you about the origin of plants and animals? What does it teach us about how God feels about the world? How should we take care of the world based on what we read in this scripture passage?

### Explore

Food is one of the things God provides for us. Let's think about where that food comes from and how that impacts creation. Using the charts below, create a travel map of your favorite foods. First, find your favorite foods and the states or countries where they are grown. Next, draw a line from those places to North Carolina on the map. Finally, using the second chart, calculate the total number of miles that all of your favorite foods traveled in order to arrive in North Carolina.

Food	Location**
Apples	Washington (state)
Bananas	Costa Rica, Honduras
Oranges	Florida, Chile
Pears	Washington, Oregon, California
Strawberries	California
Lemons	California, Arizona
Limes	Mexico
Grapefruit	California, Arizona

Food	Location**
Mango	Brazil
Papaya	Brazil
Potatoes	New York, North Carolina
Onions	Peru
Tomatoes	Canada, Mexico, Florida
Garlic	Florida
Bell peppers	Mexico
Cucumbers	Mexico, Canada
Carrots	California
Pork*	Virginia, Colorado, North Carolina
Chicken*	Arkansas, Georgia
Beef*	US, Canada, Mexico

Location	Distance from NC in miles***
Arizona	1,829
Arkansas	723
Brazil	3,858
California	2,256
Canada	1,897
Chile	4,942
Colorado	1,499
Costa Rica	1,831
Florida	583
Georgia	322
Honduras	1,516
Mexico	1,656
New York	578
Oregon	2,253
Peru	3,096
Virginia	119
Washington State	2,280

\*These items were packaged in these locations, but not necessarily raised there.

\*\*These foods and their origins were researched from Harris Teeter and Food Lion grocery stores in Raleigh, NC.

\*\*\* These distance estimates were found using Google Earth.



# Youth Week 2: Creation (continued)



Arizona	California	Colorado	Georgia	New York	Virginia
Arkansas	Canada	Costa Rica	Honduras	Oregon	Washington
Brazil	Chile	Florida	Mexico	Peru	





## Youth Week 2: Creation (continued)

### Did You Know?

While importing food from around the world creates a large carbon footprint, beef and dairy production actually releases far more greenhouse gases.

Livestock production is responsible for 18% of the global warming effect, which is more than the entire transportation sector! Livestock production is responsible for emissions of methane and nitrous oxide, two gases that have greater global warming effects than carbon dioxide.

So what is methane? Methane is a gas released by cows as they digest their food. Methane and nitrous oxide are also released by the huge amounts of manure stored in factory farms that raise the cattle.

The factory farming of livestock also requires a huge amount of water – 1,800-2,500 gallons of water go into producing just a single pound of beef! Not only does livestock production use a lot of water, it also uses more fossil fuel energy than plant production. It takes about 40 calories of fossil fuel energy to produce one calorie of factory-farm beef. This means that producing a 200-calorie hamburger patty requires roughly 8,000 calories of fossil fuel energy! By comparison, it only takes about two calories of fossil fuel energy to produce one calorie of plant-based protein.

So what can we do to use fewer fossil fuels and help prevent global warming? Eat less meat! Cutting meat out

of just one meal a week is like driving 760 fewer miles per year. If you cut out meat completely, it would be like driving 5,340 fewer miles per year. Consider encouraging your family to eat meatless one day a week.

#### Sources:

Ewen Callaway (<http://www.newscientist.com/article/dn13741-food-miles-dont-feed-climate-change--meat-does.html>)

Meatless Monday (<http://www.meatlessmonday.com>)

Sustainable Table (<http://www.sustainabletable.org>)

North Carolina Interfaith Power and Light (<http://ncipl.org>)

### So What?

So, how far does your food travel? What impact does that have on creation? What can you do to eat well so that you are healthy and so is the planet?

### Pray

*Every creature, every plant  
every rock and grain of sand  
proclaims the glory of its Creator  
worships through colour, shape, scent and form.  
A multi-sensory song of praise.  
Creator God, may we join  
with the whole of your creation  
in praising you, our Creator  
through the fragrance  
and melody of our lives. Amen.*

- [http://www.faithandworship.com/creation\\_prayers.htm](http://www.faithandworship.com/creation_prayers.htm)



# Adults Week 2: Distance Traveled for Food

## Carbon Footprints

While there are many greenhouse gases, carbon dioxide (CO<sub>2</sub>) is the most common one released by the use of fossil fuels. When calculating an activity's carbon footprint, all the other greenhouse gases like methane and nitrous oxide are calculated in terms of carbon dioxide equivalence (CO<sub>2</sub>e) for simplicity and clarity. Therefore, a carbon footprint refers to the amount of all greenhouse gas emissions released by activities.

Let's look at the carbon footprint created by the distance you and your family travel to eat each week. If you go other places to get food that are not listed in the circles below, write them in the "other" circles. On each line, write the estimated distance traveled to that place to get food.

\*Sources:

- [www.climatecrisis.net](http://www.climatecrisis.net)
- [www.guardian.co.uk/environment/blog/2010/jun/04/carbon-footprint-definition](http://www.guardian.co.uk/environment/blog/2010/jun/04/carbon-footprint-definition)

## Activity Questions

- In a typical week, how many miles does your family travel for food?

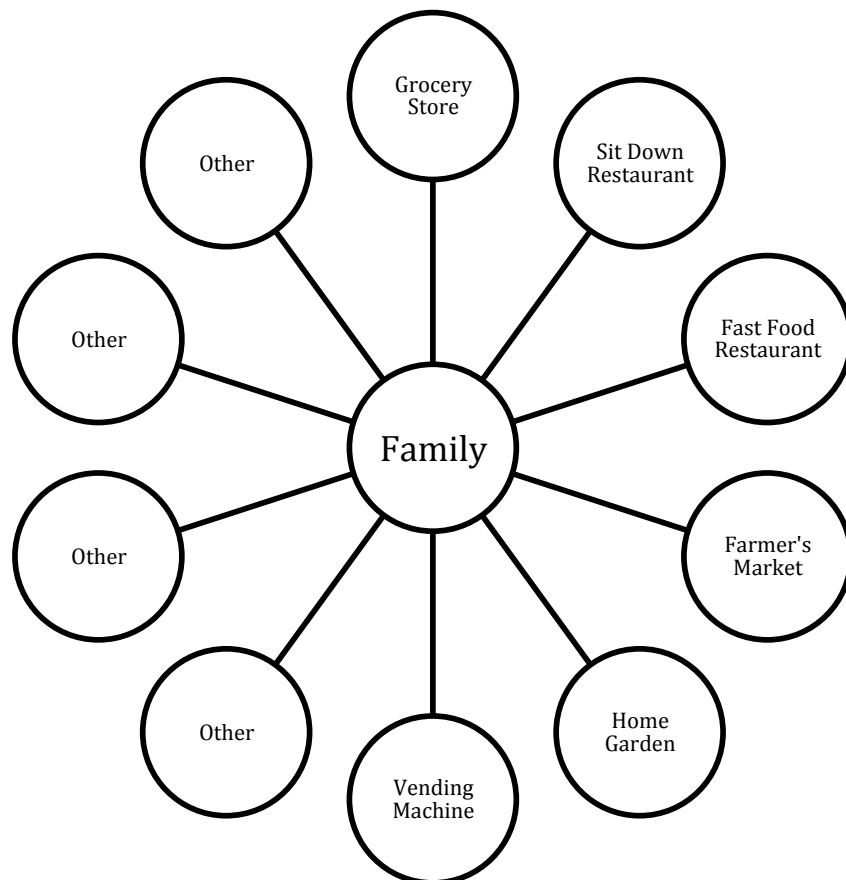
- For an average-size sedan such as a Toyota Camry, every one mile driven results in the output of roughly .85 pounds of CO<sub>2</sub>. For an SUV such as a Toyota 4Runner, the output is higher: roughly 1.08 pounds of CO<sub>2</sub>/mile. Based on these numbers, what is your family's approximate weekly carbon footprint, just from driving for food?

\*source: <http://www.terrapass.com/carbonfootprint-calculator-2/>

- What is the cost of gas?
- What are some of the potential environmental impacts of the ways in which you get your food?

## Discussion

- What surprised you in making this diagram?
- How far on average do you travel to get your food?
- How far does most of your food travel before it reaches you? (See the Youth activity on page 21.)
- How can you make different food choices that reflect your respect for God's creation?
- In the creation story, God provided Adam and Eve with everything they needed within the garden of Eden. How much of the food we need is available locally instead of at a distance?



# Adults Week 2: Distance Traveled for Food (continued)

## Did You Know?

## Notes:

While importing food from around the world creates a large carbon footprint, beef and dairy production releases far more greenhouse gases.

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So what can we do to use fewer fossil fuels and help prevent global warming? Eat less meat. Cutting meat out of just one meal a week is like driving 760 fewer miles per year. If you cut out meat completely, it would be like driving 5,340 fewer miles per year.

Consider encouraging your family to eat meatless one day a week.

### Sources:

Ewen Callaway (<http://www.newscientist.com/article/dn13741-food-miles-dont-feed-climate-change--meat-does.html>)

Meatless Monday (<http://www.meatlessmonday.com>)

Sustainable Table (<http://www.sustainabletable.org>)

North Carolina Interfaith Power and Light (<http://ncipl.org>)





# Eating Well Week 3: Enough

## Leader's Notes

Keep in mind that eating is an emotional activity for many people. Some people eat when they are sad, some avoid eating to have a feeling of control, and others cook and eat foods that remind them of their family or their heritage.

When leading today's session, please be mindful of what you say in regards to food and emotions. Participants may share painful food-related emotions or experiences such as eating disorders. Remind the class about confidentiality.

Please read the Leader's Notes for the Adult lesson. This week's activity requires prior planning.

## Activity

See the following pages for primary, intermediate, youth, and adult activities.

## Apply It

Based on what you learned today, set a goal for this week. You may choose to eliminate a sugary drink, to consume more water, or to be more aware of serving sizes.

## Table Grace for the Week

Lord, we give you humble thanks for the bounty you've provided. Amen. *(Lisa Talbott)*

## Closing Prayer

O Lord our God,  
you are always more ready to  
bestow your good gifts on us  
than we are willing to receive them,  
and are willing to give more than we desire or deserve.  
Help us to seek that we may truly find,  
so to ask that we may joyfully receive,  
so to knock that the door of your mercy  
may be opened to us;  
through Jesus Christ our Savior. Amen.  
*(The Book of Common Prayer of the Church of England, 20th c.)*

## Opening Prayer

Give us, Señor, a little sun, a little happiness, and some work.

Give us a heart to comfort those in pain.

Give us the ability to be good, strong, wise, and free, so that we may be as generous with others as we are with ourselves.

Finally, Señor, let us all live as your own one family. Amen.  
*(The United Methodist Book of Worship, from a church wall in Mexico, 20th c.)*

## Share Your Successes

Did you eliminate one car trip this week? If you were not able to, what prevented you? If you were able to, how did you do it? What are some benefits of walking or taking public transportation?

## Scripture

Exodus 16:9-26 - Choose a reader or take turns reading aloud this story of God's gracious provision of manna and quail for the Hebrews while in the wilderness.

Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.  
*1 Corinthians 6:19-20*

## Focus Statement

Each of our bodies is a good gift from God. We do not want to misuse these gifts by consuming more food than our bodies need. God provides enough.

## Educational Resources

### Information about food groups and serving sizes:

- <http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/pyramid/>
- <http://www.choosemyplate.gov/>

### Book for Adults

- *More-with-Less Cookbook* by Doris Janzen Longacre

## Theological Resources

**Short Essay:** *Addressing Hunger from a Faith Perspective:* <http://www.bread.org/hunger/bible/biblical-basis/biblical-basis-for-advocacy.pdf>

**Short Article:** *Faith-Inspired healthy eating:* <http://www.uscatholic.org/articles/201312/erich-march-unexpected-grocer-28244>



# Primary and Intermediate Week 3:

## Enough is Enough!

### Scripture

Exodus 16:9-26

Since this is a longer passage, you may wish to use a children's Bible that has simpler language.

You may also choose to retell the story in your own words. If so, be sure to emphasize verses 16 and 23 – God provides just enough, and on the Sabbath, God provides twice as much so that the people could have a day of rest.

### Memory Verse

They gathered as much as each of them needed.  
Exodus 16:18b

### Supplies

Option 1:

- One copy of the blank food plate handout per child
- Magazines that can be cut up
- Scissors
- Glue sticks
- Larger construction paper
- If possible, laminating machine or supplies

Option 2:

- Crayons, colored pencils, or markers for the children to draw their food items if magazines are not available for collages

### Activity: Create a Place Mat

- Before this session, explore [www.hsph.harvard.edu/nutritionsource/healthy-eating-plate](http://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate) and [www.choosemyplate.gov/index.html](http://www.choosemyplate.gov/index.html) to familiarize yourself with the recommendations.
- Read or tell today's scripture lesson.
- Talk with the group about the idea of having enough to eat. Everyone should eat enough to be healthy. They should eat enough to feel full. They should not eat until they feel stuffed. You might also talk about eating only when hungry or at meal times and not eating out of boredom.
- On newsprint or the board, draw the chart you see at the bottom of this page.
- As a group, brainstorm different foods that fit into each category. There are ideas listed in the chart.
- Discuss ways to distinguish healthy foods from unhealthy ones, like eating whole foods instead of processed foods, drinking water instead of sugar-sweetened beverages, looking for a variety of colors, "shopping the perimeter" of the grocery store, and reading nutrition labels.
- Remind the children that having a variety of foods is important. For younger children, you may concentrate on having many different colors of food.
- Pass out one plate template to each child.
- Distribute collage supplies.
- Help the students to each make a collage containing a variety of healthy foods.
- If you have the capabilities, once the collages have dried, glue them to a large sheet of construction paper and laminate them. The children can take them home to use as place mats to remind them to eat a variety of foods.
- In closing, bring their attention back to today's scripture. God gave the Israelites enough – not too much and not too little. When they eat, they should think about just eating enough.
- End with a prayer thanking God for giving them enough to eat.

Vegetables	Whole Grains	Fruits	Healthy Proteins	Healthy Drinks
The children will be able to name a variety of vegetables. Be sure to emphasize the different colors of vegetables.	<ul style="list-style-type: none"> <li>• Whole wheat bread</li> <li>• Brown rice</li> <li>• Whole wheat pasta</li> <li>• Steel cut oats</li> <li>• Quinoa</li> </ul> Limit: white rice, white flour	The children will be able to name a variety of fruits. Be sure to emphasize the different colors of fruits.	<ul style="list-style-type: none"> <li>• Chicken</li> <li>• Fish</li> <li>• Beans</li> <li>• Nuts</li> </ul> Limit: red meat, bacon and processed meats such as lunch meats and hot dogs	<ul style="list-style-type: none"> <li>• Water</li> <li>• 100% fruit juice</li> <li>• Low-fat milk</li> <li>• Tea (unsweet)</li> </ul>



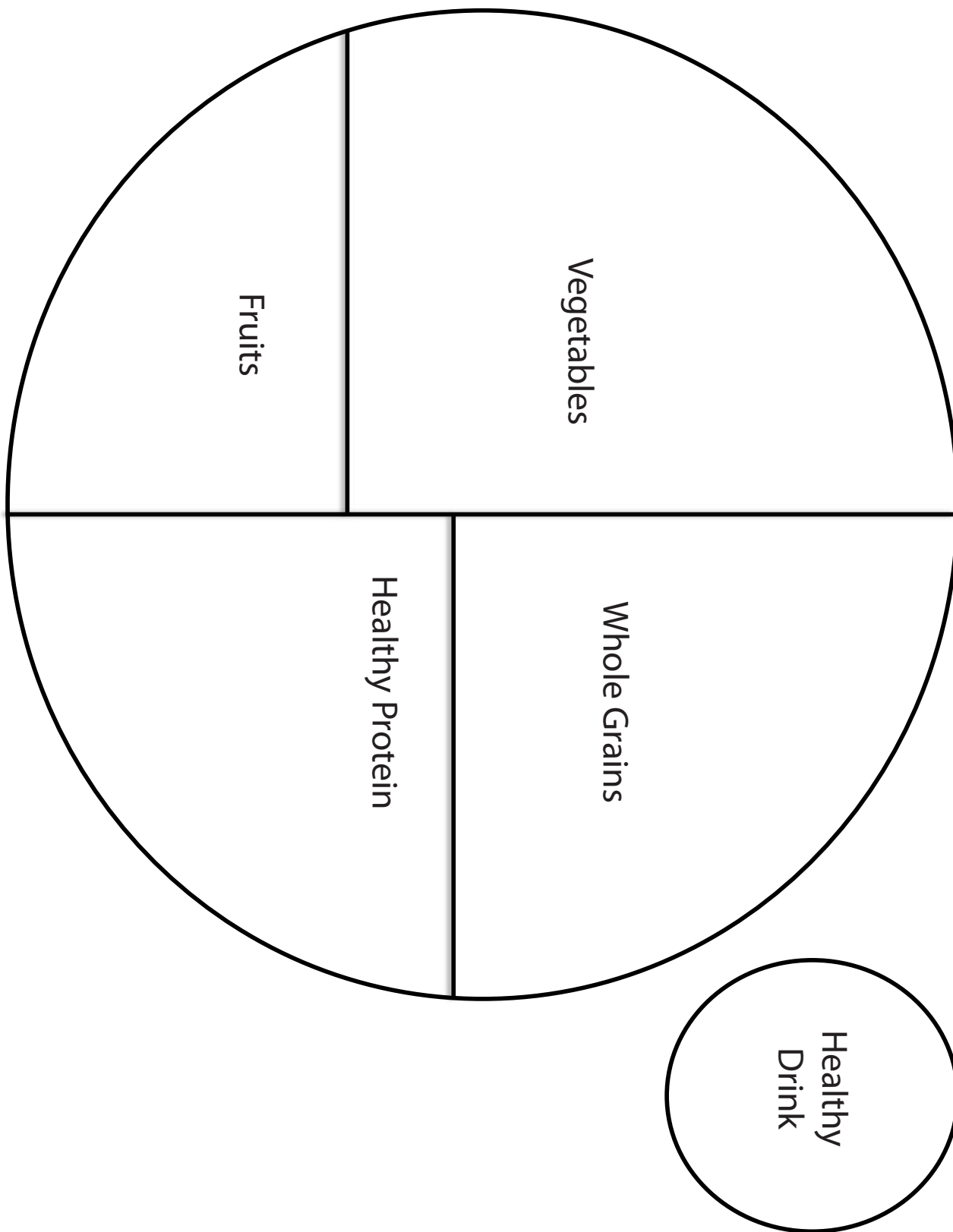
# Primary and Intermediate Week 3: Enough is Enough!

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Primary and Intermediate Week 3:  
Enough is Enough!

**Enough is Enough!**  
Exodus 16:18b They gathered as much as each of them needed.





# Primary and Intermediate Week 3: Enough is Enough!

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# Youth Week 3: Enough

## Think

People tend to eat a lot of food during the holidays. Think about a holiday meal you've had. What did you eat? How much did you eat?

What does it feel like to be hungry? How does hunger feel physically? Mentally? What does it feel like to be full? Or stuffed? What are the physical sensations of having enough to eat? Too much to eat?

## Read

Exodus 16:9-26

Moses led the Israelites out of Egypt, but they weren't out of danger yet. The Israelites were in the wilderness. There wasn't much food or water. They complained that Moses and Aaron were trying to starve them to death. Read about how God provided for the Israelites.

## Talk

God gave the Israelites exactly as much food as they needed each day – not too much, not too little. Just enough. Today people have a hard time eating the right amount. Some people eat too much, which can contribute to obesity, heart disease, and other health problems. Others don't have enough to eat and suffer from hunger and malnourishment. How much is enough? How do you decide how much to eat? How does what you eat affect other people and the planet?

## Explore

Think about a normal fast food meal – a hamburger, fries, and a soft drink. That sounds like a reasonable meal, right? Well, is it enough or too much?

Item	Calories	Total Fat	Sodium	Sugar
1/4 lb. hamburger	583 cal	31 g	1076 mg	11 g
Large fries	500 cal	24 g	533 mg	0 g
Large Coke	280 cal	0 g	5 mg	76 g
<b>Total</b>	<b>1363 cal</b>	<b>55 g</b>	<b>1614 mg</b>	<b>87 g</b>

## Supplies

- 6 cups of sugar
- One large container of table salt
- Paper plates (one per person or group)
- Paper muffin cups (two per person or group)
- 3-4 sets of measuring spoons
- Several handfuls of dimes or paperclips (both of which weigh about one gram)

1 tablespoon of sugar = 12.5 grams of sugar

1 teaspoon of salt = 2300 mg of sodium

1 dime or 1 paperclip = 1 gram

Let's visualize what we're actually putting in our bodies when we eat a typical fast food meal. Using the supplies, calculate how many tablespoons of sugar are in this meal and measure that much sugar into a paper muffin cup and set it on the paper plate. Then calculate the amount of salt and measure it into a paper muffin cup. Then count out paper clips or dimes to represent the number of grams of fat and put them in another paper muffin cup.

## So what?

What is your reaction? How do you feel about the amount of sugar in the meal? Were you surprised? What about the amount of salt? Fat?

Fat, salt, and sugar are all essential parts of our diet. The problem is, we eat way too much of them! Read the Sugar, Sodium and Fat Guidelines textbox on the next page. Should this fast food hamburger meal be a regular part of your diet? Think about the other meals and snacks you eat during the day. How much do they add to your sugar, salt, and fat intake?

Is this meal enough or is it too much in terms of its fat, salt and sugar content?

What are some ways you can work on eating enough, but not too much? How can you figure out how much food is enough for you to eat? Think about listening to your body's signals like feelings of hunger and fullness. How can you encourage your family to eat enough – not too much but also not too little?



## Youth Week 3: Enough (continued)

### Pray

God of Enough, you know what is right for us. We know that while we sometimes eat too much, others don't have enough. Our eating habits can hurt others and the planet. Help us listen to our bodies, to pay attention to the food that we eat, and to learn to eat enough for our health and for the health of the world. Amen.

(Lisa Talbott)

\*\*The nutritional information in the chart on page 31 is based on an average of comparable menu items from Burger King, Wendy's and McDonalds. See the following websites for additional nutritional information from these fast food restaurants.

*\*Nutritional information for 1/4 pound hamburgers, large fried and large coke:*

- <http://www.bk.com/en/us/menu-nutrition/index.html>
- [http://www.wendys.com/redesign/wendys/pdf/en\\_US\\_nutrition.pdf](http://www.wendys.com/redesign/wendys/pdf/en_US_nutrition.pdf)
- <http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>

### Sugar, Sodium & Fat Guidelines

The American Heart Association recommends that men have no more than 9 tsp./36 grams of added sugar per day and women should not have more than 5 tsp./30 grams of added sugar per day.

The 2010 Dietary Guidelines for Americans recommend eating less than 2,300 mg of sodium each day, and less than 1,500 mg for persons who are age 51 and older.

The 2010 Dietary Guidelines for Americans recommends that fat comprise roughly 30% of one's daily caloric intake.

Sources:

- <http://www.health.gov/dietaryguidelines/dga2010/dietaryguidelines2010.pdf>
- <http://cardiacscanny.com/topicpage.php?linkid=720>





# Adults Week 3: Enough

## Leader's Notes

This week's activity will be based on a series of "exhibits." These exhibits require gathering materials and preparing them prior to class, but the materials are common household items. There are instructions for six exhibits. Choose at least four in order to give the participants ample information to learn and discuss. Set up the exhibits around the perimeter of the meeting space before class begins.

Begin with the pre-activity discussion questions, allowing about 10 minutes for discussion. Then explain the museum walk to the participants and give them 10-15 minutes to explore all of the exhibits. Encourage them to take notes in their Participant's Guide. When everyone has explored the exhibits, bring them back together for the discussion. Leave time at the end of class to explain the "Apply It" section and say the Closing Prayer.

## Notes:

## Pre-Activity

- What is the difference between "full" and "stuffed"?
- How can you tell when you've had enough?
- What advice have you heard about eating that can help you eat enough, and to avoid eating too much?

## Activity

Walk around the room and examine the exhibits. Take notes for the discussion later.

## Discussion

- What did you already know? What surprised you?
- Does any of this information inspire you to change your eating habits or your thoughts about food?
- Think about the rice, sugar, and serving size exhibits. When does "enough" become "too much"?
- The people who pick our food often don't have enough to eat because they do not earn a living wage. Those who feed us often go hungry. How much pay is "enough"? What is the significance of earning a living wage? What does it mean to receive fair pay?
- How does this information make you feel about having enough, too much, or too little?
- Some of these exhibits describe things we do or eat too much of, while others describe things we don't do or eat enough of. What can you and your church do now that you have this information?
- What specific habit(s) are you inspired to make or change because of the information you learned?
- In what ways do we abuse our bodies – temples of the Holy Spirit (1 Cor 6:19-20) – when we indulge in too much?
- What are some ways that our overindulgence might affect our neighbors who are in need? What are some ways to ensure that everyone – regardless of their race or ethnicity, the place they live, or how much money they make – has enough food to eat?
- What do we learn from the story of God's gift of manna and quail to the Israelites that can inform our own eating practices?
- How well do you treat the temple of your body?



## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### Pennies for Farmworkers

#### Supplies

- 100 pennies or coins equaling \$0.16 and \$0.84
- Print and cut out the information sheet and Bible verse

#### Directions

- Divide the pennies or coins into two piles representing the above amounts.
- Put the printout between the two piles.

Listen! The wages of the laborers who mowed your fields, which you kept back by fraud, cry out, and the cries of the harvesters have reached the ears of the Lord of hosts.

James 5:4

### Pennies for Farmworkers

For every dollar spent on food, only about \$0.16 goes back to the farmer. The rest is spent on packaging, shipping, marketing, and the labor needed to accomplish these things.

The \$0.16 that goes to the farmer must cover a variety of expenses. Brainstorm a list of the expenses the \$0.16 that goes to the farmer must cover. Of that \$0.16, how much do you think goes to the farmworkers?

Only \$0.06 of every food dollar goes to farmworkers.

One recent study found that if farmworker wages were to rise by 40 percent, each seasonal farmworker who picks fruits and vegetables would be lifted above the federal poverty line. The total cost to consumers? Only about \$15 more per year.

#### Sources:

- <http://www.nytimes.com/roomfordebate/2011/08/17/could-farms-survive-without-illegal-labor/the-costs-and-benefits-of-a-raise-for-field-workers>
- <http://www.ncfan.org/wages/>
- <http://eatocracy.cnn.com/2012/08/08/where-does-your-grocery-money-go-mostly-not-to-the-farmer/>





## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### Counting Calories By Country

#### Supplies

- 20 cups plus 10 tablespoons of uncooked rice
- 4 gallon size zip-top bags
- Print and cut out the information sheet

#### Directions

- Label one bag "United States of America: 3,754 calories per day." Measure 7 cups plus 12 tablespoons of rice into the bag.
- Label a second bag "Japan: 2,768 calories per day." Measure into the bag 5 cups plus 7 tablespoons of rice.
- Label the third bag "Ethiopia: 1,858 calories per day." Measure out 3 cups plus 13 tablespoons of rice.
- Label the last bag "Democratic Republic of the Congo: 1,606 calories per day." Put the remaining rice (3 cups plus 5 tablespoons) into it.
- Place these four bags on the table with the printout.

## Counting Calories By Country

Each bag represents the average number of calories that an individual from that country eats per day.

Compare the four bags.

Feel free to pick up the bags  
to see how heavy they are.

Keep in mind that, while every individual has a different number of calories they should eat, the USDA recommends that the average adult woman should eat between 1600 and 2400 calories per day, while the average adult man should eat between 2000 and 3000 calories per day, depending on age and physical activity levels.

How do these countries compare to that recommendation?

Source:

USDA Dietary Guidelines 2010, page 13. <http://statinfo.biz/geomap.aspx?act=7753&lang=2>



## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### Thirst Quenching

#### Supplies

- 10 standard 16.9-ounce water bottles (either new or recycled and filled with tap water) or multiple water bottles that have labels or markings that indicate volume
- Calculator (optional)
- Print and cut out the information sheet

#### Directions

- Place the water bottles on the table.
- Place the printout alongside the bottles.
- If you have access to one, put the calculator next to the printout.

### Thirst Quenching

While each individual's daily requirement for water differs, you can get a rough estimate of how much water you need using a simple calculation.

Divide your weight in half. That is roughly the number of ounces of water you need each day. For example, a 160 pound person needs around 80 ounces of water per day ( $160/2 = 80$ ).

While you can get some of this water from the food you eat, especially fruits and vegetables, it's important to drink water as well.

Look at the water bottles on the table.  
How much water is in each? (Use the label on the side.)

How many water bottles  
equal your daily requirement for water?

Source:  
*myfooddiary.com*





## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### You Gonna Eat That?

#### Supplies

- Three grocery bags (plastic, paper, or reusable)
- Print and cut out the information sheet

#### Directions

- Fill each bag with crumpled newspaper or other lightweight items to make the bags look full and to help them stand upright on the table
- Label two of the bags "Eat" and the third bag "Throw Away"
- Place the printout between the bags

## You Gonna Eat That?

Roughly thirty percent of all food produced in the US each year, worth US \$48.3 billion, is thrown away.

That would be like going to the grocery store and purchasing three bags of food. When you get home, you throw away almost one full bag.

A number of different factors contribute to this waste: food being left unharvested because market prices are down, grocery stores discarding imperfect looking fruits and vegetables, and consumers throwing away purchased food uneaten. According to one estimate, the average American family of four discards between \$1,365 and \$2,275 of food waste annually.

Brainstorm a few strategies to help your family reduce its food waste.

#### Sources:

- <http://www.unep.org/wed/2013/quickfacts/>
- <http://www.nrdc.org/food/files/wasted-food-ip.pdf>



## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### How Much Sugar Do We Drink?

#### Supplies

- One can of a leading cola such as Coke or Pepsi (regular, not diet. It can be an empty can)
- One cup of orange juice (any brand, any style)
- One cup of milk (any brand, any fat content)
- Three sandwich bags
- Granulated sugar
- Print and cut out the information sheet

#### Directions

- Label one sandwich bag "Soda." Measure and place 9.5 teaspoons of sugar into the bag.
- Label another bag "Orange Juice." Measure and place 5 teaspoons of sugar into the bag.
- Label the third bag "2% Milk." Measure and place 3 teaspoons (plus an extra pinch) of sugar into the bag.
- Place the soda, milk, and juice can/cartons on the table next to their respective bags. Place the printout on the table as well.

## How Much Sugar Do We Drink?

A 12-ounce can of soda contains about 40 grams or 9.5 teaspoons of sugar.

One teaspoon equals 4.2 grams of sugar. Each gram of sugar contains 4 calories.

An 8-ounce serving of 2% milk contains about 12 grams or about 3 teaspoons of sugar.

Since these calories are consumed in liquid form, you are less likely to feel full even though you've consumed many calories.

An 8-ounce serving of orange juice contains about 21 grams or 5 teaspoons of sugar.

How can you cut down on the number of calories you consume through beverages?

#### Sources:

<http://www.kickthecan.info/fast-facts>

<http://nutritiondata.self.com/facts/fruits-and-fruit-juices/1971/2>

<http://nutritiondata.self.com/facts/dairy-and-egg-products/71/2>





## Adults Week 3: Enough (continued)

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## Adults Week 3: Enough (continued)

### Serving Sizes

#### Supplies (gather as many as possible)

- Baseball (or similarly sized ball)
- 3 dice
- 1 light bulb
- 1 can of tuna
- 1 cassette tape
- 1 deck of cards
- 1 checkbook cover
- 1 golf ball
- 1 poker chip
- 1 pencil (wooden, unsharpened)

#### Directions

- Print and cut out the information sheet.
- Place the print out on the table and scatter the items around it.

### Serving Sizes

It is sometimes difficult to visualize the recommended serving sizes of different foods.

Identify the object on the table that represents the serving size of the foods below.

Were you surprised by any of these serving sizes? How do they compare with typical U.S. food portions, particularly when eating out at a restaurant?

- 1 cup of vegetables (including salad) = a baseball
- 1 ½ ounces of cheese = 3 dice
- ½ cup of ice cream = a light bulb
- 1 bagel = a can of tuna
- 1 slice of bread = a cassette tape
- 3 ounces of red meat or chicken = a deck of cards
- 3 ounces of cooked fish = a checkbook
- ¼ cup nuts = a golf ball
- ½ cup beans = a light bulb
- 1 apple = a baseball
- 1 medium banana = a pencil length
- 1 tablespoon of butter, oil, salad dressing, or mayonnaise = 1 poker chip
- 1 slice of cake = a deck of cards

Source:  
<http://www.webmd.com/diet/healthtool-portion-size-plate>



## Adults Week 3: Enough (continued)

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# Eating Well Week 4: Honoring Neighbors

## Leader's Notes

This week's lesson focuses on neighbors. We often forget that people who do not look like us or live near us are still our neighbors. This lesson will help participants to recognize and care for all their neighbors.

The primary and intermediate groups will learn about all the people involved in the process of getting food from the farm to the table. The youth will learn about farmworkers and the produce they pick, while adults will watch a film on migrant farmworkers in North Carolina.

## Opening Prayer

### "The Web"

Humankind has not woven the web of life.

We are but one thread within it.

Whatever we do to the web, we do to ourselves.

All things are bound together.

All things connect.

*(Attributed to Chief Seattle, a Native American of the Duwamish tribe of what is now the state of Washington. Accessed at <http://www.educationforjustice.org/node/1356>)*

## Share Your Successes

What goal did you set for last week? Did you reach that goal? Why or why not?

## Scripture

Luke 10:25-37 - The Parable of the Good Samaritan

In the first century, Jews and Samaritans were enemies. While both groups followed the Pentateuch (the first five books of the Old Testament) and worshipped Yahweh (the Hebrew name for God), Jews considered Samaritans to be heretics because they did not worship in Jerusalem and also because they intermarried with other people groups.

The feud between the two peoples was so strong that Jews would often travel far out of their way to go *around* Samaria, rather than set foot in Samaria. The Jews would not have expected to hear about a *good* Samaritan, so Jesus shocks his Jewish audience here by depicting a Samaritan as a model to emulate. As you read this parable, ask yourself who might be considered a "Samaritan" in our culture today? Who might be a "Samaritan" to you personally?

## Focus Statement

Jesus told the parable of the Good Samaritan in response to the question, "Who is my neighbor?" Jesus shows us that our neighbors are not just our friends or the people who are like us. As we continue to study God's good creation together, think about expanding your definition of neighbor to see people of all cultures, races and socio-economic statuses as your neighbors. Furthermore, as neighbors we should seek to live in harmony not only with one another, but also with the land, animals and plants that share God's good creation with us.



Photo by National Farm Worker Ministry





## Eating Well Week 4: Honoring Neighbors (continued)

### Activity

See the following pages for primary, intermediate, youth, and adult Activities. Adults may choose to use the youth activity.

### Apply It

We sometimes forget to show proper appreciation to the people who work in service industries. This week, show your gratitude at the grocery store and other places you go by saying a heartfelt thank you to the people who work there. Note their reactions.

Alternatively, go to [www.harvestofdignity.org](http://www.harvestofdignity.org) to find out ways to get involved in the statewide campaign to improve farmworker living and working conditions.

### Table Grace for the Week

Creator God, thank you for this food. Bless it to nourish and strengthen us so that we may be a blessing to all of our neighbors. Amen.

*(Lisa Talbott)*

### Closing Prayer

Bless the hands of the people of the earth,  
The hands that plant the seed,  
The hands that bind the harvest,  
The hands that carry the burden of life.  
Soften the hands of the oppressor and  
Strengthen the hands of the oppressed.  
Bless the hands of the workers,  
Bless the hands of those in power above them,  
That the measure they deal will be tempered  
With justice and compassion. Amen.

*(National Farm Worker Ministry - <http://nfwm.org/education-center/worship-resources/prayers/>)*

### Educational Resources

Additional information and resources about farmworkers:

- <http://www.ncfarmworkers.org/>
- <http://www.ncfan.org/>
- <http://www.ncfarmfresh.com/index.asp>

### Theological Resources

- <http://nfwm.org/>
- <http://www.ncfarmworkers.org/category/printed-materials/faith-based/>
- Short Article for Youth: St. Francis and the Animals:  
<http://www.americancatholic.org/features/francis/stories.asp>



*Photo by Peter Eversoll*



## Primary Week 4: Honoring Our Neighbors

### Scripture

#### The Parable of the Good Samaritan

Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit eternal life?' He said to him, 'What is written in the law? What do you read there?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.' And he said to him, 'You have given the right answer; do this, and you will live.' But wanting to justify himself, he asked Jesus, 'And who is my neighbor?'

Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, "Take care of him; and when I come back, I will repay you whatever more you spend." Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?' He said, 'The one who showed him mercy.' Jesus said to him, 'Go and do likewise.'

*Luke 10:25-37*

### Supplies

- Newsprint or whiteboard and markers for brainstorming
- Photocopy of "I'm Thankful for My Neighbors!" for each student
- Crayons/markers/colored pencils

### Activity: Group Comic Strip

- Read the Parable of the Good Samaritan. Emphasize the lesson Jesus teaches about neighbors, reminding the group that neighbors are not just the people who live in the houses or apartments next door to us.
- Remind the students that they've been learning about food and that there are lots of neighbors who touch our food before it ever reaches us.
- As a group, brainstorm the people who are involved in food production, transportation, and preparation. Some people they may bring up are farmers, farmworkers, harvesters, truck drivers, grocery store stockers, cashiers, the people who cook food at home (possibly parents, grandparents, or older siblings), or people who work in restaurants such as waiters, waitresses and chefs. They can include themselves as the final consumer.
- The brainstorm will likely be in random order. Ask the students who they think the first person in the process is. Number it. Then the second, third, and so on.
- Each child will draw one step of the food production process. Pass out copies of the blank handout or a blank piece of paper. Ask each student to draw a neighbor (either that you assign or whom they chose) who helps make it possible for him or her to have food – stick figures are fine! Help the children fill in the caption below their pictures.
- Display the pictures in order so that they can see all the people who work to provide them with food.

### Memory Verse

Love your neighbor as yourself.

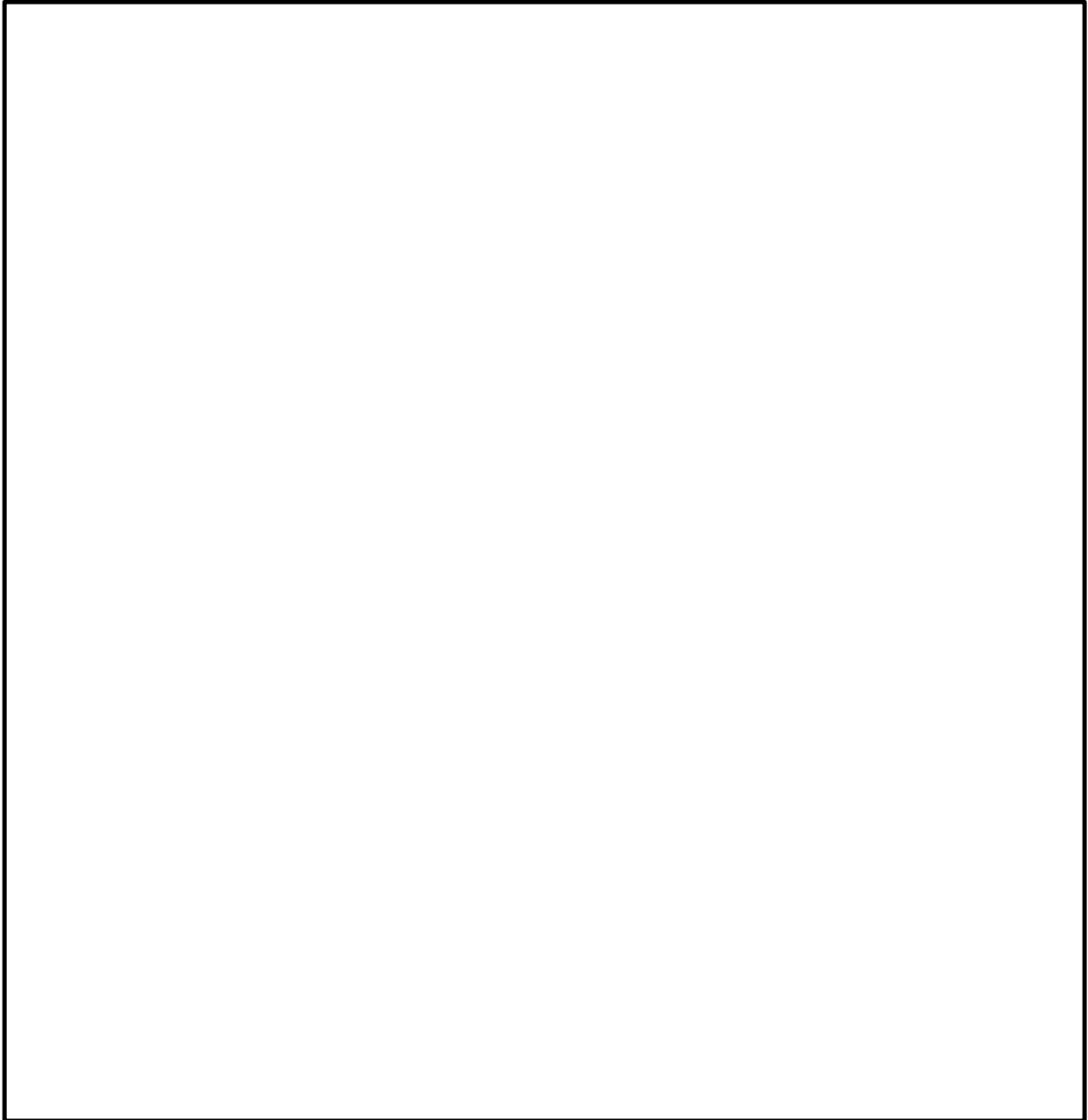
*Luke 10:27*



Primary Week 4:  
Honoring Our Neighbors

I'm Thankful for my Neighbors!

Name: \_\_\_\_\_



I'm thankful for \_\_\_\_\_

who \_\_\_\_\_ !



## Intermediate Week 4: Honoring Our Neighbors

### Scripture

#### The Parable of the Good Samaritan

Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit eternal life?' He said to him, 'What is written in the law? What do you read there?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.' And he said to him, 'You have given the right answer; do this, and you will live.' But wanting to justify himself, he asked Jesus, 'And who is my neighbor?'

Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, "Take care of him; and when I come back, I will repay you whatever more you spend." Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?' He said, 'The one who showed him mercy.' Jesus said to him, 'Go and do likewise.'

*Luke 10:25-37*

### Supplies

- Newsprint or whiteboard and markers for brainstorm
- Photocopy of blank comic strip for each student for each student
- Crayons/markers/colored pencils

### Activity: Group Comic Strip

- Read (or have the students read aloud) the Parable of the Good Samaritan. Emphasize the lesson Jesus teaches about neighbors, reminding the group that neighbors are not just the people who live in the houses or apartments next door to us.
- Remind the students that they've been learning about food and that there are lots of neighbors who touch our food before it ever reaches us.
- As a group, brainstorm the different people who are involved in food production, transportation, and preparation. Some people they may bring up are farmers, farmworkers, harvesters, truck drivers, grocery store stockers, cashiers, the people who cook food at home (possibly parents, grandparents, or older siblings), or people who work in restaurants such as waiters, waitresses and chefs.
- The brainstorm will likely be in random order. Ask the student who they think the first person in the process is. Number it. Then the second, third, and so on.
- Pass out copies of the blank comic strip. Ask the group to draw all the neighbors who make it possible for them to have food – stick figures are fine! Older children can fill in the caption below the picture. Help younger children with the writing if necessary.

### Memory Verse

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself

*Luke 10:27*





## Intermediate Week 4: Honoring Our Neighbors

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## Intermediate Week 4: Honoring Our Neighbors

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

I'm thankful for \_\_\_\_\_  
who \_\_\_\_\_!

**I'm Thankful for My Neighbors!**



# Intermediate Week 4: Honoring Our Neighbors

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## Youth Week 4: Neighbors

### Leader's Notes

In this activity, participants will learn more about the production of our food. Print the "Matching Pair" activity sheet and cut out each of the strips, separating the "farmworker" side from the "food" sides.

Distribute one slip of paper to each participant. If you have fewer than 20 people, be sure to remove matching pairs of strips. If you have more than 20 people, duplicate matching pairs of strips. If you have an odd number of people, ask one person to find two partners (or join in on the activity yourself).



### Think

#### "The Web"

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.

*(Attributed to Chief Seattle, member of the Duwamish Native American tribe. In 1854, Chief Seattle gave a speech counseling ecological responsibility. Accessed at <http://www.educationforjustice.org/node/1356>)*

- What does it mean to be part of the web of life?
- What does this say about cause and effect?

### Read

#### Luke 10:25-37 - The Parable of the Good Samaritan

In the first century, Jews and Samaritans were enemies. While both groups followed the Pentateuch (the first five books of the Old Testament) and worshipped Yahweh (the Hebrew name for God), Jews considered Samaritans to be heretics because they did not worship in Jerusalem and also because they intermarried with other people groups.

The feud between the two peoples was so strong that Jews would often travel far out of their way to go *around* Samaria, rather than set foot in Samaria. The Jews would not have expected to hear about a *good* Samaritan, so Jesus shocks his Jewish audience here by depicting a Samaritan as a model to emulate. As you read this parable, ask yourself who might be considered a "Samaritan" in our culture today? Who might be a "Samaritan" to you personally?

### Talk

- Why was it such a big deal for the Samaritan to help the Israelite in the parable?
- Can you think of people or groups of people who are treated like "Samaritans" today?
- What does this parable teach us about how to treat others?



# Youth Week 4: Neighbors

## Explore

See the snippets on the following page that go along with this activity.

Take one strip of paper and read it silently. When the leader tells you to, walk around the room talking to people about their strips until you find the person whose strip matches yours. One of you will have a description of food while the other will have a description of the farmworker who grows that food.

Once all pairs are matched, you will read your stories to the class. Then discuss the following questions:

- What information did you already know that you heard in this activity? What information surprised you?
- Have you thought about the story of your food in the past (while grocery shopping, cooking, or eating)? Has that influenced how you buy or feel about your food?
- Does this activity change the way you think about organic, local, or fair-trade food? Why or why not?
- Do you know any farmworkers? If so, do you talk about how they raise their food or how they are treated at their job? If not, how could you learn more about farmworkers in your area?
- What does God expect of us when we interact with our neighbors?

## So What?

Jesus told the parable of the Good Samaritan in response to the question, “Who is my neighbor?” Jesus shows us that our neighbors are not just our friends or the people who are like us. As we continue to study God’s good creation together, think about expanding your definition of neighbor to see people of all cultures, races and socio-economic statuses as your neighbors.

So what can you do? How can you be a good neighbor to others of all backgrounds? How can we all as neighbors work together to take care of God’s creation?

## Pray

Bless the hands of the people of the earth,  
The hands that plant the seed,  
The hands that bind the harvest,  
The hands that carry the burden of life.  
Soften the hands of the oppressor and  
Strengthen the hands of the oppressed.  
Bless the hands of the workers,  
Bless the hands of those in power above them  
That the measure they deal will be tempered  
With justice and compassion. Amen.

*(National Farm Worker Ministry - <http://nfwm.org/education-center/worship-resources/prayers/>)*



*Photo by Peter Eversoll*





## Youth Week 4: Neighbors (continued)

<p>I'm a farmworker in an orchard that only grows apples. We have to use a lot of pesticides to keep away insects and rodents that would ruin the crop. My doctor says that the breathing troubles I have developed are probably due to the chemicals in the air, but I can't afford to quit my job. I just bear with it the best I can.</p>	<p>I'm an apple. I was raised on a farm that used chemical pesticides and chemical fertilizers, and I was picked early to make sure I wouldn't ripen before I arrived at the grocery store. I was sent to a processing facility first, where I was then chemically ripened and shipped to a major grocery store chain in North Carolina.</p>
<p>I am a farmer at a traditional farm in Georgia. We raise many animals and many crops, but we are best known for our free-range chicken. It's important to me that everything from our farm is grown healthily and that our animals are happy, but it's hard to make enough money to survive on our smaller crops.</p>	<p>I am a free-range chicken raised in Georgia. I was able to walk around freely and in the open air. I was killed quickly and with as little pain as possible. I was then packaged and shipped to North Carolina to be sold in a local grocery store.</p>
<p>I am a farmworker in Costa Rica. I pick bananas every day. We are an organic company, but we are not fair-trade. This means I do not get paid much at all for my work, and it is hard for me to feed my family on my earnings. Still, at least I don't have the health problems some of my neighbors do who work with pesticides.</p>	<p>I am a banana from Costa Rica. I was grown organically, which means no pesticides or chemical fertilizers are used to raise me. I was shipped to the United States, where I am sold in a major grocery store chain. It's a long way to travel, but I am a very healthy and nutritious snack.</p>
<p>I am a farmer from Johnston County, North Carolina. I grow sweet potatoes and sell most of my harvest at local farmer's markets. I drive anywhere between thirty minutes and two and a half hours to get to a market, but I enjoy interacting with the consumers directly.</p>	<p>I am a sweet potato from a farm in Johnston County, North Carolina. I was picked just as I am ready to eat and taken to local farmer's markets. Customers enjoy how fresh I am, and many say I taste better than what you can buy at grocery store chains.</p>
<p>I'm a farmworker at a large farm in Florida. I make 5 cents for every pound of tomatoes I pick, but the work is very hard and we don't have many breaks or any benefits. I have a hard time caring for my family, especially my diabetic wife, on my minimal earnings. My oldest son may have to drop out of high school to join me in the fields.</p>	<p>I am a tomato grown in Florida. I was raised on a farm that used chemical pesticides and chemical fertilizer. I was picked while still green and shipped around the country. I was chemically ripened along the way and was a bright red when unpacked at a local grocery store. I sell for 79 cents per pound.</p>
<p>I work at a slaughterhouse in the southern United States. We process pigs, mostly, and I work on the line that cuts the meat down into the proper sizes for packaging. Many people along the line have back problems, and some have even broken bones trying to meet the required pace for processing. I'm new here, but I am already hoping I can get a safer job somewhere else.</p>	<p>I am a pig raised on an industrial pig farm. I was taken from my mother at a very young age and put into a pen with concrete floors. I can't root or wallow like I want to, which is very stressful. I died on the way to the slaughterhouse, which isn't unusual for pigs in these conditions. I was processed at a slaughterhouse, packaged, and shipped to a local grocery store in North Carolina.</p>
<p>I work at an industrial ranch in the midwestern United States. It's a dangerous place to work. There are lots of bad gases and chemicals involved in raising cattle, and many of these are flammable. Several workers have died from explosions because of these gasses. Still, having a job is better than being unemployed.</p>	<p>I am a cow raised on an industrial ranch. There were many cows packed into small lots, so I didn't have a lot of freedom to move. I had problems with my feet because of how long I had to stand without moving and because I often had to stand in manure. I was taken to the slaughterhouse to be killed, processed, and shipped to a fast-food chain to be made into hamburgers.</p>



## Youth Week 4: Neighbors (continued)

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## Youth Week 4: Neighbors (continued)

<p>I am a worker at a fair-trade coffee farm in Costa Rica. This means I get paid a living wage, which is enough for me to live on and raise a family. I feel very lucky to be working on a farm that pays me well for my time, as many coffee farms pay very, very little for the hard work we do on these farms.</p>	<p>I am a coffee bean grown in Costa Rica. A lot of coffee is grown here, but I was grown on a fair-trade farm, which is still a little uncommon. I was harvested and shipped to North Carolina to be made into coffee at a chain coffee shop. I'm a little more expensive because of my fair trade label, but many are willing to pay a little more to know the money will help the workers who harvested me.</p>
<p>I own and work on an organic farm in Ashe County, North Carolina. It has been two years since we became organic, and it has been tough making ends meet. Our produce is more expensive than non-organic produce, so it is harder to sell. Still, protecting the environment is important to me, so we will keep it organic as long as we can.</p>	<p>I am a head of lettuce grown on an organic farm in Ashe County, North Carolina. No chemical fertilizers or chemical pesticides were involved in growing me, so I am good for the environment as well as for your body! I was packaged and sent to a local restaurant in North Carolina.</p>
<p>I harvest cocoa beans from a fair-trade farm in Ghana. I am paid a living wage for my work, which is important to me. The work is hard, but I feel good knowing I am able to support my family from my earnings. I have friends who do not work on fair-trade farms, and they have a much harder time making the money they need to survive.</p>	<p>I am a cocoa bean from a fair-trade farm in Ghana. I was harvested by workers, processed, and shipped to the United States to be made into chocolate. I was used to make a dark chocolate bar. I cost a little more than some chocolate bars because I come from a fair-trade farm, but many are willing to pay a little more to know the money will help the workers who harvested me.</p>

### Sources:

*Nourish* (<http://www.nourishlife.org/>)

*Ethical Eating* (<http://www.uua.org/documents/washingtonoffice/ethicaleating/studyguide.pdf>)

*Sustainable Table* (<http://www.sustainabletable.org/issues/>)



## Youth Week 4: Neighbors (continued)

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# Adults Week 4: Neighbors

## Background Information

The documentary “Harvest of Shame” was released in 1960. In the film, Edward R. Murrow explored the treatment of farmworkers in the United States, particularly in North Carolina. At that time, farmworkers were primarily African-American. “Harvest of Shame” investigated the working conditions, living accommodations, health concerns, and low wages of the farmworkers.

Today, over fifty years later, migrant farmworkers face many of the same injustices. The Farmworker Advocacy Network worked with Minnow Media to produce a documentary film, “Harvest of Dignity” (2011), which shows the conditions farmworkers faced both then and now.

### “Harvest of Dignity”

Keep in mind the Parable of the Good Samaritan as you view this film. What surprises you in this documentary? Which people are being treated as “Samaritans”? What is Jesus calling for us to do to our neighbors?

- This documentary is available to watch for free at <http://pic.tv/harvest/>
- You may order a DVD of “Harvest of Dignity” for a small fee at <http://www.ncfan.org/order-harvest-of-dignity-film>

More information on farmworkers in North Carolina is available at <http://www.ncfarmworkers.org>.

## Discussion

- What did you see in the film that surprised you the most?
- What role does food play in our faith tradition? What are the important stories, rituals, or traditions that revolve around food?
- Since food does play an important role, what are the implications for how the food is produced?
- The Bible has many passages that talk about protecting vulnerable agricultural workers (see Lev. 23:22, Deut. 24:19, Proverbs 13:23, Ez. 22:29, James 5:4). How can people of faith put these principles into practice today?
- The Parable of the Good Samaritan challenges us to reconsider our concept of neighbor. How does “Harvest of Dignity” challenge us to expand our definition of “being a neighbor?”
- What does your faith community do to recognize and support farmworkers or other marginalized groups in your community? What can you do?

## Apply It

We sometimes forget to show proper appreciation to the people who work in service industries. This week, show your gratitude at the grocery store, restaurants and other places you go by saying a heartfelt thank you to the people who work there. Note their reactions.

## Closing Prayer

Spend a few moments naming individuals or groups of people in your community who are vulnerable. Then close in prayer for those people.

## Learn More

- More information on this documentary is available at: <http://pic.tv/harvest/>
- More information on farmworkers in North Carolina is available at <http://www.ncfarmworkers.org>.





# Eating Well Week 5: Diversity

## Leader's Notes

This week's session focuses on the importance of diversity. Diversity can mean different things to different people. For example, when some people hear the word diversity, they may immediately think of racial or ethnic diversity. That is an important topic, particularly in light of last week's discussion about neighbors. This lesson however will address diversity as it relates to food. It focuses on the need to consume a wide variety of foods, for our own health and for the health of the planet.

Primary and Intermediate children will explore the importance of diversity in nature through the story of Noah's Ark. Youth will learn about a seed bank which is a modern-day "Noah's Ark" for saving seeds. Adults will look at the difference between the values of consistency versus diversity in food consumption.

## Notes:

## Opening Prayer

Creator God, whose Spirit moved over the face of the waters, who gathers the seas into their places and directs the courses of the rivers, who sends rain upon the earth that it should bring forth life: we praise you for the gift of water.

Redeemer God, who spared Noah and creatures of every kind from the waters of the flood, who led your people over dry land through the sea and across the Jordan to the land of promise, who marks our adoption as children with the sign of water: we thank you for the gift of water.

Sustaining God, create in us such a sense of wonder and delight in this and all your gifts, that we might receive them with gratitude, care for them with love and generously share them with all your creatures, to the honor and glory of your holy name.

*(Written by Rev. John Paarlberg, from the National Council of Churches Earth Day Sunday 2003 resource packet)*

## Share Your Successes

Sometimes a small gesture can mean a lot. Did you show your heartfelt gratitude to someone in the food service sector this past week? Who? How did he or she react?

## Scripture

Genesis 6:5-9:17 - Noah's Ark

When God spared Noah from the flood, God instructed him to take two of "every living thing, of all flesh...of the birds...of the animals...of the creeping things..." with him on the Ark (Gen 6:19-20). Notice that God was not only concerned with saving people, but also with saving animals; animals of every kind. This Scripture passage shows that God delights in the diversity of God's creation. God values diversity among people, among animals and throughout all of God's majestic creation.

## Focus Statement

God sought to preserve the diversity of creation by instructing Noah to build the Ark. This story shows God's great love for creation because all the animals were valued. Diversity is an important part of God's good creation.



# Eating Well Week 5: Diversity (continued)

## Activity

See the following pages for primary, intermediate, youth, and adult Activities. Adults may choose to use the Youth activity.

## Apply It

This week, choose one of your family's favorite dishes. Modify the recipe by diversifying the ingredients to make it a healthier and/or more environmentally friendly meal.

You may choose to replace ingredients that have been shipped long distances with something locally grown or to replace some ingredients with healthier substitutes (such as using brown rice instead of white rice, whole wheat pasta instead of regular pasta, vegetables instead of meat, etc.), or to reduce the amount of oil or salt in the meal.

## Table Grace for the Week

All good gifts around us are sent from heaven above, and we will never forget who our true provider is. We thank you as you bless this food and bless this time together. Amen.

(<http://psalm121.ca/praymeals.html>)

## Closing Prayer

O God, enlarge within us the sense of fellowship with all living things, our [siblings] the animals to whom thou gavest the earth as their home in common with us.

We remember with shame that in the past we have exercised the high dominion of [humans] with ruthless cruelty so that the voice of the earth, which should have gone up to thee in song, has been a groan of travail.

May we realize that they live not for us alone but for themselves and for thee, and that they love the sweetness of life.

(A prayer of compassion by St. Basil the Great, accessed at <http://earth-ministry.org/resources/worship-aids/prayers>)

## Educational Resources

### Documentary:

- "Fresh"
- "Fresh" study guide and additional resources available: <http://www.freshthemovie.com/resources/>

### Resources for Youth and Adults:

- Sustainable Table: <http://www.sustainabletable.org>

### Field Trip:

- Visit the Gardens at Old Salem to learn about heirloom crops and seed saving: <http://www.oldsalem.org/garden-2.html>

## Theological Resources

### Short Article:

- Anathoth Community Garden Theology, Fred Bahnson and Richard Church: <http://anathothgarden.org/about/theology-of-the-garden/>

### Short Video:

- Joel Salatin: How does your Christian faith connect to stewardship, farming, and sustainability?: [https://www.youtube.com/watch?v=wCon\\_Pk0qgs](https://www.youtube.com/watch?v=wCon_Pk0qgs)



# Primary and Intermediate Week 5:

## Diversity

### Scripture

Genesis 6:5-9:17

Since this is a long story, you may wish to read it from a Children's Bible, which uses simpler language. You may also choose to do your own retelling of the story.

This story can be frightening for children, particularly those who live in areas prone to seasonal flooding, so be prepared to calm their fears as they arise.

You may also choose to highlight Noah's obedience and trust.

Since this week's lesson is on diversity, stress the wide variety of animals that Noah loaded into the ark. This shows that diversity is important, even in the food we eat.

### Memory Verse

When the bow is in the clouds, I will see it and remember the everlasting covenant between God and every living creature of all flesh that is on the earth.

*Genesis 9:16*

### Supplies

- Paper lunch bags (brown or white or both)
- Craft supplies (as varied as your supply closet or budget allows) such as:

Scissors, Glue, Markers, Crayons, Paint, Yarn, Construction paper, Glitter, Googly eyes, Feathers, etc.

### Activity: Puppet Skit

#### Activity Part 1: Paper Bag Puppets

- This is a good activity to use with combined age groups. If you pair off the students, encourage older children to work with younger children.
- Each child will create a paper bag puppet of an animal. You may allow them to choose their own animal or assign them an animal to create. Encourage that two puppets of each animal be made, especially if you are planning on doing the skit afterwards. Animal ideas: lions, giraffes, frogs, birds, monkeys, pigs, elephants, tigers, dogs, bears, chickens, butterflies, etc. The kids can be creative with their animal choices – the point is that God created and loves them all!
- Create your own animal puppet(s) ahead of time so they have an example to follow. Show them the mouth of the puppet by putting your hand inside and making the puppet talk.
- Give each child a paper bag. Make sure they know which part is the "mouth" of their puppet.
- Using the art supplies available, the children can decorate their puppets to represent the animal they are creating. They can color or paint the bags and/or cut out construction paper shapes and yarn to glue onto the bag.
- If possible, allow puppets to dry for a short time and then move on to the skit below.





## Primary and Intermediate Week 5: Diversity (continued)

### Activity Part 2: Short Skit

- In advance, prepare a “Noah” costume, which can be as simple as a bed sheet worn toga-style.
- Also in advance, create an ark. This could be a construction paper ark that you tape to the wall or you may designate part of the room as the ark. If you have access to large paper rolls, you could create a path or “ramp” of brown paper on the floor leading to the ark which is marked off by chairs or tables.
- Once the bags have had a short time to dry, have the children line up two by two with their animal partners.
- With their partner, they will walk to the foot of the ramp and say, “God loves me because I am a \_\_\_\_\_ (name the animal and then make the sound the animal makes).” For instance, “God loves me because I am a lion. Roar!”
- Then the children will either walk into the “ark” or they could tape or hang their puppets on the wall next to the paper ark.
- Note: It would be worthwhile to remind the students that one miracle of the ark was that the animals were peaceful. The lions may not eat the other animals. This will help with behavior on the “ark.”

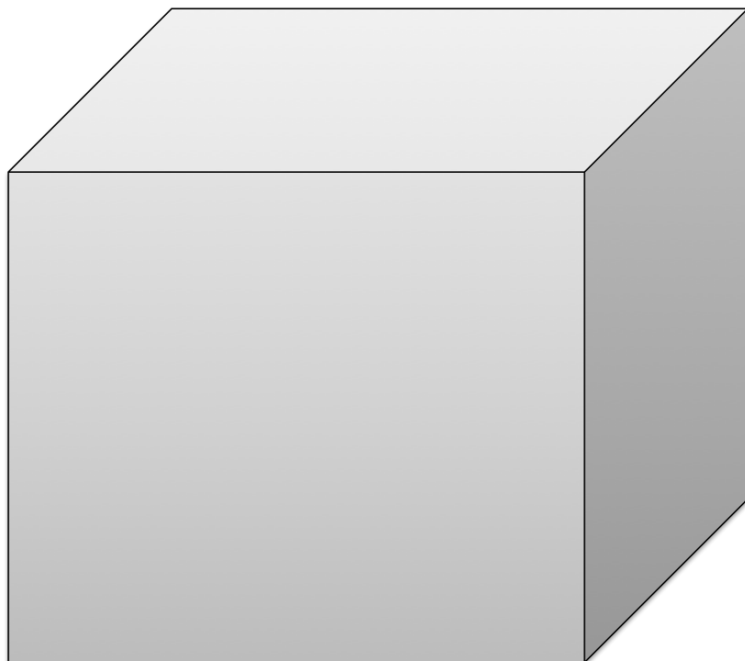


# Youth Week 5: Diversity

## Think

If you were going to create a time capsule that will be opened 500 years from now, what would you put in it to show future generations what your life is like today? How would you represent all of your interests? Your family and friends? Your faith? Your education? Your goals and dreams?

Sketch and label some of your ideas:



## Explore

Did you know that there are some modern-day Noah's Arks? Rather than preserving animals, they are preserving plant life. They are called seed banks.

One of the most famous seed banks is on the Norwegian island of Spitsbergen, which is less than a thousand miles away from the North Pole. It's called the Svalbard Global Seed Vault. The facility is cut deep into a mountain. The island is covered with permafrost, which is ground that stays frozen all the time.

The vault is located far above sea level so that it will stay dry even if the ice caps melt. There is also low tectonic activity on the island, which means the vault won't be destroyed by earthquakes or volcanoes. The facility has three different underground chambers. Each chamber can store 1.5 million different seed samples.

The only part of the facility that is visible from the outside is an entrance portal, which leads to a long hallway that leads to the storage chambers deep in the mountain.

The seeds that are stored at Svalbard are actually duplicate samples of seeds that are stored in other seed banks around the world. Svalbard Global Seed Vault exists as a back up in case other seed banks are damaged or destroyed.

## Read

Genesis 6:5-9:17

You've probably heard the story of Noah's Ark before. As you read it and listen to it this time, ask yourself why God would want Noah to save all the different animals.

## Talk

- What does this story tell us about God?
- What does it tell us about Noah?
- What does it tell us about animals?
- What does this tell us about the importance of diversity?

In 1949, Chinese farmers grew more than 10,000 different types of wheat. Twenty years later, the number of wheat varieties in use was reduced to 1,000.

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/facts.html?id=463345>





## Youth Week 5: Diversity (continued)

### So what?

### Notes:

Most of us would not be upset if we found out that Brussels sprouts suddenly no longer existed. But seriously, why does it matter? Why is it important to preserve plant species? And what about animals? The American Society for the Prevention of Cruelty to Animals reports that about 100 species become extinct every day – one species every 15 minutes.

Think back to Noah's Ark and to the creation account. What do these stories from Scripture teach us about the importance of plants and animals? Why should we as Christians try to protect and preserve plants and animals?

### Pray

Creator God, help us learn the value of all members of your creation – plants, animals, and humans. Help us respect and care for the diversity you created. Amen.

*(Lisa Talbott)*

#### Sources:

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/description.html?id=464076>

<http://www.croptrust.org/content/svalbard-global-seed-vault>

Of the nearly 8,000 varieties of apple that grew in the United States at the turn of the (20th) century, more than 95 percent no longer exist.

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/Fakta-3.html?id=466493>



# Adults Week 5: Diversity

## Scripture

Genesis 6:5-9:17

Read aloud the scripture lesson. Since this is a familiar story, try to look for fresh insight based on today's theme of diversity and on what you've learned from the curriculum so far.

## Opening Questions

We often turn to food for comfort. "Comfort foods" may be foods we remember from our childhood sickbeds, from special times in our lives, or from our family or cultural traditions. What are your comfort foods? When do you eat them? Why?

## Background Information

Read the excerpts from different chain restaurants' websites in the box. As you read, look for similarities in the companies' philosophies. What do they emphasize?

## Discussion

- What are some commonalities between these statements?
- What are the chain restaurants trying to emphasize?
- What are some positive aspects of the kind of consistency these restaurants advertise?
- What are some negative aspects of that consistency?
- What is lost if consistency is one of the highest ideals regarding food? What is the trade-off?
- Some food-related movements, such as the Slow Food movement ([www.slowfood.com](http://www.slowfood.com)) attempt to respond to the loss of family and cultural food traditions that has accompanied the rise of the fast food industry and chain restaurants. Why is it important to retain a diversity of familial, cultural, and food-related traditions? How can the story of Noah's Ark guide our thinking?
- How does your family incorporate and preserve diversity in your eating habits and traditions? How do you try to preserve those family, cultural, and religious traditions for future generations?

## Apply It

- Are all family or cultural food traditions healthy?
- In what ways can family or cultural food traditions be modified in order to make them healthier?

This week, choose one of your family's favorite dishes.

Modify the recipe by diversifying the ingredients to make it a healthier and/or more environmentally friendly meal. You may choose to replace ingredients that have been shipped long distances with locally produced options or to replace some ingredients with healthier substitutes (such as using brown rice instead of white rice, whole wheat pasta instead of regular pasta, vegetables instead of meat, etc.), or to reduce the amount of oil or salt in the meal.

**R**ay Kroc wanted to build a restaurant system that would be famous for food of consistently high quality and uniform methods of preparation. He wanted to serve burgers, buns, fries and beverages that tasted just the same in Alaska as they did in Alabama.

[www.mcdonalds.com/us/en/our\\_story/our\\_history/the\\_ray\\_kroc\\_story.html](http://www.mcdonalds.com/us/en/our_story/our_history/the_ray_kroc_story.html)

**A**n enterprising businessman and restaurateur named Jim Patterson returns from a vacation on the coast where he'd experienced a truly exceptional Fish and Chips meal. His vision was simple: Bring this unique seafood experience from the coast to the rest of America so they can experience it, too. The next several decades saw Long John Silver's expand across the country. With our iconic steeple-roofed Cape Cod restaurants and one-of-a-kind menu, Long John Silver's introduced more and more guests to great-tasting fish, chicken, shrimp and more. <http://www.ljsilvers.com/our-story>

**O**utback Steakhouse is an Australian themed steakhouse restaurant. Although beef and steak items make up a good portion of the menu, the concept offers a variety of chicken, ribs, seafood, and pasta dishes. The Company's strategy is to differentiate its restaurants by emphasizing consistently high-quality food and service, generous portions at moderate prices and a casual atmosphere suggestive of the Australian Outback. <http://www.outback.com/our-company/about-us>

**W**ith over 3,100 stores in 30 countries outside of the U.S., Dunkin' Donuts has been serving loyal customers internationally for over 40 years. From Asia to Latin America and everywhere in between, you can count on Dunkin' Donuts for delicious coffee and espresso, cool Coolatta®, frozen beverages, delectable donuts, sandwiches and more. So, the next time your travel takes you around the world, enjoy your favorite Dunkin' Donuts products served fast, fresh and with a friendly smile to keep you running wherever you go. [www.dunkindonuts.com/content/dunkindonuts/en/company/global.html](http://www.dunkindonuts.com/content/dunkindonuts/en/company/global.html)

**F**rom the beginning, Starbucks set out to be a different kind of company. One that not only celebrated coffee and the rich tradition, but that also brought a feeling of connection. Our mission to inspire and nurture the human spirit – one person, one cup, and one neighborhood at a time. Today, with more than 18,000 stores in 62 countries, Starbucks is the premier roaster and retailer of specialty coffee in the world. And with every cup, we strive to bring both our heritage and an exceptional experience to life. [www.starbucks.com/about-us/our-heritage](http://www.starbucks.com/about-us/our-heritage)



# Eating Well Week 6: Peace

## Leader's Notes

This week's lesson looks at the impact that food security has on peace. Some of the terms used in this lesson may be new to participants, so definitions are provided.

Primary and intermediate children will learn about compassion by practicing how to share.

Youth and adults will learn about food security and world hunger by looking at facts, causes, and effects.

There are many questions listed for youth and adults. Choose the questions that best suit your group.

## Opening Prayer

Leader: Let us pray.

**People: We have come from afar and waited long and are wearied.**

Leader: Let us sit side by side, sharing the same bread drawn from the same source to quiet the same hunger that makes us weak.

**People: Then standing together let us share the same spirit, the same thoughts that once again draw us together in friendship and unity and peace.**

Leader: Almighty God, as we conclude our study, we ask that you fill us with gratitude for the abundance you have given us and grant us wisdom and compassion to share that abundance with all of our neighbors. In Christ's name we pray,

**All: Amen.**

*(Adapted by Lisa Talbott from prayer by Prieres D'Ozawamick, Canadian Indian, 20th Century)*

## Share Your Successes

How did you modify a favorite meal this past week to make it more healthy or more environmentally friendly?

## Scriptures

When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." *Matthew 25:31-40*





# Eating Well Week 6: Peace (continued)

## Focus Statement

Feeding the hungry, welcoming the stranger, clothing the needy, caring for the sick, and visiting prisoners are all ways in which we as Christians can love our neighbors. Many of our neighbors – both around the world and in our own counties – struggle to find food security.

## Activity

See the following pages for primary, intermediate, and youth and adult Activities.

## Apply It

Look ahead two weeks from now, to Week 8. That week you'll be sharing a meal together. Discuss a meal plan that uses as many local and organic ingredients as possible. Consider preparing a vegetarian meal. Plan on having seasonal fresh fruit for dessert. Divide responsibilities for set up, food preparation, and clean up.

## Table Grace for the Week

Blessed are you, O Lord God, [Ruler] of the Universe, for you give us food to sustain our lives and make our hearts glad; through Jesus Christ our Lord. Amen.

*(Book of Common Prayer)*

## Closing Prayer

All pray together:

Lord, make me an instrument of your peace.

Where there is hatred, let me sow love;

where there is injury, pardon;

where there is doubt, faith;

where there is despair, hope;

where there is darkness, light;

and where there is sadness, joy.

O Divine Master, grant that I may not so much seek to be consoled as to console;

to be understood as to understand;

to be loved as to love.

For it is in giving that we receive;

it is in pardoning that we are pardoned;

and it is in dying that we are born to eternal life.

*(Peace Prayer of Saint Francis of Assisi)*

## Educational Resources

### A Good Food Checklist for Homes, Schools, Work and Communities:

- <http://www.extension.umn.edu/food/farm-to-school/docs/good-food-checklist-for-eaters.pdf>

### Guide for Information and Action:

- "Food Sovereignty for All: Overhauling the Food System with Faith-Based Initiatives, A Handbook" [http://www.emoregon.org/pdfs/IFFP/Food\\_Sovereignty\\_for\\_All\\_handbook.pdf](http://www.emoregon.org/pdfs/IFFP/Food_Sovereignty_for_All_handbook.pdf)

## Theological Resources/Global Ministries

- **Bread for the World** (<http://www.bread.org>)
- **Stop Hunger Now** (<http://www.stophungernow.org>)
- **Zoe Ministry:** Empowering Orphans in Africa (<http://www.zoeministry.org/>)
- **Heifer International** (<http://www.heifer.org/>)



## Primary Week 6: Caring and Sharing

### Scripture

When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left.

Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me."

Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

*Matthew 25:31-40*

### Memory Verse

Whatever you did for one of these you did for me.

*Matthew 25:40*

### Supplies

- Pitcher of water or juice and cups
- Small snack packs of crackers (be aware of food allergies)
- Box of bandages
- Two or three children's coats

### Activity: Role Playing

Questions to ask after the Bible verse:

Have you ever felt hungry? What does it feel like to be hungry? (Give children time to respond). We all feel hungry once in a while. Did you know that some kids feel hungry all the time because they don't have enough to eat? What does Jesus teach us we should do when someone is hungry? (Response time). Feed them! What about when someone is thirsty? Sick? Lonely? We are supposed to take care of them. We are going to practice taking care of each other today.

Divide the kids into two groups. One group will provide the care, the other will receive it. With each activity, have the groups switch so that everyone practices all the aspects of caring. Lead the Receivers in a role-play of being cold. They can shiver, say brrrr, etc. Then instruct the Providers to offer them coats. Switch. Continue to role-play each need and the providing of care for it. For illness, the kids can give each other bandages. For loneliness, they can give appropriate hugs or handshakes. Ask them how it feels to take care of other people. End with water or juice and snacks.





# Intermediate Week 6:

## Radical Sharing - Jesus Feeds the Multitude

### Scripture

Luke 9:10-17

Read (or have a student read) the Scripture lesson out loud.

Comprehension Questions:

- Why were people following Jesus?
- Why were they hungry?
- What did the disciples want to do with the people?
- How many loaves and fish did the disciples have?
- How much food was left over?

### Memory Verse

Jesus said, "You give them something to eat."  
*Luke 9:13*

### Supplies

- A copy of the handout for each student
- Writing/drawing utensils
- Pitcher of water or juice
- Cups
- Individual packs of snacks like crackers (be aware of food allergies)

### Activity: Sharing

Read the Scripture lesson. Discuss the comprehension questions. Pass out the handout. Ask the students what it feels like to be hungry. Invite them to draw or write down what hunger feels like on their handout. Give them a few minutes and then ask them to share their words and pictures.

Read the following hunger facts:

- One out of every four children in North Carolina doesn't have enough to eat.
- In America, 16 million children don't have enough to eat.
- In the world, there are 842 million children who don't have enough to eat.

\*sources:

<http://ncfoodbanks.org/hunger-in-north-carolina/>

<http://feedingamerica.org/hunger-in-america/hunger-facts/child-hunger-facts.aspx>

<http://www.wfp.org/hunger/stats>

These large numbers will be difficult for the students to comprehend, so write the numbers on newsprint or the board and emphasize that they are really big numbers.

Remind the children of today's Bible story. There were many people, but Jesus fed them all. Point out that part of the miraculous event was the miracle of sharing.

**Sharing Demonstration:** Tell the kids that they are going to have a snack, but tell them not to open their food yet. Pass out the snacks unevenly. Give some people cups but don't fill them. Give some people multiple snacks and skip others. Ask if everyone has the same amount. How does it feel to have too little? Too much? Tell the kids that they can't eat their snacks until they share with one another so that everyone has an equal amount, demonstrating that if they share, everyone can have enough. Say a blessing and eat the snacks.

Work on the Memory Verse.

Close with prayer.



Intermediate Week 6:  
Radical Sharing - Jesus Feeds the Multitude

NAME: \_\_\_\_\_

**Lesson #6: Radical Sharing**  
**Jesus Feeds the Multitude**

Write or draw what it feels like to be HUNGRY.

There are a lot of kids in North Carolina who are hungry every day. \_\_\_\_\_ out of 4 kids in North Carolina don't have enough to eat.

**Jesus said, "You give them something to eat." Luke 9:13**



# Youth and Adults Week 6: Food Security

## Scripture

Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.

*Matthew 25:34-36*

## Activity

Give each participant a copy of the following resources. Allow five to seven minutes for individuals to read the information on their own. Then discuss as a group.

### Resources

- Hunger Fact Sheet (page 75)
- Food Security Definitions and Causes (page 76)

## Discussion Questions

- What is food insecurity?
- What causes food insecurity?
- What is food security?
- What surprises you most on the Hunger Fact Sheet from the World section? US? North Carolina?
- What is chronic hunger?
- What are some of the dangers of chronic hunger or malnutrition?
- Who do you think is most at risk of being chronically hungry? What age group? Gender? Geographic location?

Look at the definitions of food desert and food swamp in the introduction. Think about your town. Are there food deserts or food swamps where you live?



# Hunger Fact Sheet

## Worldwide Hunger Facts

- Together, hunger and malnutrition are the world's number one health risks, greater than AIDS, malaria, and tuberculosis combined.
- One in nine people in the world will go to bed hungry tonight.
- One of every six children in developing countries are underweight.
- There are about 842 million people suffering from hunger in the world today
- About 60% of the world's hungry people are women.
- Poor nutrition is the cause of nearly half (45%) of the deaths of children under five - 3.1 million children each year.

## United States Hunger Facts

- 14.5% of US households struggle to put enough food on the table. This represents about 48 million Americans, including 15.9 million children. These households have low or very low food security.
- Roughly one out of every five American children are at risk of hunger. Among African-Americans and Latinos, nearly one in three children is at risk of hunger.
- Rates of food insecurity are substantially higher than the national average in households with children headed by a single woman (35.4%) or a single man (23.6%), and in African-American (24.6%) and Hispanic (23.3%) households.
- Food insecurity is more common in households with children than in households without children.
- Food insecurity exists in every single county in America, ranging from a low of 2.4% in Slope County, ND to a high of 35.2% in Holmes County, MS.

### Did You Know...

Food and Nutrition Service (SNAP) benefits, like food stamps, can be used to buy food at some farmers markets or to buy seeds to grow your own food. It's easier than ever to qualify. If you or someone you know could use these benefits, visit <http://fns4nc.org> or call your county's Division of Social Services office.

## North Carolina Hunger Facts

- 17.0% of households are food insecure. This is well above the national average.
- North Carolina is the sixth least food-secure state in the nation.
- 27.6% of children under the age of 5 are food insecure. This is tied with Louisiana for the highest rate in the nation.
- Nearly half of all farmworker households reported not being able to afford enough food to feed their families.

### Sources:

*Bread for the World* (<http://www.bread.org/hunger/us/facts.html>)

*Feeding America* (<http://feedingamerica.org/hunger-in-america/hunger-facts.aspx>)

*World Food Programme* (<http://www.wfp.org/hunger/stats>)

*Second Harvest Food Bank* (<http://www.hungernwnc.org/news-and-events/childfoodinsecurity.html>)

*National Center for Biotechnology Information* (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497674/pdf/15504448.pdf>)

*North Carolina Farmworkers Institute* (<http://www.ncfarmworkers.org/2012/06/facts-about-north-carolina-farmworkers/>)

*World Food Programme* (<http://www.wfp.org/hunger>)



# Food Security Definitions and Causes

## Definitions

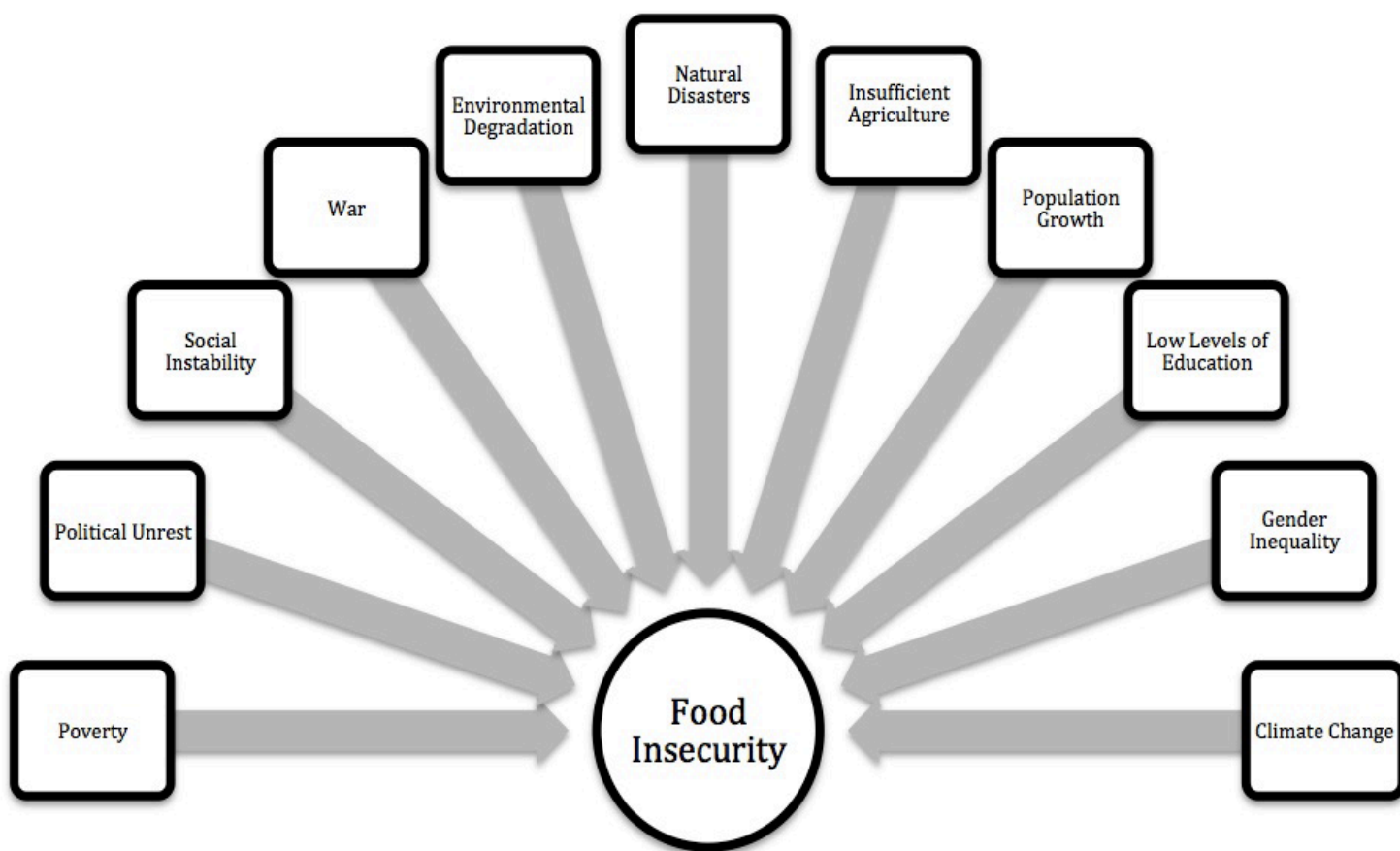
**Food Security:** “Access by all people at all times to enough food for an active, healthy life. Food security includes at a minimum: (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (e.g., without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).”

**Food Insecurity:** “Limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways.”

**Hunger:** “The uneasy or painful sensation caused by a lack of food. The recurrent and involuntary lack of access to food. Hunger may produce malnutrition over time. Hunger ... is a potential, although not necessary, consequence of food insecurity.”

**Malnutrition:** “Malnutrition is not having enough nourishing food, with adequate amounts of protein, vitamins, minerals and calories to support physical and mental growth and development. Children who survive early childhood malnutrition suffer irreversible harm—including poor physical growth, compromised immune function, and impaired cognitive ability.”

\*Source: <http://feedingamerica.org/SiteFiles/child-economy-study.pdf>





# Eating Well Week 7: Hospitality

## Leader's Notes

This week's lesson focuses on food as it relates to the practice of Christian hospitality. In our contemporary cultural setting, "hospitality" is often thought of primarily as an industry: the business of hotels, restaurants and event planners. This lesson instead explores hospitality as a core practice of people of faith. Showing hospitality is an important practice in both the Old and New Testaments and also has a rich tradition throughout the Church's history. In many of the biblical passages and historical examples cited in this lesson, showing hospitality is linked to the sharing of a meal.

The Primary and Intermediate groups will learn about hospitality by re-enacting the Parable of the Great Banquet from Luke 14:12-24, and then having a discussion about this. The activity for the Youth and Adult groups will involve splitting into pairs, reading articles that highlight the contrast between hospitality in our culture and in Christian practice, and then discussing ways that we can incorporate food into practicing hospitality.

## Opening Prayer

### Prayer of Hospitality & Compassion

(O God), Open my eyes that they may see the deepest needs of people;  
Move my hands that they may feed the hungry;  
Touch my heart that it may bring warmth to the despairing;  
Teach me the generosity that welcomes strangers;  
Let me share my possessions to clothe the naked;  
Give me the care that strengthens the sick;  
Make me share in the quest to set the prisoner free.  
In sharing our anxieties and our love, our poverty and our prosperity,  
we partake of your divine presence.

~ Canaan Banana, Zimbabwe  
(With All God's People: The New Ecumenical Prayer Cycle)

## Share Your Successes

As you will recall, the "apply it" assignment from last week was to plan for the meal that will be shared during next week's group time. Thus, rather than "sharing successes," use this time to briefly touch base with the group to make sure that preparations have been made and everyone is on the same page for the meal next week.

## Opening Reflection

What first comes to mind when you hear the word "hospitality?" What role does hospitality play in our faith? How are food and hospitality related to one another?

## Scripture

On this mountain the Lord of hosts will make for all peoples a feast of rich food, a feast of well-aged wine, of rich food full of marrow, of aged wine well refined. And he will swallow up on this mountain the covering that is cast over all peoples, the veil that is spread over all nations. He will swallow up death forever; and the Lord God will wipe away tears from all faces, and the reproach of his people he will take away from all the earth, for the Lord has spoken. It will be said on that day, "Behold, this is our God; we have waited for him, that he might save us. This is the Lord; we have waited for him; let us be glad and rejoice in his salvation."

*Isaiah 25:6-9*



# Eating Well Week 7: Hospitality (continued)

## Scripture (continued)

And people will come from east and west, and from north and south, and recline at table in the kingdom of God. And behold, some are last who will be first, and some are first who will be last.”...

He said also to the man who had invited him, “When you give a dinner or a banquet, do not invite your friends or your brothers or your relatives or rich neighbors, lest they also invite you in return and you be repaid. But when you give a feast, invite the poor and those with disabilities, and you will be blessed, because they cannot repay you. For you will be repaid at the resurrection of the just.” When one of those who reclined at table with him heard these things, he said to him, “Blessed is everyone who will eat bread in the kingdom of God!”

But he said to him, “A man once gave a great banquet and invited many. And at the time for the banquet he sent his servant to say to those who had been invited, ‘Come, for everything is now ready.’ But they all alike began to make excuses. The first said to him, ‘I have bought a field, and I must go out and see it. Please have me excused.’ And another said, ‘I have bought five yoke of oxen, and I go to examine them. Please have me excused.’ And another said, ‘I have married a wife, and therefore I cannot come.’ So the servant came and reported these things to his master. Then the master of the house became angry and said to his servant, ‘Go out quickly to the streets and lanes of the city, and bring in the poor and crippled and blind and lame.’ And the servant said, ‘Sir, what you commanded has been done, and still there is room.’ And the master said to the servant, ‘Go out to the highways and hedges and compel people to come in, that my house may be filled. For I tell you, none of those men who were invited shall taste my banquet.’”

*Luke 13:29-30; 14:12-24*

## Focus Statement

Today’s Scripture readings consist of Isaiah’s vision of the Messianic Feast and Jesus’s Parable of the Great Banquet. In the former, notice that God is the gracious host “for all peoples.” In the latter, Jesus also shows that in God’s Kingdom, invitations are extended to all kinds of people, including “the poor and those with disabilities.” In both passages, notice that the primary way in which hospitality is shown is by inviting others to eat a meal. These Scripture passages are counter-cultural to us today, teaching us that hospitality is not to be viewed *primarily* as an industry or as a tool to win the favor of others. Rather, they teach us that hospitality is first and foremost an act of God toward us, and thus we should practice it toward others.

## Activity

See the following pages for Primary, Intermediary, Youth and Adult Activities.

## Apply It

This week, discuss with your family the idea of inviting a guest (or guests) over for a meal. Try to think of someone that you might not have considered hosting in the past, and also someone that you don’t necessarily anticipate will “repay” your invitation (Luke 14:12-14). This could be a neighbor who you don’t know well, a co-worker whom you’ve never spent time with outside of work before, the family of a child from your son or daughter’s school, etc. Carefully plan the invitation and the meal, exhibiting the traits of hospitality discussed this week, so as to truly make your guest(s) feel welcomed in your home. Try to select healthy and local foods in preparing the meal.

Because “showing hospitality” is often used as a means to an end in our culture, your guest(s) may be caught off-guard at receiving such an invitation and might ask about your motivations. If so, simply let them know that you would like to get to know them better. If the situation is appropriate, you might also share with them that your church group has recently been discussing food and faith issues and that you/your family have been attempting to better implement practices of just eating and showing hospitality into your lives.

**\*\***Hosting in this way is encouraged *only* if you and your family are mutually committed to doing so. People can sense when you’re not being genuine, and this activity should not be done out of a sense of obligation. This would create an uncomfortable situation for both you and your guests.

## Table Grace for the Week

Almighty God, we extend hospitality to others because you are the gracious host who first welcomed us. You give us our daily bread, and we pray for the compassion to share this bread with others in need. You feed us spiritually with the body and blood of your Son, and we pray for the courage to care for the spiritual needs of others as well. May our home be a place where others are welcomed, where meals are shared, where laughter is abundant, where fellowship takes place, where love is experienced, and where your presence is felt. In your son’s name, Amen.

*(Matt Hoehn)*



# Eating Well Week 7: Hospitality (continued)

## Closing Prayer

Lord Jesus Christ, we believe you welcome us all to your banquet table.

May we open our arms to embrace you.

May we see you in the face of a stranger.

May we welcome you in the love of a friend.

We believe you welcome the abandoned, the misfit, the wretched to your feast.

Forgive us for the times we have allowed our prejudices to overrule,

And rejected you because you are different, ostracized or despised.

We believe that there is beauty hidden in each person,

Forgive us for the times we have failed to see your face,

Because you are disabled, poor, or homeless.

We believe we are all precious in your sight.

Forgive us for when we have counted you unworthy of our love,

For when we have been indifferent to your cries.

We believe we are called to share life together as members of one family,

Forgive us for when we have been unconcerned for your suffering,

And failed to see others in your worldwide community as you do.

We are all created in God's image, Redeemed by Christ, Filled with the Holy Spirit.

We are all invited to feast at God's banquet table.

We are welcomed into God's eternal kingdom,

With all the peoples' of the earth. Amen

(<http://www.wordmadeflesh.org/argentina/2009/06/alitany-of-hospitality/>)

## Educational Resources

### Book Resources:

- *Making Room: Recovering Hospitality as a Christian Tradition*, Christine Pohl
- *The Paraclete Book of Hospitality* (<http://www.paracletepress.com/the-paraclete-book-of-hospitality.html>)

### Web Resources:

- Practicing our Faith: Hospitality (<http://www.practicingourfaith.org/hospitality>)
- Recovering the Discipline of Hospitality: An interview with Jonathan Wilson-Hartgrove (<http://jonathanmerritt.religionnews.com/2013/11/14/recovering-discipline-hospitality-interview-jonathan-wilson-hartgrove/>)

### Youth Resources:

- Jean Vanier on Hospitality: <https://www.youtube.com/watch?v=cAkDhtbll1Q>



# Primary and Intermediate Week 7:

## Hospitality

### Scripture

Luke 13:29-30; 14:12-24

### Memory Verse

When you give a feast, invite the poor, and those with disabilities, and you will be blessed.  
*Luke 14:13-14*

### Supplies

- Paper towels
- Snack (ex. crackers and juice)
- Pillows
- Blanket

### Activity

This activity involves re-enacting the parable of the Great Banquet from Luke 14. Divvying up roles will depend on how many primary and intermediate-age children are in attendance. Ideally there will be six to nine children present to have roles in the re-enactment, but the leader has the discretion to adjust the plot accordingly if there are more or fewer children present. The leader can either assign each role, or can accept volunteers.

### Roles:

- 1 Host of the banquet
- 1 Servant
- 2-3 who don't attend the banquet (field-owner, oxen-owner, newlywed)
- 2-4 who do attend the banquet (poor, those with disabilities)

After you have explained the re-enactment concept to the children and read the passage through to them once, assign everyone a role. Encourage them to really get into character in acting out their part: the host should act upset when (s)he receives refusals to attend the banquet, those who don't attend should act busy and prideful, and those who do attend should act humbly and appreciatively. Set up the "feast" (i.e. the snack) on a table on one side of the room and have the host and the servant stand by the table. Have those who don't attend the banquet (field-owner, oxen-owner, newlywed) stand in the middle of the room. Have those who do end up attending the banquet (poor, those with disabilities) stand on the opposite side of the room, to represent their marginalized societal status. Once everyone is in position, read the passage through slowly, pausing at appropriate points for the children to have a chance to act out their parts. They may need some encouragement in terms of what to say. If this is the case, prompts from the leader are ok (for example: "ok, now the field-owner comes and says...").

After the whole story has been acted out, have everyone take a bow and give themselves a round of applause for their performances. After this, have everyone gather around the table to enjoy the snack.

As the children finish up their snack, discuss the following questions with them:

- If we think of God as the host of the banquet in this parable, what does this story teach us about God?
- What prevents some people from coming to enjoy the banquet?
- Why are other people able to come to the banquet?
- "Hospitality" is a word that means "to welcome strangers." How does this story involve hospitality?
- Why do you think Jesus would use the example of a feast to tell this parable? Why is food significant?





# Youth and Adults Week 7: Hospitality

## Activity

Split up the group into four smaller groups (as equal in size to one another as possible) and distribute the four articles. Two articles are specifically on Christian hospitality, and two are on hospitality as an industry and a business tool. Give each group a few minutes to read their article, and then have everyone reconvene as a larger group. Have each group give a summary of their article to the larger group. After each group has given their summary, have everyone discuss the activity questions below. It might be helpful to tell the group up front that this activity is not meant in any way to reflect negatively on the hospitality industry, it is simply meant to draw out the contrast between hospitality as it is viewed in popular culture, and hospitality as it should be practiced in the Church.

## Resources

- “Spreading His Gospel of Warm and Fuzzy” by Diane Cardwell, *New York Times* (page 82-83)
- “Recovering the discipline of hospitality: An interview with Jonathan Wilson-Hartgrove” by Jonathan Merritt, *Religion News Service* (page 84-86)
- “Christian Hospitality is Key to Being an Inviting Church” by Rev. Henry G. Brinton, *Huffington Post Religion* (page 87-88)
- “Modern Etiquette: ‘Seats of Power’ in business entertaining” by Pamela Eyring, *Reuters* (page 89)

## Discussion Questions

- What are some of the differences you noticed between the ways these articles described hospitality?
- How does hospitality as an industry differ from hospitality as a Christian practice?
- What are some of the distinctive characteristics of Christian hospitality that Henry Brinton and Jonathan Wilson-Hartgrove mention?
- The Brinton and Wilson-Hartgrove articles provide several different examples of hospitality that churches and Christian communities are involved in across the country. Did any of these examples stick out to you in particular? Which ones? Why?
- In what ways are hospitality and food intertwined in these articles? In what ways does food relate to hospitality in the Isaiah and Luke passages we read?
- How are we as a church currently involved in practicing hospitality? What are ways we seek to “welcome the stranger?”
- What are ways that we as individuals, as families, and as a church body can be more involved in practicing hospitality? How can we incorporate food into this practice?





# Youth and Adults Week 7: Hospitality (Continued)

## “Spreading His Gospel of Warm and Fuzzy”

By DIANE CARDWELL, New York Times

Published: April 23, 2010

It was early in the class, in a nondescript room on Union Square, where more than a dozen business managers had gathered to learn the hospitality secrets that have made Danny Meyer one of the nation’s most successful restaurateurs. The moment to share had arrived.

Susan Reilly Salgado, a managing director of Mr. Meyer’s Union Square Hospitality Group, asked the students to name their favorite mentor, co-worker or place to shop. Michael Sullivan, an assistant manager at Tekserve, which sells and services Apple products, chose an acting coach. “She really brought herself as a person to each person in the class,” he said.

“She took a personal interest in you,” Ms. Salgado said, nodding encouragingly. Then she turned to the others to nail down her point: “Isn’t that nice?”

Nice is Lesson 1 at Hospitality Quotient, the consulting business Mr. Meyer and his partners started last month to spread their management style beyond New York and even beyond the restaurant world. To a mix of people from all lines of work, they teach that a warm, personal touch can be more persuasive in winning repeat customers than the product or service itself.

“You do not have to be the very best in your business to be people’s favorite,” Ms. Salgado explained. “It’s all about how you make people feel.”

That approach — the metaphorical hug in which Mr. Meyer, a 52-year-old son of the Midwest, wants to envelop his guests — has incongruously spawned a gastronomic empire in a city so sharp-elbowed and indifferent that Mr. Meyer refused to hire native New Yorkers when he opened his first restaurant, Union Square Cafe, in 1985.

“Back then, I viewed New York as a scary, crime-ridden city, and its population as cynical, unfriendly and tough,” he wrote in his 2006 memoir and business guide, “Setting the Table.”

Mr. Meyer has since softened that view and added locals to his staff. But the core tenets of his operation have remained the same, even as they have evolved into a unified credo from a haphazard collection of insights gleaned from his St. Louis upbringing, European travels and many dining-room disasters.

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Mr. Meyer, who serves up labels and analogies as readily as foie gras, calls his approach the Virtuous Cycle of Enlightened Hospitality: Employees focus first on pleasing one another — creating a warm-and-fuzzy energy that fuels the staff as it tends to patrons, the community, suppliers and, ultimately, a company’s backers. Meyer restaurants offer employees a variety of rewards, from bonuses to birthday cakes; employees, in turn, have discretion to give customers free extras.

“When you really take a perspective that the customer comes second, which is counterintuitive in a society that always puts the customer first, you also end up attracting stronger employees over time, which increases the odds that your technical and your emotional and hospitality performance are going to be competitive,” Mr. Meyer said, with typical focus, in a telephone interview.

In the recent class, Hospitality and Service, one of five half-day sessions, Ms. Salgado said that Meyer restaurants strive not just to satisfy diners but also to “thoroughly delight” them, so they will “rave about their experience and have no choice but to return.” She was as gracious as a host might be at showcases like Eleven Madison Park and Gramercy Tavern, asking several times if it was too warm in the room and assuring students that they should feel free to slip out to check on work or take a call.

Mr. Meyer always looks to hire what he calls “51 percenters” — people whose job skills are 51 percent emotional and 49 percent technical. Managers can teach technical skills, the theory goes, but cannot recalibrate someone’s emotional makeup.



# Youth and Adults Week 7: Hospitality (Continued)

Diane Cardwell, "Spreading His Gospel of Warm and Fuzzy," Page 2

The concepts may not be revolutionary — some, in fact, are just common sense. But Judi Brownell, dean of students at the Cornell School of Hotel Administration, said they were packaged in a way that was catchy and easily digestible, even if they occasionally had the ring of echoes from an encounter group.

"Skunking," for instance, refers to "spraying contagious, negative energy into the workplace." But because skunks spray when they are frightened, as Ms. Salgado explained, co-workers are encouraged to make a "charitable assumption" — Meyer-speak for the benefit of the doubt — and approach the fragrant employee with respect, trust and perhaps an offer of help and support.

The "jazz level" refers to how excited one is to be at work, while A.B.C.D. means "always be connecting dots" — collecting clues about what a customer wants. "In hospitality," Mr. Meyer has written, "one size fits one!"

These cheerful aphorisms are serious business, and they have helped guide the growth of Union Square Hospitality Group from a neighborhood bistro into 11 successful New York restaurants and a catering company with a reputation for great service, loyal staff members and a minimum of the industry's usual dysfunction.

Richard Coraine, a managing partner of the Meyer empire, said the education business grew organically: the restaurants had acted for years as informal schools for visiting chefs and managers, and Mr. Meyer spent the two years after his memoir came out speaking to employees at airlines, insurance companies and hedge funds.

Now, the education program is formalized in Hospitality Quotient, which charges \$425 for a four-hour session and \$1,500 for a two-day immersion, which includes dinner at a Meyer restaurant.

Mr. Meyer said hospitality will define the next cycle of the economy, as the art of making people feel important and cared for will become the critical edge against the competition.

"It has now become almost impossible to distinguish your business based on innovation or execution for more than about two seconds," he said. "In this next economy, if you want to distinguish yourself as being the best and being the favorite business within your category, the only thing left is the hospitality experience."

But the Union Square way may not be a perfect fit for every business. As he sat in class, David Lerner, a co-founder of Tekserve, seemed unconvinced that he could ever earn raves from the 20 percent of his customers to whom he has to deliver bad news, like a higher-than-expected repair fee or an unsalvageable motherboard. Still, he sent a second group of employees to two days of classes.

"Ten or 15 years ago, we were the only place to get a Mac fixed, and now there are lots of choices," Mr. Lerner said. "It's not enough to do a perfect repair if the customer feels you were grumpy or you kept them waiting too long."

Officials at the city's Department of Small Business Services, who went through a Union Square training program last year, said it helped improve communication and customer service at its Workforce Career Center in Downtown Brooklyn.

Lakythia Ferby, who directs the center, said she created a staff-appreciation program in which co-workers take note of each others' high performance and nominate them — using a form headed, "Kudos, you were caught doing good!" — for a reward of a \$5 Dunkin' Donuts gift card.

Michael Proscia, president of BluCo Energy, a Brooklyn-based supplier of electricity, fuel oil and natural gas, praised the program but wondered how to translate the easy warmth of a top-rated restaurant to his business servicing a harried New York clientele.

"New Yorkers are typically in a hurry," Mr. Proscia noted. "They don't have a lot of patience."

A version of this article appeared in print on April 25, 2010, on page MB1 of the New York edition.

Website: <http://www.nytimes.com/2010/04/25/nyregion/25meyer-ready.html?pagewanted=all&module=Search&mabReward=relbias%3Aw%2C%5B%22Ri%3A6%22%2C%22Ri%3A16%22%5D>



# Youth and Adults Week 7: Hospitality (Continued)

## “Recovering the Discipline of Hospitality: An Interview with Jonathan Wilson-Hartgrove”

By Jonathan Merritt, Religion News Service

Published: Nov. 14, 2013

Ten years ago, a group of Christians in Durham, North Carolina, launched a community of hospitality in a historic neighborhood called Walltown. Since then, the Rutba House has welcomed folks who are homeless, returning home from prison and others who just need a safe place to land. Now in his new book, *Strangers at My Door: A True Story of Finding Jesus in Unexpected Guests*, Rutba co-founder Jonathan Wilson-Hartgrove shares some of the remarkable everyday stories he’s encountered. Here we talk about why he thinks hospitality has declined in Western culture and how we can recover it.

JM: Your community, Rutba House, was inspired when you were in Baghdad during the American invasion. How so?

JWH: In the spring of 2003, we were in Baghdad with a Christian peacemaker delegation. Outside of a town called Rutba, a car in our caravan hit a piece of shrapnel in the road, blew its tire, and careened into the side ditch. Three of our friends split their heads open. When they stumbled out of the ditch to the roadside, they didn’t know what to do. But some Iraqis stopped, took them into their car, and drove them to a doctor in Rutba. This doctor said, “Three days ago your country bombed our hospital, but we will take care of you.” He saved our friends’ lives.

We came back to the US in 2003 telling that story, and the more I told it, the more I realized that it was the Good Samaritan story. The people who were supposed to be our enemies had saved our friends’ lives. They were the Good Iraqis, the Good Muslims. We moved to Durham, North Carolina that summer and started Rutba House as a house of hospitality to put into practice the welcome we’d received in Rutba. In many ways, the past decade of our life has been an attempt to respond faithfully to the gift of hospitality we received at Rutba.

JM: Do you think that hospitality has declined in Western culture? What can Christians do to begin recovering this discipline?

JWH: Humans can’t live without hospitality. But we have tried to professionalize it in the West. Rather than rely on the hospitality of strangers when we travel, we have hotel chains with trusted brands and online reviews. We eat at restaurants where the menu is posted and the prices are all pre-arranged. By placing my order, I agree to the contract by which my daily bread is provided at a set price.

But if you travel to the Middle East, you learn that this isn’t the only way people survive in the world. A friend in Iraq told me that hospitality is a pact in his culture. When I eat at his table, he is not only welcoming me into his home. He is promising to defend my life with his own until the food that I have eaten is digested. I’m not sure whether it’s possible to run a fast-food restaurant if you really believe that.

Friends who’ve challenged my cultural assumptions about hospitality have pushed me to think carefully about a Christian practice of hospitality. What difference does it make if we look for Jesus in the face of strangers who show up at our door? Even asking the question is a discipline that calls for prayerful attention.

JM: Have you ever felt that your safety has been compromised by offering open hospitality? What do you do to maintain both a sense of welcome and safety?

JWH: Yes. Every act of hospitality is a risk. Just as every attempt to love is. We don’t get out of this world without getting hurt. But I think it’s easy to forget this in a culture of risk-management. We’re mostly blind to the ways we hurt ourselves and our families by trying to avoid pain—like the over-protective parent who prevents his child from learning to walk for fear that she might fall and get hurt.

So we’ve never tried to welcome people without taking a risk. But we’ve tried hard to protect the most vulnerable in our community. We talk to our kids about drugs and abuse and why friends act different when they’re high. We’re clear about the need to ask an adult before they open the door or leave the house with someone. We pay attention if a guest starts singling anyone out or avoiding interaction with someone in the community.



# Youth and Adults Week 7: Hospitality (Continued)

Jonathan Merritt, “Recovering the Discipline of Hospitality,” Page 2

You know, people often ask us if it’s ever scary to live this way. The truth is, we feel very safe most days. But I’ve come to realize more and more how scary it can be for some of our guests to come here. After years of being abused, we ask them to trust us when we open the door. I think it’s important to recognize that the guests are also taking a risk—sometimes more than we are. Our life together isn’t possible without their willingness to risk too.

JM: You say sometimes you don’t want to answer the knock on the door. Why not? And what makes you turn that knob anyway?

JWH: The Benedictines have this little joke. They say, “Our Rule commands us to greet every guest as if the guest were Christ, but sometimes when Jesus shows up at your door you have to say, ‘O Christ, it’s you again!’” I laugh every time I tell it because I’m laughing at myself. No matter how much you pray, some people still get to you. Lord knows you need a sense of humor to keep going. There’s beauty in the truth, but the truth is often stranger (and messier) than fiction.

How do you keep looking for Jesus at the door? We’ve learned that prayer is important—not just quiet time with God prayer, but structured, fixed-hour prayer that roots us in the deeper truths we’re called to live. The other thing that’s essential is community. You can’t do this on your own. On the day when I can’t go to the door—when I can’t deal with one more person’s needs—there’s someone else to go for me. And when they’re tired, maybe I’ll be ready to go for them. Sometimes the person who answers the door for me is someone I greeted years ago. And they’re Jesus to me once again.

JM: November is National Homeless Awareness Month. What are some popular misconceptions about homeless people that crawl your case?

JWH: Something in our gut tells us that we ought to help the guy on the street holding a cardboard sign. I think we all feel that. But we also have a sense that homelessness is way more complicated than any of us can figure out from the driver’s seat of our car. So we tell ourselves stories about who those people are to relieve the tension. We say, “Well, maybe he has a bank account bigger than mine,” or, “If he wanted to work, he could.” Or we reason that professionals can help “those people” better than we can. So we make a donation to the local shelter.

More than anything else, living with people who’ve been homeless for ten years has taught me that they are people like me. Sure, they all have problems. They wouldn’t have become homeless if they didn’t. But there’s a big difference between having problems and being a problem. I think the biggest misconception about homeless people in America is that we assume they are the problem.

But the gift of knowing people across this division—the gift of learning what it means to be community together—is seeing how a hospitality house exposes the problems we all share and helps us imagine new ways of being. What we are doing is very small. By itself, it’s not going to end homelessness. But I tell these stories because I think they reveal who we might become as a people in America if we listen to our most vulnerable neighbors.

JM: I imagine that your Rutba House work—offering open hospitality—sounds exhausting. How do you keep from getting burned out?

JWH: I go to bed every night. Whatever illusions we had of fixing people are gone now. For the most part, no one is going to be doing any better a month from now if I stay up all night to deal with the crisis of the day. But if I try to fix every crisis, I’ll be in the hospital myself a month from now. So I go to bed at night. I turn off my cell phone and go to sleep.

I’ve learned this from my neighbors more than anywhere else. You know, it’s mostly white people who talk about burn out. I’m not saying the experience isn’t real. But it’s a problem that stems from a set of cultural assumptions, I think.



## Youth and Adults Week 7: Hospitality (Continued)

Jonathan Merritt, "Recovering the Discipline of Hospitality," Page 3

We hadn't been living here too long before I started to look around and think, "Everyone here knows someone who's homeless, someone who's coming home from prison. But no one talks about burn-out." Of course, some people have just hardened their hearts. They don't care anymore. They keep going by shutting their doors and locking them. But my neighbors have taught me that white people burn out because we think too highly of ourselves. It's good to know your limits. It's good to laugh at yourself. It's good to be able to sit down on a front porch and just tell stories. If we can't enjoy life, what hope do we offer anyone else?

Website: <http://jonathanmerritt.religionnews.com/2013/11/14/recovering-discipline-hospitality-interview-jonathan-wilson-hartgrove/>





## Youth and Adults Week 7: Hospitality (Continued)

### “Christian Hospitality is Key to Being an Inviting Church”

By Rev. Henry G. Brinton, Huffington Post Religion

Published: May 8, 2013

“We’ve decided to quit being a welcoming church,” writes Lutheran pastor Rob Moss in his Neighborhood Church blog. “No kidding.” After sinking time and energy into training greeters and ushers, creating nametags and percolating coffee, they have decided to go in a new direction. Instead of being a Welcoming Church, they are going to be an Inviting Church.

Moss believes that an Inviting Church is missional, taking church members outside “the comfort of our congregational home-court advantage.” The focus is not on welcoming guests to church, but going out and meeting them in the neighborhood. He has discovered the truth of what Dietrich Bonhoeffer said, “The church is the church only when it exists for others.”

But are being welcoming and being inviting really opposites? I don’t think so. In fact, I believe that outreach is one of the fruits of Christian hospitality. As I discovered in the course of researching my book, “The Welcoming Congregation: Roots and Fruits of Christian Hospitality,” truly hospitable congregations are passionate about programs that reach and serve people around them.

Welcoming congregations use their facilities to serve a world in need by offering 12-step programs, ESL classes, community gardens and hypothermia programs for the homeless. Across the country, congregations make space available for 12-step programs such as Alcoholics Anonymous, Narcotics Anonymous, Sexaholics Anonymous and other groups for people who want to stay sober and help others achieve sobriety. This is a quiet ministry of hospitality, one that is rarely publicized because of the need to protect the anonymity of people struggling with addiction, but it is a strong sign of a welcoming congregation’s desire to support healing work.

Churches that offer ESL classes want to help newcomers to the United States become proficient in English, and include them in a community of faith. Riverchase United Methodist Church in Hoover, Ala., is preparing to expand its facility to include new classrooms, a student worship center, and a computer lab for ESL classes. Senior pastor Jim Savage links much of Riverchase’s growth to the church’s three Hispanic worship services on Fridays, Saturdays and Sundays.

At Vienna Presbyterian Church in Vienna, Va., church member Emelie Parker offers a “Friendship Class” for the intellectually disabled and mentally challenged. The class was started for a few children with Down Syndrome and has grown to include 28 students with various disabilities. The class always includes the sharing of good news and bad news, a Bible study based on the Sunday sermon, and a closing prayer. The class has grown because students bring their friends, and because the group has done its own outreach to the community by participating in walks to fight world hunger.

In the battle against hunger, community gardens on church grounds provide opportunities for church members and neighbors to work in the soil, side by side, and to grow food for the needy. In Billings, Mont., the community garden of St. Andrew Presbyterian Church is described as “a place not only to grow food but to grow relationships.” Members of the church see the garden as a place of hospitality, where neighbors are welcome to plant seeds for vegetables as well as “new seeds for their personal growth.” Since the church has a mission to feed the hungry, all gardeners are asked to donate 10 percent of what they grow to a mission organization, a service organization, or a person in need.

Hospitable churches are also distributing goods and making connections with needy neighbors. In Burke, Va., St. Stephen’s United Methodist Church reaches out on the fourth Saturday of every month, distributing clothing, children’s books, toys, baby items, food and diapers to those who are in need. This program is part of a larger outreach program of the United Methodist Church called “Grace Ministries,” involving churches in six Northern Virginia communities. Not only are individuals and families being assisted, but relationships are developing. One recipient said, “Grace Ministries meant a lot to me because there have been many times when I had nothing.” She is now a volunteer in the program.



# Youth and Adults Week 7: Hospitality (Continued)

Rev. Henry G. Brinton, "Christian Hospitality is Key to Being an Inviting Church," Page 2

Members of welcoming churches also invite neighbors into their homes because, as the pastor of a Los Angeles church says, "The front door of the home is the side door of the church." In Raleigh, N.C., the First Assembly of God has a number of home-based small groups in the city of Raleigh, but also in Cary, Clayton, Durham and Youngsville, expanding the ministry of the church through several counties. The focal points of these groups range from singles to parenting to Bible study to current events, with one offered in Spanish and another taking place online, via email and blogs.

Members of the Iona community in Scotland have long felt that the heart of their ministry beats in the family groups that meet in their homes, far from the Isle of Iona. These regional groups meet once a month, for intercessory prayer, Bible study, discussion of contemporary issues through the lens of Scripture, and a closing communion or agapē feast. These gatherings provide a foundation for outreach to the community, usually around issues of social justice; some members are befriending young offenders in the penal system, and others are working on HIV/AIDS education.

People who open their homes to guests are going to do a much better job of opening their churches to strangers, since they have developed skills for welcoming people in their personal lives. Extending an invitation, setting up an appropriate site, preparing food and drink, and planning a program at home are all aspects of home-based hospitality that translate very well into church-based hospitality.

They also reflect the will of God for us to go beyond our comfortable gatherings of friends and like-minded neighbors, and extend invitations to those who are different from us. And that is why being welcoming and being inviting are not opposites -- in fact, they are both key components of the practice of Christian hospitality.

Website: [http://www.huffingtonpost.com/henry-g-brinton/christian-hospitality-is-key-to-being-an-inviting-church\\_b\\_3240301.html](http://www.huffingtonpost.com/henry-g-brinton/christian-hospitality-is-key-to-being-an-inviting-church_b_3240301.html)



# Youth and Adults Week 7: Hospitality (Continued)

## “Modern Etiquette: ‘Seats of Power’ in Business Entertaining”

By Pamela Eyring, Reuters

Published: September 10, 2012

In the business world so much energy goes into getting it right at the negotiating table even the savviest business executive can forget how to play it smart at another equally important table: The dining table. And I'm not talking about silencing your phone during a meal and knowing which fork to use.

One of the most important aspects of any form of business entertainment is the seating chart.

Where you place your guests, especially international guests, conveys volumes about the level of esteem you hold them in as well as your own understanding about of protocol. If you get it right, everyone feels respected and you look like a pro. A clear win-win.

Here are the finer points of Business Seating Strategies:

- \* Always choose a restaurant or venue that you are familiar with. Book well in advance to secure the best table, avoiding tables that face a mirror or are near the kitchen or restrooms. If you have an odd number of guests, request a round table so that no one sits next to an empty seat.
- \* When creating a seating chart, the position of honour is always to the right of the host. If you have more than one honoured guest then the second highest-ranking guest sits to your left. When there is a third honoured guest they sit to the right of your first honoured guest. You'll notice that gender does not play a role in determining a seat of honour while rank does.
- \* If multiple languages are to be spoken, include appropriately placed interpreters at the table.
- \* Share your seating plan with the maitre'd or let them know that you will be directing seating when you arrive. For large groups you may wish to use place cards.
- \* As the host you should arrive early and greet your guests at the entrance. If you and a guest arrive at the same time, walk in together, pause at the captain's station, and allow the captain to lead you to your table. The guest follows the captain while you follow the guest. Once at the table, indicate to your guests where they should sit.
- \* If you must go to the table to await your guests, don't order a drink or open your napkin. You want to look as if you just arrived.
- \* When your guests arrive, rise to greet them, and remain standing until they are seated.
- \* Leave your napkin on the table until all your guests have been seated. If there are business issues you'd like to address before the meal, leave your napkin on the table until those discussions are concluded. Placing your napkin in your lap will signal to the wait staff that you are ready to order.

Of course not every point will apply to every entertaining setting or event. However, adhering to these basic guidelines as much as the situation allows will demonstrate respect and an understanding of Business Seating Strategies.

(Pamela Eyring is the president and director of The Protocol School of Washington PSOW.L, which provides professional business etiquette and international protocol training. Founded in 1988, PSOW is the only school of its kind in the U.S. to become accredited. Any opinions expressed are her own. PSOW's website is: [www.psow.edu](http://www.psow.edu).)

(Editing by Paul Casciato)

Website: <http://www.reuters.com/article/2012/09/10/uk-etiquette-seating-idUSLNE88901E20120910>



# Eating Well Week 8: Reflection

## Leader's Notes

Since this is the last week of the class, please go over the activities with your class and with your pastor ahead of time, so that everyone can plan ahead.

Today you are invited to share in the Lord's Supper and then in a common meal made with local ingredients. You can all prepare the meal together, or arrange a potluck instead.

All age groups should be included in the meal planning, preparation, and clean up as much as possible. Encourage participants to put into practice what they've learned throughout this curriculum by using local and organic ingredients.

Your group has learned a great deal about the complexity of the food system over the course of this study. This week gives your group an opportunity to practice some of the information they've learned and to reflect on the next steps they'd like to take.



## Opening Prayer

God only wise, You delight to make your people out of food; and the food out of which you make us is your body and blood. As we have become your body in the eating of food, bless those with whom we share food this week, and bless those with whom we share you, in whom we meet you; that in being made your body, we may become food for your world, and through the change they see in us, all may come to praise the glories of your name.

-A post-communion prayer by Sam Wells, offered in Duke Chapel 10/19/08, in Norman Wirzba, *Food & Faith: A Theology of Eating*, 144.

## Share Your Successes

Did you invite a guest (or guests) over for dinner this past week that you had not previously hosted before? How was the experience? How was it different than hosting close friends? Did you get to know them better? In what ways was the experience of showing hospitality a gift to you as a host?

## Scriptures

While they were eating, Jesus took a loaf of bread, and after blessing it he broke it, gave it to the disciples, and said, 'Take, eat; this is my body.' Then he took a cup, and after giving thanks he gave it to them, saying, 'Drink from it, all of you; for this is my blood of the new covenant, which is poured out for many for the forgiveness of sins. *Matthew 26:26-28*

## Focus Statement

One practice that is common to all Christians is to partake of the Lord's Supper or Holy Eucharist. This coming together over a table to share bread and wine is understood differently by different Christian denominations; however, it is nonetheless a communal act that unites us to one another and to Christ.

## Activity

Since this is the culminating session, approach it as an opportunity to celebrate your time together, reflect on all that you've learned, and plan your next steps.

Invite your pastor to hold a communion service. Many denominations have a Thanksgiving liturgy that would be appropriate to use at this time. As you partake of communion, be conscious of where the bread and wine came from and reflect on the significance of this embodied ritual of eating and drinking together.



# Eating Well Week 8: Reflection (continued)

Then, prepare a simple meal (such as soup and bread) with all age groups, using local foods. Children can help by washing vegetables and setting the table. Adolescents can chop and stir. Adults can supervise and direct. Print copies of the resource “Dinner Table Conversation” (p. 94). Use this to prompt conversation around the dinner table.

## Closing Thoughts and Feedback

How much do you know about food, nutrition, and the food system now that you have completed this study? Complete this self-assessment. Check the box that best describes your level of knowledge about each subject. When you have finished, compare this assessment to the one you completed the first week of class. How have you grown during the course of the study? What do you still need to learn more about?

- 0 = I have never heard this term before.
- 3 = I have heard or read about this term and have a basic understanding of it.
- 5 = I have a strong understanding of this term.

Term	0	1	2	3	4	5
Food Security						
Climate Change						
Global Warming						
Creation						
Farmworker						
Carbon Footprint						
Free Trade						
Monocrop						
Local Food						
Organic Food						
Fast Food						
Balanced Diet						
Greenhouse Gases						
Factory Farming						
Comfort Food						
Hunger						
Food Desert						
Nutrition						
Stewardship						
Community Garden						

Read the following statements. Write the number of each statement at the place on the continuum that you feel best reflects your agreement with the statement.

1. My faith strongly impact my eating habits.
2. I know the sources of the foods my family eats.
3. I am aware of the ways in which my eating habits affect creation.

← Strongly Disagree Strongly Agree →

Compare your current responses to your responses from Week 1. Has anything changed? Do you anticipate making any changes in the future?

## Group Interest Survey

What are the next steps your group would like to take? Do you still need to learn more? Are you ready to act? Complete an Interest Survey with your group. Replicate the chart below on newsprint or the whiteboard.

An Interest Survey is a method of gathering data from a group so you are able to determine the area(s) the group feels most strongly about. Each person has three votes per column. Start with the column labeled “I need to learn more about...” Take a few minutes to allow each person to place three stickers or marks in the row(s) of their choice. If someone feels very strongly that he or she needs to learn more about creation, then he or she could place all three “votes” in that row. If a person has more general interests in several areas, he or she can spread out their votes. Next, complete the same process for the column labeled “I am ready to act on.” Again, each participant has three votes to place in the row(s) that best represent his or her interests.

	I Need to Learn More About...	I Am Ready to Act On...
Creation		
Enough		
Neighbors		
Diversity		
Peace		
Other suggestions		

Once you have collected this data, you will be able to discern what your group is most interested in doing next.





# Eating Well Week 8: Reflection (continued)

## Put It All Together

- In what ways does climate change contribute to hunger?
- How does the food system intersect with the way we treat our neighbors? The way we are treated by our neighbors?
- One of the fruits of the spirit is “self control.” How does the concept of “enough” affect hunger at a local level? National level? Global level?
- As Christians, what is our responsibility in caring for our global neighbors? National neighbors? Local neighbors? Caring for creation?
- How does our love of God motivate us to care for others?
- How does caring for others lead to food security? To peace?

## Apply It

Now that you have an idea of changes that you can make, what will you commit to carrying forward?

## Closing Prayer

Loving God, we thank you for the many gifts you have given us. Fill our hearts with compassion and generosity so that we may share our gifts with others. We are grateful for the time we have spent together learning all the ways in which food impacts every aspect of your creation. Inspire us to change our own habits, the community, and the world. We ask for peace within ourselves, with our neighbors, and with all of creation. In Christ's name we pray, Amen.

*(Lisa Talbott)*

## Table Grace for the Week

This food does not come to us without cost. It comes to us through human effort – and we are thankful. But even more so, this food comes to us as a gift of the earth. Creation has given itself so that our lives can be sustained – and we are thankful. In our gratitude, oh God, we acknowledge the true cost of this food. And in our worship of You, help us renew our commitment to care for the earth. Amen.

*(Willard Metzger, Thanking God with Integrity, Vol. II, 2010)*

## Learn More

See the Additional Resources section (page 96).



## Week 8: Reflection (continued)

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## Dinner Table Conversation

*Print out one copy for each table and cut out each question. Scatter them around the tables to spur conversation.*

**What was the most surprising thing you learned over the course of the study?**

**Which session did you enjoy the most?**

**What topics are you most interested in learning more about?**

**How have your thoughts and feelings about food changed during the course of this study?**

**Although the food system is complex, what are some simple and tangible ways that you can have an impact on it?**

**How will your family change its food-related practices as a result of this study?**

**What do you think the group's next move should be?**

**When you focus on a subject, it seems to appear everywhere – in the news, in general conversations, in the streets. You start to become aware of that issue all around you. How have these issues surrounding food cropped up in your attention lately?**



## Week 8: Reflection (continued)

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# Additional Resources

## Week 2: Care of Creation

### Learn More

- **Web Resource:** North Carolina Interfaith Power and Light (<http://www.ncipl.org>)
- **Web Resource:** Cool Harvest (<http://www.coolharvest.org/>)
- **Documentary Film Resource:** Food, Inc: (<http://www.takepart.com/foodinc/film>)
- **Worship Resource:** NC Council of Churches Lectionary on Climate Change (<http://www.nccouncilofchurches.org/lectionary/year-c/climate-change-sustainability-proper-28/>)

### Take Action

- **Web Resource:** Slow Food USA Chapter Finder (<http://www.slowfoodusa.org/local-chapters>): Scroll down to “North Carolina” and select your local chapter to find out about news, events, features, etc.
- **Web Resource:** NC Farmer’s markets search site (<http://www.farmersmarketonline.com/fm/NorthCarolina.htm>)

## Week 3: Enough

### Learn More

- **Web Resource:** Partners in Health and Wholeness (<http://www.healthandwholeness.org/>)
- **Worship Resource:** Partners in Health and Wholeness Worship Aid (<http://www.nccouncilofchurches.org/download-page/download-the-partners-in-health-wholeness-worship-aid>)
- **Worship Resource:** NC Council of Churches Lectionary on hunger (<http://www.nccouncilofchurches.org/lectionary/year-c/hunger-proper-16/>)
- **Web Resource:** Eat Smart Move More NC (<http://www.eatsmartmovemorenc.com/>)
- **Study Guide:** Body and Soul: A Celebration of Healthy Eating and Living (<http://rtips.cancer.gov/rtips/productDownloads.do?programId=257161>)

### Take Action

- **Program:** Partners in Health and Wholeness Certification Program for churches (<http://www.healthandwholeness.org/phw-certification>)
- **Nutritional Information Resource:** USDA Dietary Guidelines – information and guidelines on how to eat healthily. (<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/PolicyDoc.pdf>)
- **Cooking Resource:** Partners in Health and Wholeness Guide to Cooking Healthily in Large Quantities (<http://www.nccouncilofchurches.org/download-page/download-recipes-for-the-heart-soul/>)

## Week 4: Neighbors

### Learn More

- **Study guide:** Becoming the Church Together (<http://www.nccouncilofchurches.org/immigration-curriculum/>) Printable resource: NC Farmworker Health Facts (<http://www.nccouncilofchurches.org/download-page/download-nc-farmworker-health-facts>)
- **Worship resource:** NC Council of Churches Lectionary resources on immigration (<http://www.nccouncilofchurches.org/lectionary/year-a/immigration-hospitality-proper-8/> and <http://www.nccouncilofchurches.org/lectionary/year-b/justice-for-immigrants-proper-26/>)
- **Worship resource:** NC Council of Churches Lectionary resources on farmworkers (<http://www.nccouncilofchurches.org/lectionary/year-b/justice-for-farmworkers-thanksgiving/>)
- **Documentary Film Resource:** The Harvest (2010) (<http://theharvestfilm.com>)

### Take Action

- **Web Resource:** Student Action with Farmworkers resource links for activism and information (<http://saf-unite.org/content/links>)
- **Web Resource:** NC Religious Coalition For Justice For Immigrants Statement Sign-Up (<http://www.welcometheimmigrant.org/our-statement/>)

## Week 5: Diversity

### Learn More

- **Web Resource:** Public Broadcast System program (<http://www.pbs.org/opb/meaningoffood/>)
- **Web Resource:** Crop diversity decline ‘threatens food security’ (<http://www.bbc.com/news/science-environment-26382067>)

### Take Action

- **Web Resource:** Diversify Your Diet (<http://www.sharecare.com/health/diet-nutrition/article/how-to-eat-healthy>)





## Additional Resources (continued)

### Week 6: Peace

#### Learn More

- **Worship Resource:** NC Council of Churches Lectionary resources on sustainability (<http://www.nccouncilofchurches.org/lectionary/year-a/sustainable-living-christ-the-king/>)
- **Web Resource:** Food and Nutrition Services NC's information on food stamps (<http://fns4nc.org/>)  
-Note: Many farmers markets accept SNAP benefits (food stamps); A list of farmers markets in NC that do accept SNAP benefits can be found at (<http://www.fns.usda.gov/ebt/learn-about-snap-benefits-farmers-markets>)
- **Web resource:** NC Department of Health and Human Services food stamp eligibility information (<http://www.ncdhhs.gov/dss/foodstamp/>)
- **Web resource:** Web locator for SNAP benefit-accepting store locations (<http://snap-load-balancer-244858692.us-east-1.elb.amazonaws.com/index.html>)
- **Web resource:** a search engine for food banks in North Carolina (<http://feedingamerica.org/foodbank-results.aspx?state=NC>)

#### Take Action

- **Study Guide:** UN World Water Day 2014 Advocacy Guide ([http://www.unwater.org/fileadmin/user\\_upload/worldwaterday2014/documents/WWD2014\\_Advocacy\\_Guide\\_WEB.pdf](http://www.unwater.org/fileadmin/user_upload/worldwaterday2014/documents/WWD2014_Advocacy_Guide_WEB.pdf))

### Week 7: Hospitality

#### Learn More

- **Book Resource:** Christine Pohl, Making Room: Recovering Hospitality as a Christian Tradition (<http://www.amazon.com/Making-Room-Recovering-Hospitality-Christian/dp/0802844316>)
- **Web Resource:** Henry G. Brinton, "Christian Hospitality is Key to Being an Inviting Church" ([http://www.huffingtonpost.com/henry-g-brinton/christian-hospitality-is-key-to-being-an-inviting-church\\_b\\_3240301.html](http://www.huffingtonpost.com/henry-g-brinton/christian-hospitality-is-key-to-being-an-inviting-church_b_3240301.html))

#### Take Action

- **Handout Resource:** Hosting a Sustainable Dinner Party: (<http://www.sustainabletable.org/918/handouts-sustainable-dinner-party>)

### All Weeks

#### Learn More

- **Study Guide:** Fast that I Choose (<http://www.end-hunger.org/study/>)
- **Children's Study Guide:** Feeding Minds, Fighting Hunger: A World Free from Hunger (<http://www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/>)
- **Study Guide:** Food and Faith (<http://gamc.pcusa.org/ministries/hunger/food-and-faith/>)
- **Study Guide:** Food, Farming, and Community Curriculum (<http://www.FoodFarmingandCommunity.org/curriculum>)

#### Take Action

- **Church Tips Sheet:** Suggestions for Honoring God's Creation (<http://www.blessedearth.org/wp-content/uploads/2011/09/Church.pdf>)
- **Food Tips Sheet:** Suggestions for Honoring God's Creation (<http://www.blessedearth.org/wp-content/uploads/2011/09/Food.pdf>)



# Curriculum Assessment

Dear Group Leader,

We hope that the time you spent exploring the complexities of the food system through the lens of faith was a blessing to you and your participants. We hope that this study was both educational and practical, useful in not only teaching your group about food, but also in giving them concrete ways to impact creation through their eating habits.

We would appreciate your feedback on this curriculum. Please take a few minutes to answer the questions below and submit this form to the North Carolina Council of Churches either online at:

[www.ncchurches.org/food-curriculum](http://www.ncchurches.org/food-curriculum)

or by mailing it to us at 27 Horne St., Raleigh, 27607.

We value your feedback as it will help us to create the best resource possible.

Peace,

Leslie, Lisa, Matt, Lauren and Aleta

\_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Denomination (if applicable): \_\_\_\_\_

Type of Organization: \_\_\_\_\_

*(church, faith based organization, nonprofit, common interest group such as a book club or support group, evening class, group of family and friends, etc.)*

Location of the Organization: \_\_\_\_\_ (city)  
 \_\_\_\_\_ (state)

Participant Age Groups (check all that apply)

- ☐ 0-7
- ☐ 8-11
- ☐ 12-18
- ☐ 19-29
- ☐ 30-49
- ☐ 50-69
- ☐ 70 and above

How many men participated in this class? \_\_\_\_\_

Women? \_\_\_\_\_

**Optional:** Participants' Races (check all that apply)

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Hispanic or Latino

1. Which activity was the group's favorite?

Week	1	2	3	4	5	6	7	8
Primary/Intermediate								
Youth								
Adults								

Comments:

2. Which activity was the group's least favorite?

Week	1	2	3	4	5	6	7	8
Primary/Intermediate								
Youth								
Adults								

Comments:

3. Which week(s) did you feel needed more support (documentation or resources)? Check all that apply.

Week	1	2	3	4	5	6	7	8
Primary/Intermediate								
Youth								
Adults								

Comments:

4. Which week(s) had the greatest impact?

Week	1	2	3	4	5	6	7	8
Primary/Intermediate								
Youth								
Adults								

Comments:

5. Which week(s) had the least impact?

Week	1	2	3	4	5	6	7	8
Primary/Intermediate								
Youth								
Adults								

Comments:

6. Additional comments, feedback, or suggestions for improvement (use the back of this page for additional space):



## Curriculum Assessment (continued)

Additional comments, feedback, or suggestions for improvement:

