

Grade 2—Unit 13

The Holy Spirit Lives in Us

This final unit provides a brief introduction to the coming of the Holy Spirit at Pentecost. Students will then examine the ways the Holy Spirit enlivens us and prompts us to actions: feeding the hungry, welcoming the stranger, living as servants, and caring for those around the world. This year’s curriculum will culminate with a final event of storytelling from around the world. Invited guests will read or enact the stories of missionaries and service workers to children at various stations, and children will get to sample food from the country in which the story takes place. Children will finish the year with an understanding that the Holy Spirit works in the church worldwide, and that they can belong to a global body of believers.

LESSONS

1. Pentecost
2. I Was Hungry
3. I Was a Stranger
4. Living as Servants
5. Service Around the World

Unit 13: The Holy Spirit Lives in Us

Unit Information

SUMMARY

At Pentecost, God sent the Holy Spirit to dwell within us, so we can spread the good news throughout the world. If we are truly filled with the Holy Spirit, we will follow Jesus' call to help the people around us, no matter who they are, what they look like, or where they come from. In doing so, we are actually serving Christ himself.

KEY BIBLE TEXTS

Acts 2:1-4

Matthew 25:32-45

Matthew 20:25-28

BIBLICAL BACKGROUND

God Sends the Holy Spirit

Fifty days had passed since the death and resurrection of Jesus. The disciples came to Jerusalem to celebrate the day of Pentecost, the 50th day after the Sabbath of Passover week. The eleven had been afraid to tell others about Jesus for fear of the consequences. They were uncertain. How should they begin telling the good news story?

Acts 2 describes how God gave the disciples a special gift. God's Spirit came to them in the form of a powerful wind. The Holy Spirit rushed in and filled them with Christ's love and presence. With the power of the Holy Spirit in their lives, the disciples knew they would be able to do whatever was asked of them. They felt a sudden desire to tell the wonderful story of the things Jesus said and did, so others might hear the good news and believe. It was as if new life was breathing within them, giving them the faith and courage that had been missing.

After God's Spirit rested within each believer, they began speaking the good news in languages they had never spoken before. Peter stood up and explained how the Holy Spirit had just come to them. He told the people about Jesus and invited those who believed to repent and be baptized. This message from Peter is often referred to as the first sermon. This event marks the birthday of the church, for now this gathered group felt the presence of the Holy Spirit and knew what their work was to be.

The people felt as one body and could identify their goal: to spread the good news. They had the courage and power to do this work with the help of the Holy Spirit.

Today, Pentecost is celebrated as the day when the Holy Spirit came to the church. A flame is often used as a symbol signifying the Spirit of God touching and burning within each believer.

Sharing What We Have

If we are truly filled with the Holy Spirit, we will do the things Jesus talks about in the parable in Matthew 25:32-46: feed the hungry, invite the stranger, clothe the naked, look after the sick, and visit the prisoners. Jesus uses the story of the sheep and the goats to teach his disciples how important it is to perform such acts of mercy until his return. Jesus promises that those who serve others will be rewarded. When we serve others, we are serving Christ.

Jesus loves those who are poor, oppressed, or despised by others. Jesus also loves those who are rich and popular, but he identified with the oppressed because of the injustices imposed upon them by others. Jesus lived and died for all people. He wants all Christians to reach out to sisters and brothers in need.

As we live in the midst of affluence, we must take a look at how we respond to the needs around us. Our response as Christians calls us to share out of Christ's love for us and Christ's love for our neighbor in need. Some neighbors' needs are physical: for food, shelter, or clothing. All our neighbors need encouragement, respect, and love, regardless of their socioeconomic status, ethnic and racial background, or personality traits. When we respond to others in love, we are loving Jesus.

Serving Others

Jesus reminds his disciples that he did not come into this world to be served, but to serve (Matthew 20:26). The apostle Paul urges us to have the same attitude as Christ Jesus when he says, "Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant" (Philippians 2:6-7).

Jesus lived his life in service to God as he shared his love and responded to human needs. Jesus modeled a caring ministry not just among his followers, but with everyone he met. He took the form of a servant to the point that he suffered and died for all of us, that we might be saved.

ESSENTIAL UNDERSTANDINGS

- The Holy Spirit helps us to do the work of God.
- The Holy Spirit can empower us to do things we wouldn't be able to do on our own.
- Believers worked to do all the things that Jesus had commanded them to do. The early church was formed.
- If we are truly filled with the Holy Spirit, we will help other people.
- Jesus wants us to help anyone in need.
- When we help someone, it is as if we are helping Jesus himself.

WORSHIP

Focus: Service to others through the power of the Holy Spirit

Worship Table Symbols:

- **Dove or flame** to represent the Holy Spirit (Lesson 1)
- **Can of soup, glass of water, or other food or drink item** to represent feeding the hungry (Lesson 2)
- **Bucket** to represent the story of Cristina and the importance of welcoming strangers (Lesson 3)
- **Towel** to represent relief work (Lesson 4) (*Note: when you add this to the table, you could drape it over the bucket to also symbolize Jesus' washing of his disciples' feet.*)
- **Globe** to symbolize the worldwide church (Lesson 5)

Notes: If you're using a tablecloth or other colored symbol based on the colors of the church year, note that Pentecost through the end of the school year would be green.

Since this unit focuses on serving others through concrete actions, you could invite children to bring in newspaper articles, personal stories, or church bulletins that tell about the needs of people in the community (*for example, a family who*

needs shelter because of a house fire). These may be people you don't know. During worship, invite children to share these concerns and discuss ways that Jesus might respond. How might the class respond?

Suggested Songs: "There Are Many Gifts" (*Hymnal: A Worship Book*, #304), "God Sends Us the Spirit" (HWB #293), "God's Children Speak in Different Tongues" (*Chatter with the Angels*, p. 80), "God Loves Many Different People" (*Chatter with the Angels*, p. 87); "Brothers and Sisters of Mine" (HWB #142); and "Will You Let Me Be Your Servant" (HWB #307).

On the Bryan Yoder Suderman CD, *Can't Keep Quiet* (2005), track eleven ("There's Enough for All") would be a wonderful accompaniment to this unit. "We're All Called to Serve" on *Let It Flow Through You* by Road Less Travelled would be another appropriate song.

ASSESSING TEACHING / LEARNING

This unit provides several chances to assess children's understanding of the material: the Pentecost poems in Lesson 1; completion of the cloze activity in Lesson 2; and students' ability to compare and contrast the two refugee stories in Lesson 3.

If you have been using the portfolio method of assessment, it would be good to spend some time with students reflecting on their Bible portfolios: what they want to keep in their portfolios, what they are most proud of within them, what they have learned from making the portfolios, etc. You may want to add a portfolio display to the final lesson's "Festival of Stories," inviting parents to come and view the children's portfolios. You may also choose to use the Unit 13 assessment.

MEMORY VERSE

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 25:37-40, NRSV)

Suggested Motions:

Then the righteous will answer him, "Lord, when was it (*hold hands palms upward*) that we saw you hungry (*clutch stomach*) and gave you food (*pretend to eat*) or thirsty (*hold throat as if thirsty*) and gave you something to drink (*pretend to hold cup and drink*) And when was it that we saw you (*shield eyes with hand*) a stranger and welcomed you (*make beckoning motion*) or naked and gave you clothing (*pretend to put a coat on someone*) And when was it that we saw you sick (*spread hands out, palms down*) or in prison (*pretend to grasp prison bars*) and visited you?"

And the king will answer them, "Truly I tell you (*point finger in air*) just as you did it to one of the least of these (*pull left hand toward chest, as if gathering something*) who are members of my family, you did it to me (*do same motion with right hand, finishing with both hands on heart*)

BONUS MEMORY VERSES

But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria and to the ends of the earth. (Acts 1:8)

We know love by this, that he laid down his life for us-and we ought to lay down our lives for one another. How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action. (1 John 3:16-19, NRSV)

And do not forget to do good and to share with others, for with such sacrifices God is pleased. (Hebrews 13:16)



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you something to drink?

And when was it that we saw you
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of my family, you did it to me.”

Matthew 25:37-40, NRSV

Dear Parents,

“The Holy Spirit Lives in Us,” the last unit of the year, begins with the story of Pentecost, when the Holy Spirit came to the early church and enlivened the believers to spread the good news of the gospel.

Unit Overview

Students will study Pentecost, the birthday of the church. Then they will consider concrete actions Christians can take because of being empowered by the Holy Spirit: feeding the hungry, clothing the naked, visiting the sick and imprisoned, and welcoming the stranger. Your child will hear stories of Christians around the world who are serving the Christ that appears in the face of the hungry, sick, and oppressed. Students will consider how they can follow Christ’s call to serve others.

Memory Verse

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or thirsty (*hold throat as if thirsty*)

and gave you something to drink (*pretend to hold cup and drink*)

And when was it that we saw you (*shield eyes with hand*)

a stranger and welcomed you (*make beckoning motion*)

or naked and gave you clothing (*pretend to put a coat on someone*)

And when was it that we saw you sick (*spread hands out, palms down*)

or in prison (*pretend to grasp prison bars*) and visited you?”

And the king will answer them, “Truly I tell you (*point finger in air*)

just as you did it to one of the least of these (*pull left hand toward chest, as if gathering something*)

who are members of my family, you did it to me (*do same motion with right hand, finishing with both hands on heart*)

Ideas

✓ Your child might enjoy saying the following Pentecost poem with you each morning when rising or as a breakfast prayer:

God’s Spirit came (*raise arms up, reaching high*)

And touched me (*bring hands down, touching head*)

I was so happy (*twirl around once*)

I wanted to burst! (*jump high and raise arms on “burst!”*)

✓ Since this unit’s focus is on the concrete ways that we can serve God through serving those in need, brainstorm with your child about ways your family could meet Christ by feeding the hungry, visiting the sick, welcoming the stranger. OR, invite someone you know who has done mission or service work in another area of the world to come for dinner and share with your family.

✓ Several children’s books speak beautifully to the service that children and adults can perform in God’s kingdom. You may want to look for the following books at your local or church library: *Praying With Our Feet* by Lisa D. Weaver and Ingrid Hess (Herald Press, 2005); *Walking with Jesus*

by Mary Clemens Meyer (Herald Press, 1992); and *Peace Be With You* by Cornelia Lehn (Faith & Life Press, 1980)

✓ If you have internet access at home, help your child find the website for Heifer International's children's activity page, www.readtofeed.org. There are several interactive games children can play related to issues of hunger (*since they will be exploring Christ's command to feed the hungry during this unit*).

✓ Worship Table. Symbols you could use during this final unit of the year include: **a dove** to represent the Holy Spirit; **a can of food** to symbolize Christ's call to us to feed the hungry; **a welcome sign** to represent welcoming strangers; **a towel** to represent service to others; and **a globe** to represent serving others throughout the world. (*If you are using the colors of the church year, the season after Pentecost is represented with green.*)

Notes:

The Holy Spirit Lives in Us

LESSON 1: PENTECOST

Objective

Students will create corporate and individual poems based on Pentecost.

Key Concepts

- Pentecost is the day that God’s Spirit came to Jesus’ disciples.
- At Pentecost we celebrate God’s precious gift of the Holy Spirit.
- Pentecost marks the beginning of the Christian church.

Text: Acts 2:1-4

Estimated Lesson Time: 35-40 minutes

Materials

- Student Bibles
- “Pentecost Poem” (p. 413)
- Dove and flame coloring sheets (pp. 414-415)
- Crayons, markers
- Alternative to #3: old wallpaper books, scissors, glue, construction paper
- For Extend the Lesson: supplies for a Pentecost party (*see p. 412*)

Teacher Preparation

1. Decide whether to have students simply color in the symbols of the Holy Spirit (*dove and flame*) or whether to have them cut the outlines of the symbols from wallpaper sheets.
2. Make copies of “Pentecost Poem” and coloring pages (*one of each per student*).

INTRODUCING THE LESSON

Start a discussion about celebrations the students have participated in or observed. Write them down as students name them: birthday parties, weddings, Christmas programs, etc. Ask them to name the specifics of such celebrations: special food, cake, balloons, streamers, special music, dancing, etc.

Remind children of the lesson about the ascension of Jesus, when you discussed how sad the disciples must have been to say goodbye to Jesus as he left earth and returned to heaven. Explain that this lesson describes the happy “ending” to that story: when the Holy Spirit came to the early church to be with the disciples and prompt them to do good works and spread the good news. Pentecost is a time of celebration!

LESSON STEPS

1. **Read Acts 2:1-4** as students follow along in their Bibles. *OR*, read it slowly together as a class, in unison.

2. Create an oral Pentecost poem by asking students to do the following:

- Read through the Acts 2:1-4 passage silently and pick out a phrase (*two or three words*) that stand out to you (*for example, “day of Pentecost” or “tongues of fire” or “they were all together”*). It doesn’t have to be a whole sentence. Write down the phrase on a piece of scrap paper and put a number 1 in front of it.
- Now read through the verses again and choose one word that stands out to you. It could be a word you like, or one you think tells the meaning of the story, or just a word that sounds nice. Write it below the first phrase and put a number 2 in front of it.
- When everyone has chosen phrases and words and written them down on paper, have the class stand in a circle. Explain that they will create a group poem about Pentecost by going around the circle twice:
First they will read the phrases they picked, and the second time around the circle, they will read the words. Ask them not to make any comments—simply read the phrases and then the words, so that it sounds like a poem. You might need to stand in the middle of the circle and point to each student in turn, to keep the poem moving.

3. “Pentecost Poem.” The students will now have the chance to write individual poems about Pentecost. Have them each choose one of the symbols of the Holy Spirit—a dove, flame, or the wind—about which to write a poem. Distribute copies of page 413. You may need to give help with ideas, or at least brainstorm as a group, about adjectives that could describe each symbol.

4. Coloring sheets. If some students finish earlier than others, pass out the sheets of doves and flames for them to color. Students could use the shapes as patterns for cutting the dove or flame out of wallpaper, and then paste them on construction paper. Display the Pentecost symbols on a bulletin board, if possible.

5. Share the poems. If there is time, students could read their poems out loud to each other.

EXTEND THE LESSON

(This activity will take longer than the regular lesson time.)

• **Pentecost party.** Expand the idea of Pentecost being a celebration and plan a party with your class to celebrate the birthday of the Christian church. Perhaps each student could invite one person to attend—a pastor, parent, or someone from their church, for example.

Involve students in planning the responsibilities: who will bring plates, napkins, cups, etc. You could make cupcakes as a class or ask a parent to supply them. Sing “Happy Birthday” to the church. Read the Acts 2:1-4 passage at the party, perhaps adding Acts 2:42-47, which describes how the early church lived and worshiped. Make banners or hang streamers and balloons around the room. Students could read their Pentecost poems to the group, and you could display their symbols of the Holy Spirit.

Play a “party game” in which everyone names something about their church for which they’re grateful. Write the responses on a sheet of newsprint, as part of a group “Pentecost reading.” Then have two sides alternate in reading the list.

Pentecost Poem

Come, Holy Spirit.

You are a _____,

(Write your symbol of the Holy Spirit here: dove, flame, or wind)

_____, _____, and _____.

(Write three adjectives here.)

We celebrate you with

_____, _____, and _____.

(Write three -ing words here)

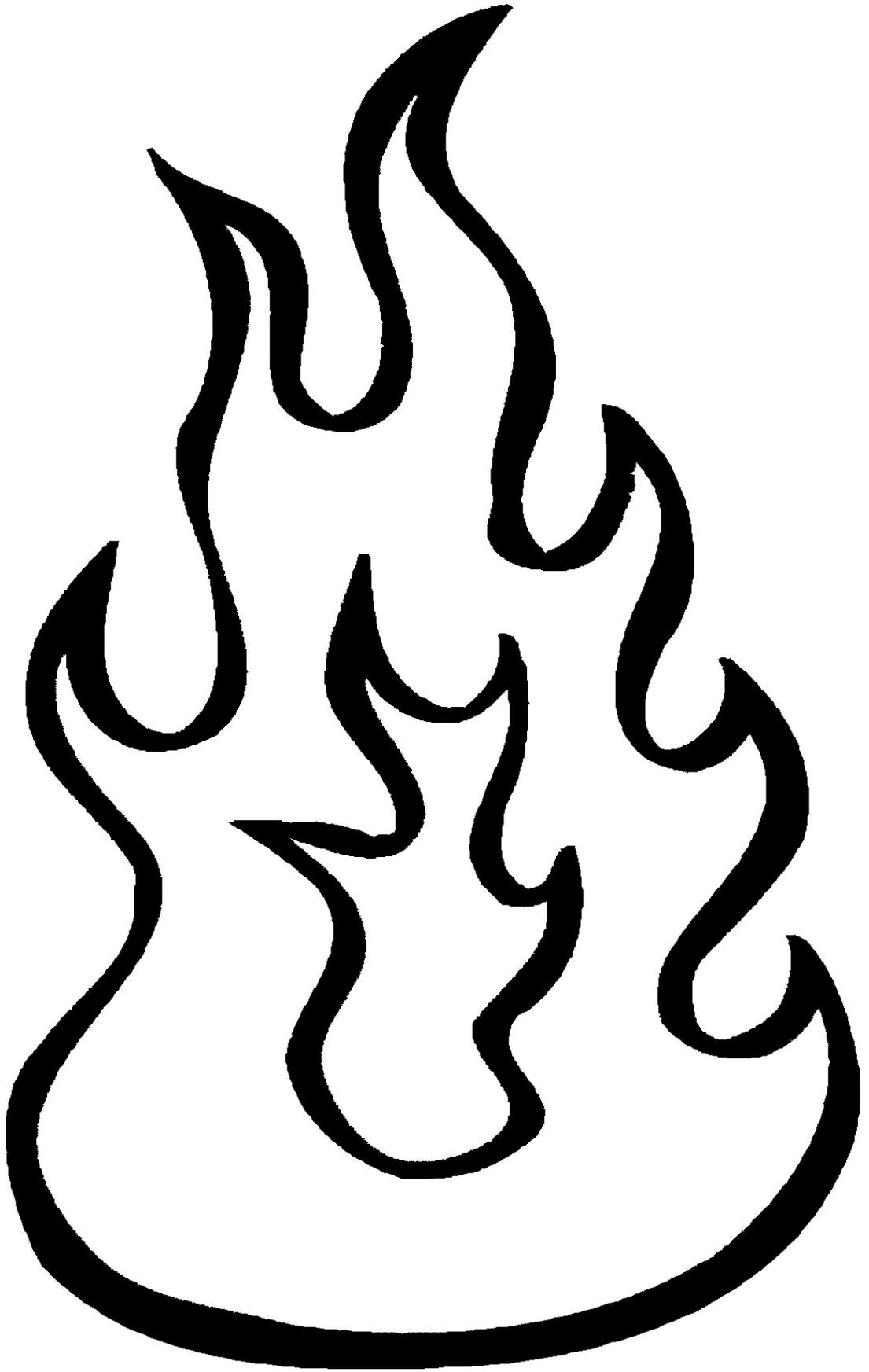
You came at Pentecost.

Come to us today.

by _____







The Holy Spirit Lives in Us

LESSON 2: I WAS HUNGRY

Objective

Students will contribute food items to a local food bank or soup kitchen and will practice their Bible memory verses for this unit.

Key Concepts

- Jesus wants Christians to respond to the needs of others with love and kindness.
- People serving others is the church at work.

Text: Matthew 25:32-45

Estimated Lesson Time: 30-35 minutes

Materials

- One children’s book suggested in Teacher Preparation #1
- Your own food donation for the local food bank or soup kitchen
- “Matthew 25:37-40” (p. 418)

Teacher Preparation

1. Obtain a copy of one of the following books: *Beatrice’s Goat*, by Page McBrier and Lori Lohstoeter (Aladdin Books, 2004); *Faith the Cow* by Susan Barne Hoover and Maggie Sykora (faithQuest, 1995); or *Uncle Willie and the Soup Kitchen* by Dyanne Disalvo-Ryan (HarperTrophy, 1997).
2. Call a local soup kitchen or food bank to find out what foods they are accepting. Before this lesson, send a note home to parents, suggesting that students bring in cans of food or other nonperishables to be donated to the organization you choose.
3. Make copies of “Matthew 25:37-40,” one for each student.

INTRODUCING THE LESSON

Show the children’s book you brought (*see #1, above*). Let students look at the cover and the title, and show them some of the pictures. Encourage them to make predictions about the book based on what they see: what it will be about, whether it will have a happy ending, who the characters are, where they live, etc. You may want to write their predictions on a sheet of newsprint, so that after you’ve read the book you can go through the list and see which predictions were accurate.

LESSON STEPS

1. Read the children’s book. When you are finished reading, encourage the students to talk about what stood out to them in the story. Invite their questions and concerns about hunger and related issues. If you don’t know the answers to some of the questions they ask, write them down and talk about how you (*and they*) might find out the answers.

2. Read Matthew 25:32-45 aloud, first explaining that when people, like the characters in the book you just read, help to feed others who are hungry, it is as though they are actually feeding Jesus himself.

3. Collect the food donations the children brought with them from home. You may want to do an offering ritual—have students bring their canned goods up to the front of the room one at a time, while the entire class sings a song together. (*See suggested songs in the Worship section of Unit 13 Information, p. 406.*)

4. Bible memory. Work on the memorizing the verses for this unit. You might have students recite the verses while doing the suggested motions (p. 406), and/or you could hand out copies of page 418 for them to use as practice.

EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Learn more about hunger.** Use some of the resources on Heifer International’s “Read to Feed” website, www.readtofeed.org. If you have a classroom computer, play some of the interactive online games about solving the problem of hunger and taking care of the environment.

- **Other websites** to check out for ideas to extend this lesson:

 - Kids Can Make a Difference (www.kidscanmakeadifference.org)

 - Free the Children (www.freethechildren.com)

 - Church World Service (www.churchworldservice.org/betterworld2)

- **Read another story.** *If the World Were a Village* by David J. Smith and Shelagh Armstrong (Kids Can Press, 2002) is a lovely book that illustrates the inequities in the global community and includes a section on food.

Name: _____

Matthew 25:37-40

Fill in the blanks with the correct words from the list.

gave
sick
welcomed
family

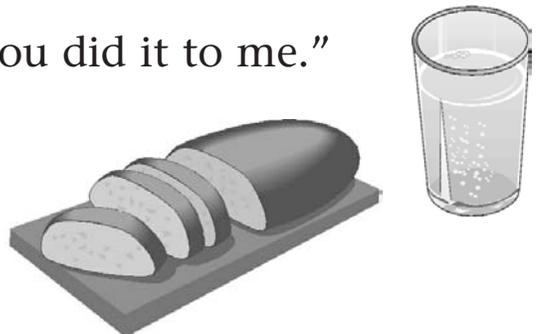
Lord
Truly
righteous
stranger

answer
clothing
visited
saw

least
hungry
drink
prison

Then the _____ will answer him, “_____,
when was it that we _____ you _____ and gave you
food, or thirsty and _____ you something to _____?
And when was it that we saw you a _____ and
_____ you, or naked and gave you _____?
And when was it that we saw you _____ or in
_____ and _____ you?”

And the king will _____ them, “Truly I tell you, just as
you did it to one of the _____ of these who are
members of my _____, you did it to me.”



Matthew 25:37-40

Fill in the blanks with the correct words from the list.

gave
sick
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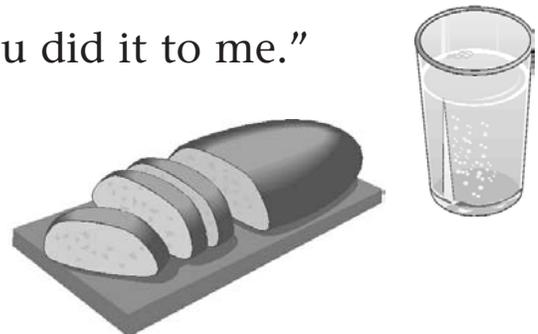
Lord
Truly
righteous
stranger

answer
clothing
visited
saw

least
hungry
drink
prison

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.”



The Holy Spirit Lives in Us

LESSON 3: I WAS A STRANGER

Objective

Students will compare the stories of two refugees and consider ways that they might welcome others.

Key Concepts

- Jesus wants us to welcome and show our love to strangers.

Text: Matthew 25:35

Estimated Lesson Time: 35-40 minutes

Materials

- “Welcome” sign from Unit 6, Lesson 1
- “The Secret Journey” (p. 422)
- “Growing Up Too Fast” (p. 423)
- 2 large sheets of newsprint
- “Story Summaries” (p. 424)

Teacher Preparation

1. Bring in a “Welcome” sign that you or one of your students made during the first lesson of Unit 6, about Ruth and Naomi.
2. Invite another adult, or an older student from another class, to help you with this lesson. He/she will read a story out loud to half of your class and help them summarize the main events of the story. Give your guest a copy of “The Secret Journey” or “Growing Up Too Fast.” Keep the other story for yourself.
3. Make copies of “Story Summaries,” one for each student.

INTRODUCING THE LESSON

Show the “Welcome” sign from Unit 6. Remind your class that you talked then about the importance of welcoming people from all over the world into our lives, churches, and communities. Explain that Jesus continued this theme of welcome when he told his followers that when we welcome a stranger, we are really welcoming him.

LESSON STEPS

1. Read stories. Divide the class into two equal groups. You will read either “The Secret Journey” or “Growing Up Too Fast” to one group, and your guest will read the other story to the other group. Before you split into groups, you may want to point out on a map where the stories take place (*El Salvador and Croatia*) and define the word “refugee” for your students: someone who needs to leave home because of war, famine, or persecution. (*If you are unable to have the help of*

another adult, direct one group to work on some other school work, while you work with the first group, then switch.)

After you and your guest read to your groups, spend a couple minutes as separate groups determining the main events of the story. *(You and your helper may need to help with this.)* Write the main events on the sheets of newsprint in large letters.

2. “Story Summaries.” Get everyone’s attention, and divide the two groups into groups of four, pairing two children who heard “Growing Up Too Fast” with two children who heard “The Secret Journey.” Pass out four copies of the “Story Summaries” sheet to each group.

The four-person group’s tasks are:

- To orally summarize for each other the stories they heard *(you will want to put the newsprint with the main events listed somewhere visible)*
- To fill out the “Story Summaries” sheets, helping each other with the first two questions and doing the last two on their own.

EXTEND THE LESSON

(This activity will take longer than the regular lesson time.)

- **Borrow the video** “Serbia: Sladjana’s Journey” from your local Mennonite Central Committee office *(see www.mcc.org for locations)*. This is the 5-minute video version of the same boy’s story from “Growing Up Too Fast.”

The Secret Journey

by Cristina Romero Widmer

It has been a long time since I left my home in El Salvador. One of my earliest memories is running around the house trying to catch chickens. I would try to catch them by their tails, then let them go and run around the house chasing them again.

I can remember, too, the mango tree in our backyard. If the mangoes were hanging down low, I could just reach up and get one. If they were too high, I'd climb the tree, which had low branches, pulling myself up one branch at a time. The mangoes were round, orange-yellow, and sweet. I'd peel the outside skin with my hands and enjoy the juicy bites.

I was probably four or five years old when I realized there was a war going on in my country. I remember I was often scared in the nighttime, because soldiers would come around on the streets and shoot anywhere they wanted. Sometimes when the soldiers were coming around, my brothers would hide in the tall grass in the mountains. My brothers did not believe in fighting and killing people, so they hid.

In May of 1984, my Romero family of four older brothers, two sisters, and I had to leave El Salvador, our home country, because of the war. It was sad to leave. I knew I wouldn't see my friends for a long time.

From El Salvador we rode a bus to Guatemala, then into Mexico. We took with us a brown satchel with some clothes and a flashlight. Part of the time, we slept on the bus. After we got to Mexico, we walked at nighttime, so the Mexican police would not see us. During the day we walked and hid in bushes.

One night we came to the border where we crossed the river into the United States. I was scared. I didn't know what was going to happen. A friend from Texas came and helped us across in a tube. My sister, Flavia, and I lay down in the tube and Chano, my oldest brother, and his friend pulled us across. All of my family made it safely across.

After crossing the border, we walked thirty miles to Casa Oscar Romero, a center for refugees. We stayed there for three weeks with another family. I played with some children there, and we had fun running around outside.

Our next trip was to Chicago, and we rode on a bus. I was tired of riding buses. I felt like I wanted to stop moving. In Chicago we stayed with an older couple. Then some people brought us to Goshen, Indiana, and this is where I live today. I am happy to be here!

Growing Up Too Fast

by Bozho Todorich

I was born February 13, 1982, in Croatia. The years of my childhood, before the war, were the best. We lived in a beautiful, white two-story house. We were happy. My parents were hotel keepers. Mom was a cook and Father was the waiter.

Then in 1990, something happened—a war that would bring years of changes, shootings, death, bombs, fear, and pain. In that year, I began to get used to the sound of sirens. Father was sent to fight, and we stayed in the shelter, hearing the whistle of shells and bombs. For a full four years, we were worried and afraid for our lives.

My sister and I, like all children of war, grew up too fast. All the time I kept one eye on my sister, because any moment the siren could start and the bombing would begin again. Every moment, in every corner, death was waiting.

One day, when my parents were working in the fields, I was taking care of my sister. We were playing on the floor. Suddenly, Sladjana's laugh stopped; there were explosions close by. Quickly, I took her into my arms and ran downstairs. The whistle of bombs stopped my breath. I threw myself over my sister. I heard a noise—a crash like thunder. I saw smoke coming from the fields where my parents were working. Dust on our faces mixed with tears. After 15 minutes, the doors of the basement opened and my parents ran in. They were alive and safe!

During the war, the sky was covered with planes instead of birds. The air was filled with the whistles of bombs and sounds of crying. But the worst time was when, with tears in my eyes, I had to say good-bye to my home in Croatia and everything I loved.

A few days after we fled to Serbia, my father was forced to go to the Slavonian fighting lines. For two months we didn't hear any news about him. Then one day he came home, but he was wounded in the leg.

Since that time, my mother has worked in the fields—from the first sound of the birds in the morning till the first stars in the sky at night. Her hands are tired, but they work all the time. Dust mixed with sweat runs down her face. She is a brave woman, and she doesn't give up easily.

I try to show thanks by making all the best grades in my school. I received certificates and awards for being the best student in my school this past year, but despite all my parents' hard work and sacrifice, they will not be able to send me to university. So, I pray to God and thank all the good people who help us.

Note: Bozho is now a medical student studying in the United States. He says that he believes "God used these experiences [of being a refugee] to shape my heart with visions of service for the future."

—adapted from *A Common Place*, September 1998
used by permission of Mennonite Central Committee

Your name: _____

Names of people in your group: _____

Story Summaries

Talk about the questions to numbers 1 and 2 as a group, and then write some answers.

1. What was the same about the stories of Cristina and Bozho?

2. What was different about their stories?

Now think about the questions below and answer them yourself.

3. Who do you know who comes from another country?

4. How could you welcome that person?

The Holy Spirit Lives in Us

LESSON 4: LIVING AS SERVANTS

Objective

Students will record ways that they can live as servants of Christ through helping others.

Key Concepts

- Jesus taught us to live as servants to one another.
- Servants love their neighbors themselves, and put that love into action.

Text: Matthew 20:25-28

Estimated Lesson Time: 30-35 minutes

Materials

- Student Bibles
- “Be a Servant” (p. 427)
- Snack for the class

Teacher Preparation

1. Prepare a simple snack to share with your students during “Introducing the Lesson.”
2. Invite someone who has served in the world in disaster relief (*flood, hurricane, or tornado cleanup, etc.*) to speak to your class. If you don’t know of anyone, contact Mennonite Disaster Service for information and contacts in your community (*MDS, 1018 Main St., Akron, PA 17501; 717-859-2210; www.mds.mennonite.net*).
3. Make copies of “Be a Servant,” one for each student.

INTRODUCING THE LESSON

Have students form a line to come to an area of the classroom to get a snack. Make sure they create a single-file line, while you stand at one end of the classroom with the snack. When all are standing in line, instead of handing out the snack to the first person in line, walk to the back of the line and handing it to the last person.

As the children eat their snack, have people at different parts of the line share how the exercise felt. Were they surprised? Did they wish they had stood somewhere else when they figured out what you were doing? Does this remind them of any passage in the Bible they’ve heard?

LESSON STEPS

1. Read Matthew 20:25-28 to the class, or ask your guest to do so. Invite students to follow along in their Bibles. (*You may also want to refer to Mark 9:35, which says, “If anyone wants to be first, he must be the very last.”*)

2. Listen to your guest. Tell your students that they are going to hear from someone who purposely “stood last in line” to be a servant to others. Invite your

guest to share about the work he/she did in disaster relief—telling stories, showing pictures, or simply describing the work and why he/she did it.

3. “Be a Servant.” Distribute the worksheets and invite students to think about what they’d like to do to serve God, just as your invited guest has done. It could be something they could do now, as a child, or something they would like to do as an adult.

4. Sing together. End the lesson by singing “Will You Let Me Be Your Servant” (*Hymnal: A Worship Book* #307) and perhaps reviewing the Bible memory verses.

EXTEND THE LESSON

(This activity will take longer than the regular lesson time.)

• **SERVANT exercise.** In capital letters, write SERVANT vertically down the left side of a large sheet of paper. Working as a class, write a word that starts with each letter of SERVANT that helps describe the way Jesus wants us to treat others.

Example:

Smile

Encourage

Reach out

Visit others

Assist others (*or Accept others*)

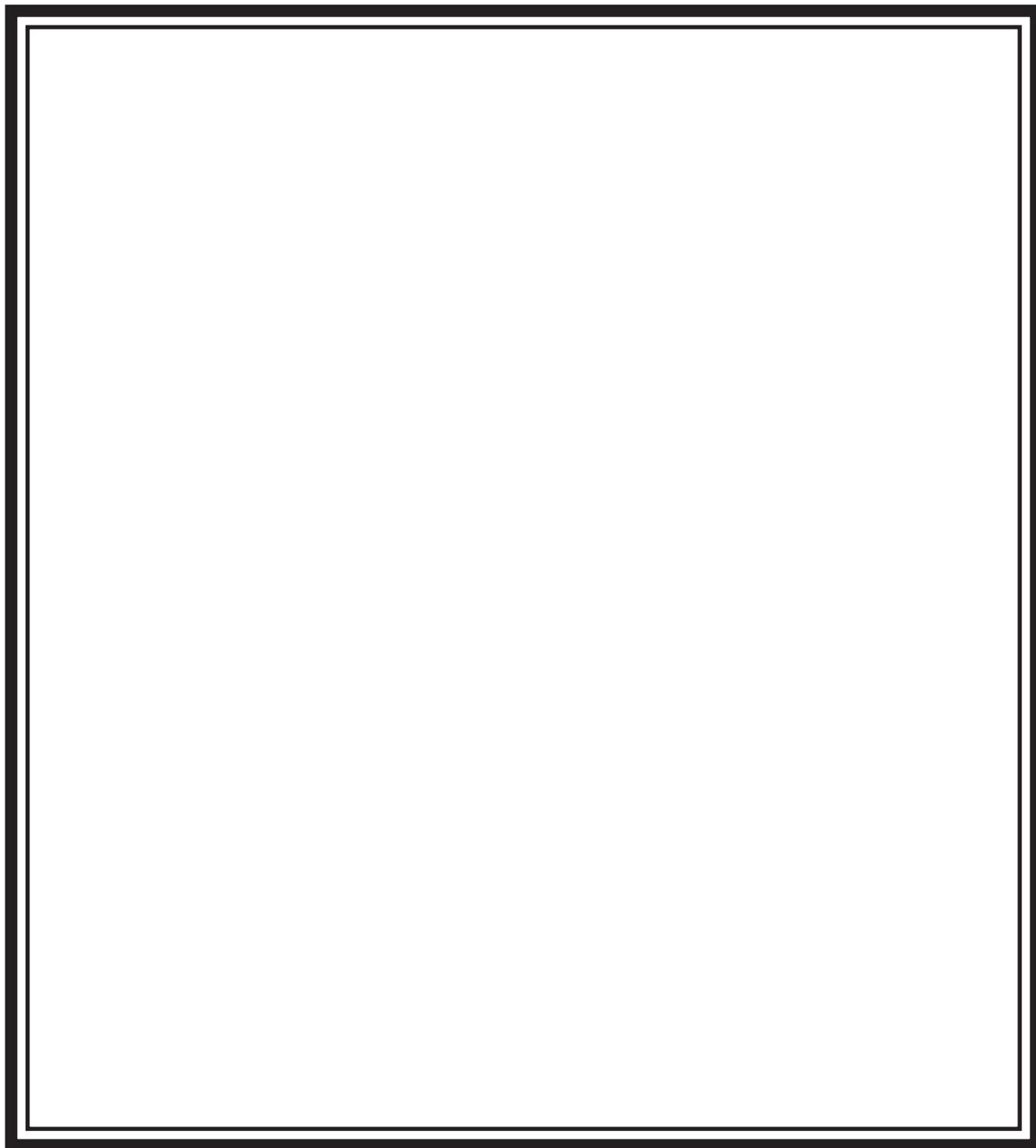
Notice others (*Another idea is Nurture, a big word for taking care of others.*)

Tell the good news

Name: _____

Be a Servant

Trace around your hand in the box below. Then write a sentence around the outside of the hand about one way that you could be a servant.



The Holy Spirit Lives in Us

LESSON 5: SERVICE AROUND THE WORLD

Objective

Students will participate in a “Festival of Stories” about people serving God around the world, as a culminating event of the year.

Key Concepts

- Jesus wants us to care for people around the world.
- God calls young adults and adults to serve and offer their friendship to others.

Text: Matthew 25:34-40

Estimated Lesson Time: 35-50 minutes (*depending on number of stations children visit*)

Materials

- Copies of stories (pp. 433-440) to give to adult volunteers
- *Ted Studebaker: A Man Who Loved Peace* by Joy Hofacker Moore (Herald Press, 1987) if you use Story Station #8
- Signs for story stations
- Chairs or rug for each story station
- Story Highlights Cards (p. 432)
- Pencils
- Bell, whistle, or music CD for signal to change stations
- Snacks and photographs, if you decide to include them (*see suggestions in list of story stations on p. 431*).

Teacher Preparation

1. Invite several parents or other adults to read the stories. Decide how many adults you will need, based on the number of stations you want students to visit. You as teacher will direct traffic flow during the festival and not read a story yourself. Make a plan for how to move children through the stations: if stations are set up in a circle, they could simply move on to the next station, or you could number the stations. The stories take approximately 3-5 minutes to read, and then adults should spend some time helping students fill out their Story Highlights cards.
2. Choose which stories you'd like to use and make copies of them for your adult volunteers. (*See the complete list of possible Story Stations on p. 431.*) Instruct volunteers in what they will do: read their story to 5-8 groups, incorporate the visual aid while they read, help children fill out their Story Highlights cards after the story, and serve a snack (*if you are having food*).

Instruct adults to keep children at their stations until you give the signal to move. If you want, invite your volunteers to dress in garb from the countries where their stories take place. Ask them to bring in the visual aid suggested under the title of the story. (*Note: Some stories are written in first-person; others are not. Adults can still dress up, no matter what the format of the story.*)

3. Prepare 5-8 story stations in your classroom. *(If you have access to a larger space, consider using it.)* Set up a rug or circle of chairs, and place a sign with the story title at each station.
4. Copy one set of Story Highlights cards for each student *(one card for each story station)*, and staple each set together.
5. Decide if you want to include international snacks as part of the festival *(see suggested snacks in list of Story Stations on p. 431)*.
6. Decide whether to include other elements: Activity Stations *(see “Extend the Lesson”)*, a final mission or service project celebration, a portfolio presentation, etc.

Note: *If the following lesson is impractical for your classroom—not enough volunteers or not enough time, choose just one story to read to the students and talk about how the people in the story must have felt. Find the country represented in the story on the map. Possibly make a snack for the students representing just the country you have chosen. Students could still fill out a “Story Highlight” card. You might be able to find music from that country for the students to hear. Your focus will be on one country instead of many.*

INTRODUCING THE LESSON

Give directions to students about the Festival of Stories. Explain that they will hear stories from all over the world about people who have chosen to follow God and serve others. Pass out the Story Highlights stapled booklets *(one for each child)*, along with pencils. Divide the children into groups to begin the festival.

LESSON STEPS

- 1. Begin the festival.** Send the students on their way with a blessing. Direct traffic as children move from station to station, sounding the signal every 3-5 minutes as readers finish.
- 2. Closing.** Pray a prayer of blessing for all the students and the parent volunteers, as well as the friends they met through the stories they heard.

EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Service celebration.** If your class has worked on a year-long mission or service project, add a celebration of their service to this Festival of Stories. Announce the final amount of money raised or give a final prayer of blessing for the service the students have performed. If you have used the portfolio method of assessment, this would also be a good time to have the students’ portfolios on display and invite parents to come and view them.
- **Serve snacks.** Ask parent volunteers to prepare snacks to serve to the children at each station, based on the cuisine of the country where the story took place. See the suggestions for snacks on p. 431, which uses as a resource the cookbook *Extending the Table: A World Community Cookbook*, compiled by Joetta Handrich Schlabach (Herald Press, 1991). If you use the Activity Station ideas *(see p. 430)*, you could have the snacks be one station.

- **Show videos.** Expand on the theme of hearing stories from around the world by borrowing some “Child’s View Series” videos from your local Mennonite Central Committee office (*check online at www.mcc.org*). Most are 5-10 minutes long, and introduce students to specific children from various countries around the world.

- **Add activity stations** in between the story stations, also staffed by adults. You could include the following:

Collage Station: Collect old mission magazines and *National Geographic* magazines and have children create collages of faces from other countries. Have them write this prayer at the top of their collages: “Help me see the face of Jesus in the faces of his children.”

Photo Station: Set up a computer with Internet access. Go to Mennonite Central Committee’s online Photo Gallery (www.mcc.org/gallery), and have an adult show children the slide shows there.

Music Station: Provide a CD player with CDs of music from different countries. Collect musical instruments from various places in the world, and invite children to dance and play instruments. (*It would be best for this station to be a distance from the others—even in another room—because of the noise it will create!*)

Snack Station: If you decide not to serve snacks at the story stations, you could create a separate station for children to try snacks from other parts of the world. (*Students could also make some of the snacks themselves, if you have a parent volunteer with the energy to plan for and implement this!*) Use the *Extending the Table* cookbook as a resource (see “List of Story Stations,” page 431 for specific suggestions).

List of Possible Story Stations

Countries, Visual Aids, and Snacks

1. Roadside “Meals” for Refugees

Country: United States

Visual Aid: empty soda can or a bicycle

2. The Gift of a Year in Chad

Countries: Chad and Canada

Visual Aid: an envelope of money

Snack: Meatballs (p. 240, *Extending the Table*)

3. Hearing God’s Voice in Prison

Country: Ethiopia

Visual Aid: a Bible

Snack: Flatbread—*injera* (p. 47, *Extending the Table*)

Photograph available of Zemedkun Baykeda: p. 14, www.mcc.org/acp/2004/mar_apr/acp_marapr2004.pdf

4. “You Could Feel the Love”

Country: United States

Visual Aid: a blanket and can of food

Snack: Jambalaya (p. 220, *Extending the Table*)

Photograph available of Marta Enamorado and her family: p. 17, www.mcc.org/acp/2006/03-04/acp_marapr2006.pdf

5. Making Friends Instead of Money

Country: Syria

Visual Aid: a passport

Snack: *Baklava* (p. 311, *Extending the Table*)

Photographs available of Father Tony Kasih: pp. 14-15, www.mcc.org/acp/2006/03-04/acp_marapr2006.pdf

6. “Building” a Church from Legos

Countries: Canada and Thailand

Visual Aid: Lego bricks

Snack: Bananas in coconut sauce (p. 295, *Extending the Table*)

Photograph available of children of Peace Mennonite Church:
www.mennonitemission.net/resources/news/images/download/2005/12/pages/848a.htm

7. Jesus Speaks Toba

Country: Argentina

Visual Aid: a Bible

Snack: Green squash bake (p. 132, *Extending the Table*)

Photograph available of Toba translators: www.mennonitemission.net/resources/news/images/download/2005/10/pages/812a.htm

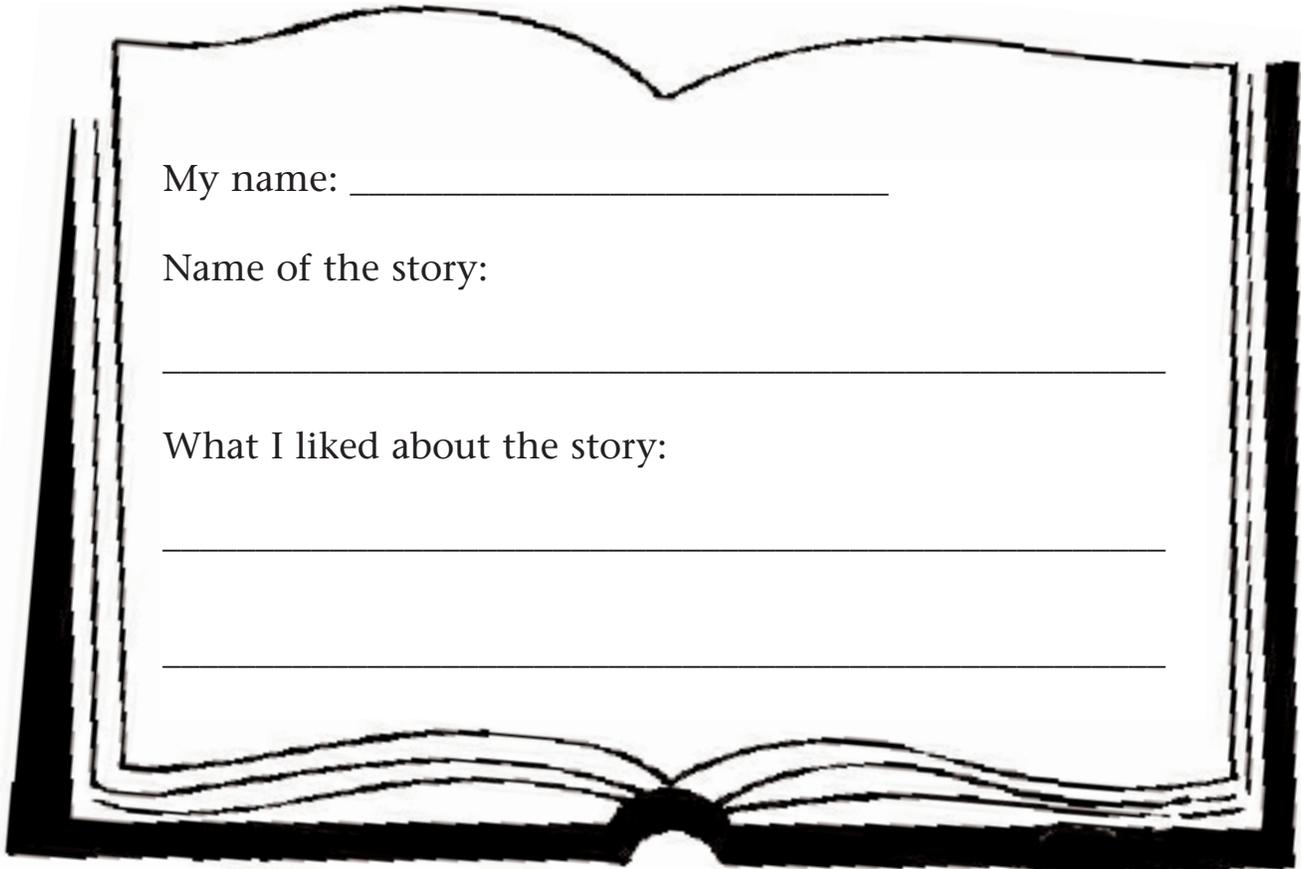
8. Ted Stuebaker: A Man Who Loved Peace

Countries: United States and Vietnam

Visual Aid: the book’s drawings

Snack: Chicken salad (p. 112, *Extending the Table*)

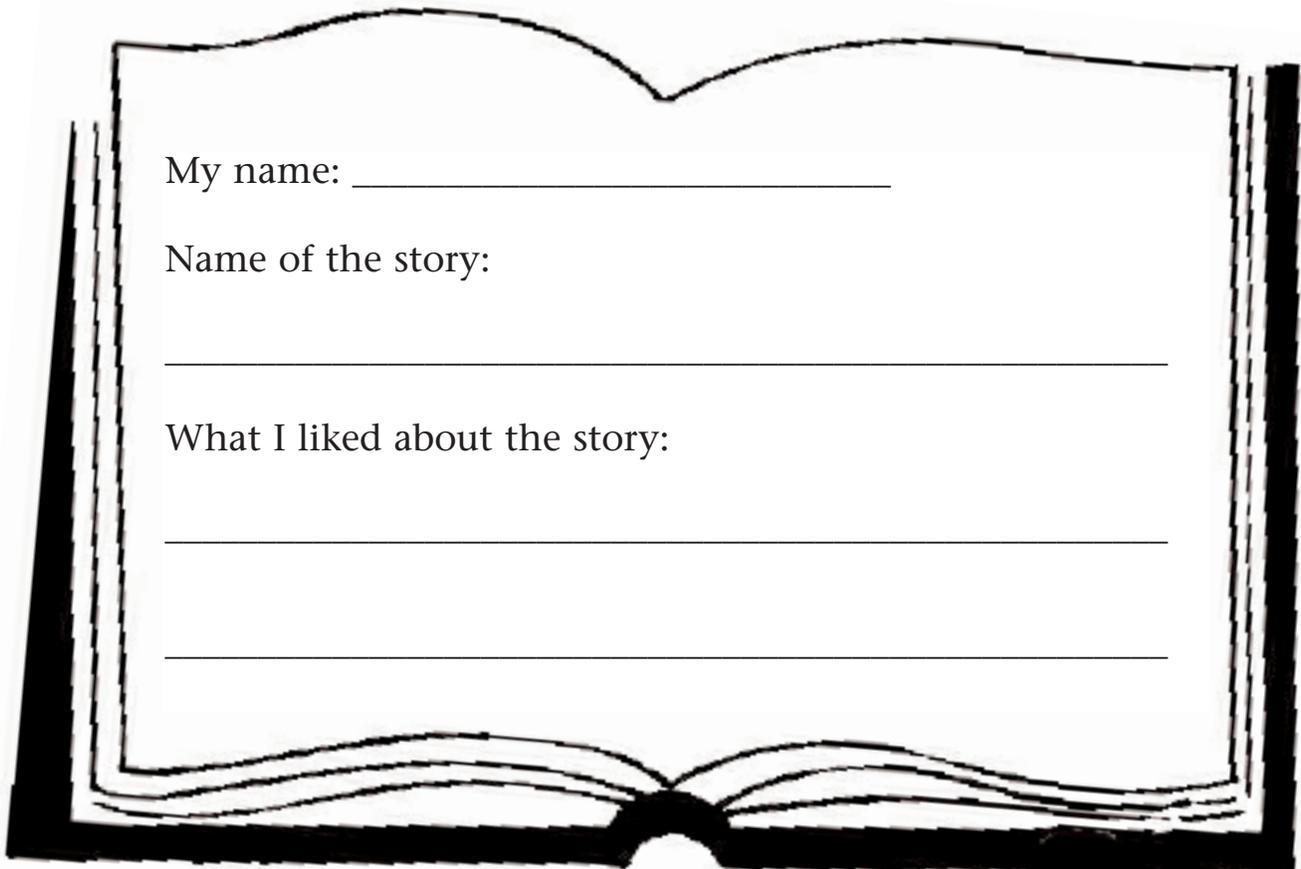
Story Highlights Cards



My name: _____

Name of the story:

What I liked about the story:



My name: _____

Name of the story:

What I liked about the story:

1. Roadside “Meals” for Refugees

COUNTRY: United States

VISUAL AID: An empty soda can or a bicycle

My name is David Livingstone Haarer. I had been collecting returnable cans on my bike rides since I retired. I biked some 2,000 miles per year and picked up enough cans to buy a word processor, a video camera, and a golf cart.

On January 2, 1994, my wife Ann and I had a terrible car accident that was fatal for the person who ran the stop sign. I was badly injured, not expected to live. Our lives were changed forever!

The good Lord saw us through, and I am able to bike again—now part of my therapy. I began to think about people not as fortunate as we are, about refugees with no home and not enough food. A couple of years ago I had read about Mennonite Central Committee helping refugees. From what I read, I figured out the cost of a single refugee meal was 10 cents per refugee—the same amount as the refund on a drink can! That gave me an idea.

I began to send the money I raised from returning cans to MCC, to feed refugees. I figured if Jesus can feed a crowd of 5,000 with a couple of fish and some bread, I could do the same with empty soft drink and beer cans. “Beer cans for Jesus” became a theme in my head as I biked. Last year I collected more than 5,000 cans, which brought in some \$500.

I have had interesting experiences while collecting “meals.” I once passed a group of young people who were drinking, and they started yelling at me. I biked over and explained what I was doing. “Refugees!” exclaimed one. “Let ’em starve!” But after we talked some more, they gave me the cans they were drinking from. “You’ll make better use of the money than we would,” they said.

This is an unusual way of doing voluntary service, but I do what I can!

Adapted from *A Common Place*, January 1997.
Used by permission of Mennonite Central Committee.

2. The Gift of a Year in Chad

COUNTRIES: Chad and Canada

VISUAL AID: An envelope of money

SNACK: Meatballs (p. 240, *Extending the Table*)

My name is Joëlle Martin. I'm from Canada. I spent a year in the central African country of Chad, and began my stay there with many expectations. I wanted to give to people, to learn about them—and to accomplish something lasting. I soon realized serving others also meant learning to receive from them. I needed to be more like Mary and less like Martha, ready to sit and visit with Jesus.

My Chadian “Mama” and “Papa,” three of their 10 children and their families, as well as several aunts, uncles and cousins—totaling, at times, 30 people—live in five mud-brick buildings and share two kitchens.

Coming from a family of four, for me this was a very full household. It was frustrating, at times, to have so little personal space, but I learned the importance of family in that culture. I also thought in a new way about my my own family.

When the time came to leave Chad, it was not easy—I had built relationships I could never forget. One week before I left, my Mama and Papa called for me. Papa said they had been concerned for my well-being from the first day I came into their home. They wanted me to eat the same food as their children, and experience life as one of them. I was touched by his words, but what came next surprised me most.

Papa pulled out an envelope containing all the money that Mennonite Central Committee had given them to help them pay for my food and housing during the year. They hadn't spent any of it! “We know you will go to school when you return to Canada, and we want you to have this money to buy books,” he said as he handed it to me.

My first thought was that I could not possibly keep this money. My Chadian Mama and Papa could certainly have used it in other ways: they had two children in university, a full household to feed, a church building that needed a roof—the list went on. But all choked up and unable to speak, I simply said “Thank you.”

I realized, as I thought about it, that I had no right to refuse the money, to tell Mama and Papa to use it for something else. They had decided to give it to me, and it would be an offense to refuse. After going to Chad to accomplish something, to serve people and to give, the hardest thing I had to do was allow others to give to me.

Adapted from *A Common Place*, April 1998.
Used by permission of Mennonite Central Committee.

3. Hearing God’s Voice in Prison

COUNTRY: Ethiopia

VISUAL AID: Bible

SNACK: Flatbread—*injera* (p. 47, *Extending the Table*)

My name is Zemedkun Baykeda. I was born in Bedan, eastern Ethiopia. I was in high school when Haile Selassie, Ethiopia’s king, was overthrown and another regime took over. The biggest change was that we could no longer worship freely. I had grown up hearing about Jesus at school, and by this time I was a committed Christian. I had been filled with the Holy Spirit, and this really changed my life. We worshiped secretly. If Christians were found gathering together, we were imprisoned. We couldn’t listen to Christian tapes or read the Bible—I had to bury my Bible in my yard.

Over the years, because of my Christian activities, I was put in prison six times, for a few weeks or months each time. But even during those hardships, we felt the spirit of the Lord. Our jailers wanted to force us to curse the opposition parties and the anti-communist bodies, but we would say, “We are not here to curse, we are here to bless.” The happiness we felt in those days I will never forget.

Eventually the government found out I was the leader of a Christian movement. I spent six months in prison. They took everything I had in my house. The conditions in prison were harsh. I was in a cinder-block building with no windows. Because it was so terribly hot, I just sweated and sweated. They didn’t let me have paper or pencil or books, but God was with me. During the nighttime in prison in my bed, I literally heard the voice of the Lord, and it encouraged me.

Finally I was let out of prison. In 1990, I got married. My wife is a devoted Christian, and we now have three children. The government changed, and the churches now have more freedom. I was called by the Ethiopian Mennonite Church to start the Relief and Development Association. We now have over 100 people working across the country. Much of our work focuses on community-based relief and development work, as well as filling the basic needs of children, such as schools, food, medicine, and clothes.

I believe that relief work is part and parcel of the gospel. People are not just spiritual beings, but also physical. We have to follow the example of Christ, who fed people as well as told them about God. Many people have become Christians in the areas where we work—not because we preach openly, but because we show the love that is in us.

Adapted from *A Common Place*, March/April 2004.
Used by permission of Mennonite Central Committee.

4. “You Could Feel the Love”

COUNTRY: United States

VISUAL AID: Blanket and can of food

SNACK: Jambalaya (p. 220, *Extending the Table*)

Even years after Hurricane Katrina ripped through New Orleans, people trade stories back and forth on sidewalks and in stores. Marta Enamorado keeps her ears tuned to people telling stories, ready to listen and to share the comfort that she and other members of her church, Amor Viviente, have found in their faith.

Marta and her three children lost nearly everything in the hurricane. But in spite of this, she takes a smile into the streets of Metairie, a New Orleans suburb, striking up conversations with those who look downcast and sharing the peace and promises she's found in the Lord.

Her church, Amor Viviente, is a tight-knit congregation. So in August 2005, as Hurricane Katrina roared through New Orleans, church members shared their plans about evacuating and discussed where they might go. So church leaders knew where nearly all of the 100 people in the congregation had gone, which was a tremendous relief. The Saturday after the hurricane, the pastor and other leaders gathered members of the church together for worship in Houston, Texas, which is where many of them had fled to get away from the hurricane.

Marta will never forget that first worship service in Houston. Members didn't know if their homes back in New Orleans were standing. They didn't know if their church building had made it through the hurricane. Yet, said Marta, “You could feel the love we had for each other and for Christ.”

Marta soon found out exactly how much she had lost. A fellow church member went to check on several apartments in New Orleans, including hers. He returned with news that the roof had collapsed and everything inside was ruined.

Marta remembers her panic, and then how she turned to prayer. “The Lord keeps speaking to me and touching my heart,” she said. “I am more strong in the Lord than in myself.”

Despite the demands of cleaning up and finding new jobs, members of Amor Viviente were active in the church's response to the hurricane. Marta helped to distribute canned meat and blankets from Mennonite Central Committee, and the pastor and others drove to devastated neighborhoods to give out relief supplies. Members of the church are meeting and praying for the wise rebuilding of the city.

Marta said she sees growth throughout the congregation since the hurricane. “There's more trust and faith in God and conviction that God is real,” Marta said.

Adapted from *A Common Place*, March/April 2006.
Used by permission of Mennonite Central Committee.

5. Making Friends Instead of Money

COUNTRY: Syria

VISUAL AID: Passport

SNACK: *Baklava* (p. 311, *Extending the Table*)

Note: You can hear Father Kasih singing the Lord's Prayer in the ancient language of Syriac on the MCC website: www.mcc.org/gallery/06_03/

My name is Tony Kasih-Father Tony Kasih. I want to tell you that God drew me to become a priest.

At the age of 9, I became an altar boy at my family's Syrian Orthodox church in the village of Zaidal. In the last few generations, many people have left our village to emigrate—that is, to move away. A lot of my relatives went to the United States. They worked in masonry and did very well. So my relatives would talk to my father and say, "Look, you have a son who's young and strong; let him come to the United States, and you could retire with the money Tony would send you."

When I was 14, my family decided that I should go to the United States. We got an appointment at the U.S. embassy to apply for a *visa*, which is a paper that gives you permission to travel to another country. My father was delighted, and I was happy that I could do something to make him happy. But inside, I felt extremely unhappy because it was not what I wanted to do.

The embassy didn't give me a visa. When I heard the news, I was so happy. I felt like a new person. But my parents said, "We're going to apply again tomorrow."

We returned the next day. For some reason, the staff person at the embassy denied me a visa again and put a black stamp in my passport, meaning I couldn't apply again for a year.

So I told my family, "I think that's a clear signal. Now I want to pursue what I was called to do when I was born." I had always felt called to be a priest. The call was what mattered most, and I felt called to be here with my people.

After I graduated from high school, I went to study at a seminary to become a priest. I got married after completing my studies, and the following year I was ordained at St. George's Church here in Zaidal. My wife Roula and I have two little sons.

I guess God chose for me to make friends instead of money.

Adapted from *A Common Place*, March/April 2006.
Used by permission of Mennonite Central Committee.

6. “Building” a Church from Legos

COUNTRY: Canada and Thailand

VISUAL AID: Lego bricks

SNACK: Bananas in coconut sauce (p. 295, *Extending the Table*)

Whoever heard of building a real church out of Legos? The children at Peace Mennonite Church in Richmond, British Columbia, decided to try it.

Okay, they didn’t exactly build a church out of Legos. What they did was raise \$25,000 to help build a church in Thailand, the Living Water Church. Children of the congregation “sold” Lego bricks for \$10 each as a fundraiser. After just three months of fund-raising, the congregation added a roof to the plastic-block building during its 25th anniversary celebration. Children used the purchased bricks to show how much they had raised, and then carefully built a model of the Thai church in their own church’s foyer.

A church building in the Borabur district of Thailand had been a long-time dream of Pat and Rad Houmphans, who minister to the Isaan people of Northeast Thailand with the support of Mennonite Mission Network and Mennonite Church Canada Witness. Constructing a building is a huge project in Thailand, where people struggle daily to overcome poverty. In addition to worship space, the Houmphans use the multi-purpose building as a community center, teaching English, providing outreach and offering children's programs and space for overnight guests.

The contributions from Peace Mennonite Church formed part of a \$100,000, three-year ministry plan for the Houmphans in Thailand.

“The Houmphans are extremely grateful for this response,” said Al Rempel, director of resource development for Mennonite Church Canada. “This is a great gift that will enable this congregation to move forward with its dream to be the church among the Isaan people.”

Adapted from a news release by Gerry Sportack with Dan Dyck, Mennonite Church Canada, Thursday, December 8, 2005. Used by permission.

7. Jesus Speaks Toba

COUNTRY: Argentina

VISUAL AID: Bible

SNACK: Green squash bake (p. 132, *Extending the Table*)

Rosenda Diarte is the mother of nine children and lives in a *barrio* six miles from Formosa, Argentina. No one would blame her if she didn't do much more than take care of her children and try to make a living.

But Rosenda is also a Bible translator who works to bring God's message to her people, the 50,000 Toba who live in the Argentine Chaco region. She and two other Toba translators worked with Richard Friesen, who serves in Argentina through Mennonite Mission Network, to translate the gospel of Mark.

Richard had been worried that Rosenda might not participate as a full member of the team, which are men, as Toba women usually don't voice their opinions in the presence of men. However, the men "strongly affirm" Rosenda's contributions, he said.

The New Testament was first translated into Toba more than twenty years ago, but young people who are reading the Bible today don't even understand many of the words used then. Rosenda and the other translators are trying to make a new translation that the Toba people can read today.

The team works in Formosa two weeks each month, so that the translators can return to their home communities every other week. This way they can stay connected to their families.

Rosenda is also a proof-reader of the Old Testament, letting the translation team know whether the average Toba can understand it. She and her husband, who is an Old Testament reader, too, teach Richard and Ruth Friesen the Toba language. The Friesens came from Illinois, in the United States.

Through her work to translate the Bible, Rosenda is bringing the word of God to her people.

Adapted from a news release by Lynda Hollinger-Janzen, Mennonite Mission Network, Thursday, October 6, 2005.

8. Ted Stuebaker: A Man Who Loved Peace

Note: *This is a children's book by Joy Hofacker Moore (illustrated by Jim Guenther) and published by Herald Press, 1987.*

COUNTRY: United States and Vietnam

VISUAL AID: The book's pictures

SNACK: Chicken salad (p. 112, *Extending the Table*)

Name: _____

Unit 13 Assessment

Directions: Circle the correct answer.

1. The Holy Spirit came to the early church as _____.

fire a book a tree a rainstorm

2. The birthday of the early church is called _____.

Christmas Easter Pentecost the Ascension

3. Jesus said that when we feed hungry people, it's as if we are feeding _____.

Moses Jesus ourselves Peter

4. Jesus said that if we want to be great, we have to be _____.

sad small poor servants

5. Write a little bit about your favorite story from the Festival of Stories.

Unit 13 Assessment

Directions: Circle the correct answer.

1. The Holy Spirit came to the early church as _____.

fire

a book

a tree

a rainstorm

2. The birthday of the early church is called _____.

Christmas

Easter

Pentecost

the Ascension

3. Jesus said that when we feed hungry people, it's as if we are feeding _____.

Moses

Jesus

ourselves

Peter

4. Jesus said that if we want to be great, we have to be _____.

sad

small

poor

servants

5. *Write a little bit about your favorite story from the Festival of Stories.*

Answers will vary.
