

Elementary, Children's Ministries, & Pathfinders doActivities



doFast

IN PARTNERSHIP WITH



nadMinisterial





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Did You Know?

OBJECTIVE:

Know basic world hunger facts and understand the effects of world hunger.

PROCEDURE:

Watch the "Did You Know?" video.

Discuss the effects of world hunger on the children in the video, using these questions as discussion starters: How does hunger affect children's health? How does hunger affect children's learning? How does hunger affect children's friendships?

The following videos can be used as an introduction to Restore a Child and the service they provide to starving orphans.

English <http://www.youtube.com/watch?v=jEVS3gdAHyY>

Spanish http://www.youtube.com/watch?v=SYXEKrAR_Y

Develop a T-chart, individually or as a group, that displays how hunger affects children's health, learning, and friendships. Children can either draw or write responses on the chart.

MATERIALS:

"Did You Know?" video (on DVD)

T-chart (see Appendix)

What Does the Bible Say?

Objective: Apply Bible texts to what is known and understood about world hunger.

PROCEDURE:

Read Matthew 25: 34-40 as a group or in pairs.

Discuss what the text means in the context of a response to world hunger. How does God want us to respond to those who are poor and hungry? What does "you have done it unto Me" mean? What are some ways you could help those who are hungry?



Use a Bible concordance or the Internet to find other texts on how we should treat the poor and hungry. Select one text to illustrate with words, pictures, or symbols. Make a paper quilt with the illustrations on a bulletin board.

MATERIALS:

Bibles

Bible Concordances

Internet



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How Did You Serve?

OBJECTIVE:

Know ways in which others have served the hungry.

PROCEDURE:

Find someone to interview that has served the hungry in places like Asia, Indonesia, Africa, Bolivia, Haiti, Ukraine, or the United States. Ask your teacher, parents, or pastor for names.

Develop a set of interview questions that will help you identify different ways to serve the hungry. For example, Where did you serve the hungry? How did you help them? Why did you choose to serve the hungry?

Interview the individual in person, on the phone, or through email or Skype.

Locate and mark on a wall map the place where the person you interviewed served. Post your interview questions and responses next to the map.

MATERIALS:

Interview Questions
World Map



What Did the Widow Do?

OBJECTIVE:

Understand how God cares for the hungry.

PROCEDURE:

Read I Kings 17: 7-16.

Discuss how God cared for Elijah when he was hungry. What command did God give Elijah? Why were the actions of the widow extraordinary? How were both Elijah and the widow blessed by God?

Write a readers theatre script for this story and perform it for another class. Here is a link to some sample Bible readers theatre scripts: <http://scriptsforschools.com/catalog/rt-theme-scripts-the-bible/>.

MATERIALS:

Bibles
Internet
Readers Theatre Scripts





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What Flags Represent the Countries Restore a Child is Helping?

OBJECTIVE:

Recognize and know the meaning of the symbols and colors in the flags of the countries that Restore a Child is helping.

PROCEDURE:

Work with a partner to conduct an Internet search to locate information about the flag of one of the countries that Restore a Child is helping: Bolivia, Chad, Congo, Ethiopia, Haiti, Indonesia, Jordan, Kenya, Rwanda, S. Sudan, Tanzania, Ukrain, USA, Zambia, Zimbabwe.

Design a poster for the country, featuring the flag and information about the meaning of the symbols and colors in the flag.

Display the poster in the hallway of your school.

MATERIALS:

Internet
Poster Materials



How Can I Help?

OBJECTIVE:

Develop and share a plan to help the hungry.

PROCEDURE:

Based on what you know about world hunger and how different organizations are helping the hungry, develop a plan for your class or school to become involved.

Some fundraising ideas to consider: walkathon, yard sale, recycling, bake sale, auction.

Other ideas: donate food items to a soup kitchen, food bank, or homeless shelter; volunteer to serve a meal at a soup kitchen or homeless shelter.

Prepare a short PowerPoint on your project and ask your Pastor if you can share it during Sabbath School or Church. Ask church members to support your project.

MATERIALS:

PowerPoint





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What Do I Know About World Hunger?

OBJECTIVE:

Demonstrate what you know about world hunger.

PROCEDURE:

Complete the World Hunger Crossword Puzzle.

Check your answers with the key.

Generate your own crossword puzzle on world hunger with a friend. Switch puzzles with another pair of friends and complete their puzzle.

MATERIALS:

World Hunger Crossword Puzzle and Key (See Appendix)



Anyone for World Hunger Password?

OBJECTIVE:

Demonstrate knowledge of world hunger vocabulary.

PROCEDURE:

Cut apart the words on the black line masters.

Divide the class into pairs.

Have each pair come one-at-a-time to the front of the room. One person in each pair will draw a word and give one- or two-word clues to try to get his teammate to say the word. Only four clues can be given. Once the word is guessed or four clues have been given, teammates swap roles. A new word is chosen and the process is repeated. Then it will be the next team's turn.

Each team starts with 10 points. The team will lose a point for each clue given and another point if they do not guess the word in four tries. The team with the most points at the end is the winner! The facilitator can keep score on a chart or white board.

MATERIALS:

Black line Masters with Words (See Appendix)

Chart or White Board





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What Would It Take to Eliminate World Hunger?

OBJECTIVE:

Apply what you know about world hunger to identify a solution.

PROCEDURE:

Review what you know about world hunger and what is being done to solve the problem. Refer to such websites as:

<http://www.stophungernow.org/site/PageServer>

<http://blog.worldvision.org/causes/hungerfree-10-surprising-facts-about-hunger/>

Based on what you know about world hunger, develop a recipe for eliminating world hunger. What ingredients would it take? How much of each ingredient? What directions would you provide for combining the ingredients? Should some be added before others?

Make a class book of the recipes and place in your school library for others to reference.

MATERIALS:

Internet



How Can I Say It Best?

OBJECTIVE:

Synthesize what you know about world hunger in a diamante poem.

PROCEDURE:

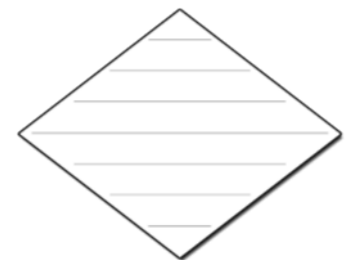
Develop a diamante poem on world hunger. A diamante poem is in the shape of a diamond and uses specific types of words on each line. See this website for samples and help in formatting: <http://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems-30053.html>.

Use a noun on the first and last lines of the poem that correlates with world hunger. Think of four nouns for the fourth or middle line. Use two adjectives on the second and sixth lines. Use three gerunds on the third and fifth lines. (see appendix)

Submit your poem to the school newspaper for publication.

MATERIALS:

Internet





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What is Restore a Child?

OBJECTIVE:

Learn about the work of the organization Restore a Child.

PROCEDURE:

Access the website <http://restoreachild.org/>. Read and view the information on each link on the website to learn about the work of Restore a Child. In addition to the type of work that they do, look specifically for the countries that have benefitted from their efforts. (see illustration in appendix)

Create a brochure that highlights several countries in which they have worked. Examine sample brochures from travel agents to see what they include. Are there photos, illustrations, maps, narratives, bulleted lists?

Use the printing press at http://www.readwritethink.org/files/resources/interactives/Printing_Press/ to help you with layout and printing of the brochure.

Share your brochure with a friend.

MATERIALS:

Internet

Sample Travel Brochures



How Can I Tell Others?

OBJECTIVE:

Research world hunger and communicate a persuasive argument for helping hungry children in a podcast.

PROCEDURE:

Research world hunger by accessing multiple websites and make a list of up-to-date information that could be used to persuade others to help hungry children.

Using the information, map out your opinions and arguments using this tool:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/.

Practice using podcasting tools. This website will help get you started:
<http://www.commoncraft.com/video/podcasting>.

Create and share a two-minute persuasive podcast in class.

MATERIALS:

Internet

Podcasting Tools

The following videos can be used as an introduction to Restore a Child and the service they provide to starving orphans.

English <http://www.youtube.com/watch?v=jEVS3gdAHyY>

Spanish http://www.youtube.com/watch?v=SYXEKAr_Y

How to Use These Activities

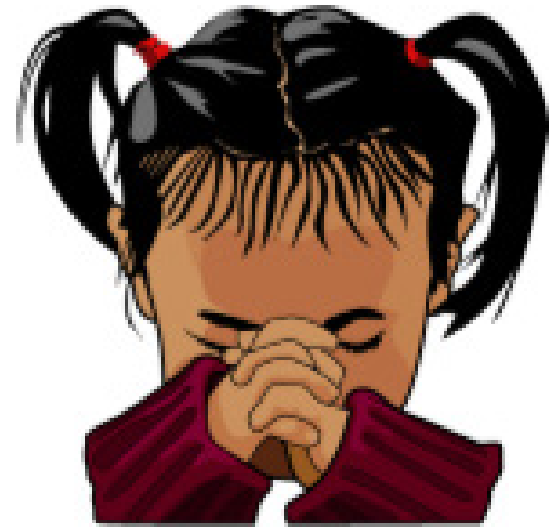
The lessons and activities that follow are designed to focus attention on the sad plight of starving children in under-developed countries, to sensitize our children to the pain and loss caused by starvation, and to give children a chance to help by partnering with the Restore a Child ministry.

Elementary children may hear the words hunger, starvation and orphan without understanding the pain, discomfort and threat to life experienced by some children in today's world. Carefully-designed activities help them experience the situations involved and motivate the learner to think how they can help relieve world hunger.

This book offers a series of short activities that will open children's eyes to better understand world hunger and the danger to children. Teachers choose which activities to present and how many. Older children may need only one or two activities before moving to the next concept.

The Scripture presented at the start of each lesson, helps teachers understand why a topic has been introduced. For children the Scripture can conclude an activity and set the stage for discussion. The reverence with which a teacher approaches the Scripture helps young learners feel concern for God's family and recognize the level of love God has for children.

Prayer opens young hearts to listen as God speaks to them. Our prayers for starving families are important; they soften our hearts and give the Holy Spirit permission to work on behalf of the children for whom we pray. Prepare to be amazed by the ideas and follow through He will inspire your children to do. The full impact of your ministry will only be known in the kingdom of heaven



“Wise men and women are always learning,
always listening for fresh insights.” PROVERBS 18:15 (MSG)



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*"And whoever welcomes one such child in my name welcomes me.
If anyone causes one of these little ones—those who believe in me—to stumble,
it would be better for them to have a large millstone hung around their neck
and to be drowned in the depths of the sea"
(Matt. 18: 6).*

OBJECTIVES:

Do know some basic world hunger facts; do feel a desire to help hungry children; DO begin thinking about what God might want them to do about world hunger.

MATERIALS NEEDED:

Internet, Health Risks Two Column Chart (see Appendix)

Watch the Did You Know? video found at: <http://www.youtube.com/watch?v=jEVS3gdAHyY>.

Ask the children which part of the video presentation most impressed them. (They may need to see it again before answering.)

Make a list of the facts they allude to and follow up with an activity, such as one or two of the following:

- **Fact 1: Hunger is the world's #1 health risk**—before reading the fact, ask children which of the following do they find the most scary: a. Being in an airplane crash; b. Getting cancer, or c. Going hungry.
- **Fact 2: One child of every seven goes to bed hungry**—number off the students from 1-7, and ask every seventh child to stand. What if that many children from your class couldn't sleep because their tummies were empty? What would that feel like for them? Children can describe a time when their tummies were growling from hunger. They might agree for one day to forego after-school snacks and ask that dinner be postponed for one hour. Discuss their experiences next morning.
- **Fact 3: Of every three children in the world, one is well fed, one is under-nourished, and one is starving**—before reading this fact, have the children stand while you number them off from 1 to 3. Send all the students numbered as "ones" to one corner of the room and the "twos" to the opposite corner. Leave the threes at their desks. Read Fact #3. Ask the threes how they feel about being left to starve. Ask the ones how they feel about having plenty. What did they do to be so favored? (nothing) Ask the "twos" why God lets some people have more than others? (He expects those who have to share with those who don't have.)
- **Fact 4: One child in five, under age five in the world will die of hunger**—before reading the fact, arrange for a child or children younger than age 5 to come to class. Encourage your children to play with them and ask them questions. Ask the group to share what they like about little children. Read fact #5 and ask how they would feel if the child they just met were to die of starvation. What would they be willing to do to prevent it? Conclude by pointing out that every child is precious to someone; they are all our children. To lose a child is a terrible thing.
- **Fact 5: A child dies of hunger-related causes every 13 seconds**—produce a stopwatch or use the one on your computer. Indicate the passing of time every 13 seconds by tapping or dropping an arm.

SCRIPTURE AND PRAYER

Read Matthew 18:5-6. Invite two or three children to pray for hungry children and those who can help them.



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*"Whoever is kind to the poor lends to the Lord,
and He will reward them for what they have done."*
Proverbs 19:17 (NIV)

OBJECTIVES:

Do know that the hunger problem is global; do feel concerned at the magnitude of the hunger problem;
DO begin to think what it would take to make a difference.

MATERIALS NEEDED:

Internet, Blackline world map

Visit the Restore a Child/doFast website (www.restoreachild.org). Using a blackline world map (free download is available at <http://www.teachersprintables.net/category/maps>), color and label the countries in which Restore a Child offers help. Which continents are involved? Are there other countries or parts of the world that are suffering from hunger? If you were the president, what might you do to fix this problem?

SCRIPTURE AND PRAYER

Read Proverbs 19:17 together. Pray that governments will do more to help the problem. (Remind them that government won't do anything unless ordinary citizens care enough to start doing something.)



LIST OF RESTORE A CHILD PROJECTS BY COUNTRY

- **Bolivia:** Familia Feliz school and orphanage in Rurrenabaque,
- **Chad:** medical needs of poor children at Bere hospital and Nutrition Center
- **Congo:** education and feeding programs for orphans
- **Ethiopia:** Home for orphans, in Ambo
- **Haiti:** Restore a Child academy in Bois Pen and Vocational Training in Bohoc
- **Indonesia:** 7 orphanages including May Hasso Home in Manado
- **Iraq:** feeding and education for Iraqi children in Northern Iraq
- **Jordan:** supporting 60 refugee children to get an education
- **Kenya:** Feeding programs and education for children
- **Rwanda:** medical need for poor children
- **South Sudan:** educational facilities for poor children
- **Tanzania:** an orphanage in Arusha, and a school in Namanga
- **U.S.A.:** Navaho Indians, food and water
- **Zambia:** medical care for poor sick children in Lusaka
- **Zimbabwe:** supporting orphans and agriculture at Multi Help Home



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*"Whoever is kind to the poor lends to the Lord,
and He will reward them for what they have done."
Proverbs 19:17 (NIV)*

OBJECTIVES:

Do know that we cannot fix world hunger on our own, we need everyone to care and get involved; do feel a desire to tell others about world hunger; do share information about world hunger through one of the listed projects.

MATERIALS NEEDED:

Various supplies for the project you choose.

ASK:

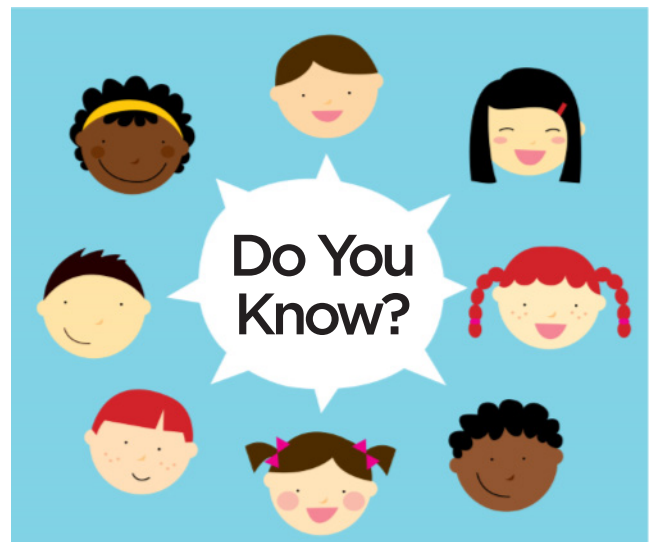
Why have you not been busy doing something about world hunger? (Accept all responses; agree that we and many people didn't know the problem.)

What would we want others to know about world hunger? (Accept all responses.)

How can we share the information we have learned about world hunger? (Listen to their ideas and list them.)

Help the class choose one of their own ways to share or use one of the following ideas:

- Create a bulletin board at your school or church (a group project).
- Design a poster to give to a neighbor or grandparent (an individual or group effort).
- Write a letter to share with someone who lives far from you (an individual project).
- Develop an oral presentation for the class to give at your church or in another classroom (a group project).



SCRIPTURE AND PRAYER:

Read Proverbs 19:17 together. Pray for guidance as they undertake their project. The completion of the project may take multiple sessions.



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*“And pray in the Spirit on all occasions with all kinds of prayers and requests.
With this in mind, be alert and always keep on praying for all of the Lord’s people.”
Ephesians 6:18 (NIV)*

OBJECTIVE:

Do know that God hears when we pray for others; do feel confident that their prayers make a difference; Do make prayer cards to mail to schools or orphanages.

MATERIALS NEEDED:

Bible, Materials for making cards

Read and discuss the story of the church praying for Peter’s release from prison in Acts 12:1-18.

- Why were the church members praying? (Peter had been imprisoned by Herod.)
- What were they praying for? (They were praying for Peter.)
- What does this story teach us about praying for others? (God hears our prayers and will answer them.)

Choose a specific Restore A Child, Do Fast need that you want to remember in prayer. Refer to the previous list of Restore a Child projects; choose one that your students will pray specifically for.

Create a card to send to the organization or children whom you decided to include in your prayers. Make sure you tell them that you’re praying specifically for them. Contact Norma Nashed at president@restoreachild.org to request an address for mailing the card to the country and project of your choice.

do**pray**



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“And pray in the Spirit on all occasions with all kinds of prayers and requests. With this in mind, be alert and always keep on praying for all of the Lord’s people.” Ephesians 6:18 (NIV)

OBJECTIVE:

Do know more about the importance of their prayers; do feel a desire to pray for others; Do commit to praying daily for children in need.

MATERIALS NEEDED:

Bible, Worksheet (see Appendix)

Learn more about prayer by reading Matthew 7:7, Philippians 4:6, and Philippians 2:3, 4, and by completing the “What Always Helps” worksheet (See the appendix). Pray together for hungry children and specifically for the children of their chosen project.





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*"Is not this the fast that I choose...
Is it not to share your bread with the hungry,
and bring the homeless poor into your house?"
Isaiah 58:6, 7 (RSV)*

OBJECTIVE:

Do know what fasting means; do feel a desire to try fasting and praying for orphans; do.

MATERIALS NEEDED:

Dictionary, Paper, A stopwatch (such as the one on your smart phone)

Ask the students to estimate how long they can hold their breath, then time them holding their breath, calling the time every 10 seconds.

- How close were their estimates? (probably they had overestimated).
- What happened when they held their breath? (accept their replies)

When we hold our breath we go without air. When we go without food, we call it fasting.

Look up the word "fast" in the dictionary.

- How many different meanings did you find for the word?
- Can "fast" be more than one part of speech (noun, verb, adverb, etc.)?
- How is the word "fast" used in Isaiah 58:6, 7? (It is a noun—the name given to the action of giving up)
- According to this text, what does God want us to give up? (bread here referring to food; what it takes to provide shelter)

Usually in the past people combined prayer and fasting. They give up food so as to spend the time in prayer. So we often think of fasting and food, but there are other things we might give up.

- What other things are important to you? What do you enjoy doing that you could "fast" from? (Some examples are fasting from desserts, TV, video games, etc.)

Decide how long you want to "fast" and then make a "fasting" calendar for yourself (or together with classmates). You might be wise to check with your parents to make sure that fasting is OK for you. Show them your calendar and use it as a reminder. Be sure to pray in the time you would have been eating. If your situation does not allow you to fast, make it a habit to include a prayer for hungry children with your blessing on the food at every meal.





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*"Is not this the fast that I choose...
Is it not to share your bread with the hungry,
and bring the homeless poor into your house?"
Isaiah 58:6, 7 (RSV)*

OBJECTIVE:

Record your thoughts about prayer and fasting in cinquain poetry.

MATERIALS NEEDED:

Paper

Using the information you've learned and your own thoughts about prayer and fasting, write a cinquain.

A cinquain has five lines.

The first line is just one word – the title of the poem.

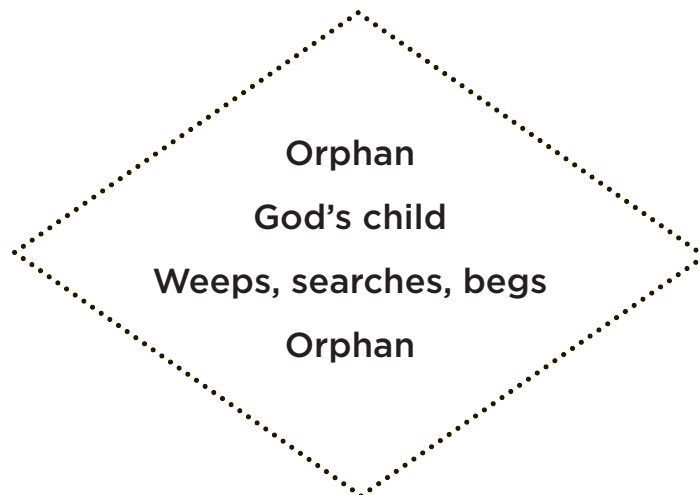
The second line contains two words that describe the title.

Line three has three action words.

The fourth line is made up of four words that express feeling.

The fifth, and last, line is again just one word that renames or recalls the title.

For instance:



After writing their poems, ask the children to share theirs with the class. Affirm all efforts. Encourage students to find a way to share their poem.

*"Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same."
Luke 3:11 (NIV)*

OBJECTIVE:

Do know Jesus wants us to follow His example of showing kindness to others; do feel a desire to live a life like His; DO think of ways they can make a difference.

MATERIALS NEEDED:

Bible, Venn diagram (see Appendix)

Read Matthew 14:13-21.

These verses tell about Jesus helping others – healing and feeding a great crowd! Jesus provided an example of what to do to help others.

Think of other stories about Jesus.

What happened

- when children came to Him? (He asked them to come; He blessed them),
- when a leper came to Him? (He touched and healed him),
- when men were accusing a woman of sin? (He didn't accuse her but spoke kindly).

What can you do

- for visitors at your church?
- For children who don't feel well?
- For adults who beg on the street?
- When other children are unkind to someone?



In one circle of the Venn diagram write (or draw) things Jesus did to help others. In the other circle write (or draw) things you can do to help others. Write or draw things that Jesus did and you can do in the overlapping portion of the circles. Or with a partner, act out one of the above situations.



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*"Seek first his kingdom and his righteousness,
and all these things will be given to you as well."
Matt. 6:33*

OBJECTIVE:

Do know that if they put God's family first and help take care of them, He will take care of our family; do feel a desire and responsibility to help God's children in need; DO develop a plan to help.

MATERIALS:

A flip chart or white board and markers

Read the Scripture. Explain that sometimes we worry about family members. We don't want them to be sick or hurt, so we pray for them every day. Matt. 6:33 promises that if we take care of God's family, He will take care of ours.

BRAINSTORM:

Ask what your students might DO to help hungry children and orphans? Say: Praying and fasting are important, but what can you do to actually help the hungry? Let's make a list of all the ideas that come to us. (Accept anything they suggest and add it to the list; in some cases you might ask a child to say more about their idea.)

VOTE:

Ask the children to pray silently about what God might want them to do. Then ask everyone to vote their top two project choices. Tally the vote and write the results beside each suggestion. Children can group according to the vote and begin brainstorming. Some may prefer to work alone, others as a group.

Think about the things you will need and when the project/activity will take place. DO you need others (church members or other adults) to help you with this project? What can you do to invite their participation?

SET A TIMETABLE:

Does your plan include a "one-time" project or DO you plan for something that you can continue over time? When will you begin? Make a calendar of your timetable. Be sure to plan for a celebration of the project when it is completed.



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*"Seek first his kingdom and his righteousness,
and all these things will be given to you as well."
Matt. 6:33*

OBJECTIVE:

Participate in a fund-raising activity for the DoFast project.

Since it's not very practical for students to actually send food to the orphans, sending money to an organization like Restore A Child might be the best way to assist. The money you send would provide clean water, nutritious food, education, medical care and shelter as needed. In most countries it costs about \$30 (US) per month to feed an orphan.

Discuss how you might raise money to help the orphans.

Here are a few ideas:

- Sell tickets for a meal that you prepare (with the help of some adults).
- Bake Sale
- Car Wash
- Bike-a-thon or Walk-a-thon
- See if church members have "jobs" they would like to have done



Once you've chosen a fund-raising project you'll need to let others know how they can help. How will you let them know? Develop a poster, make a video to share, create a skit to present at church – or use your own ideas!



Appendix

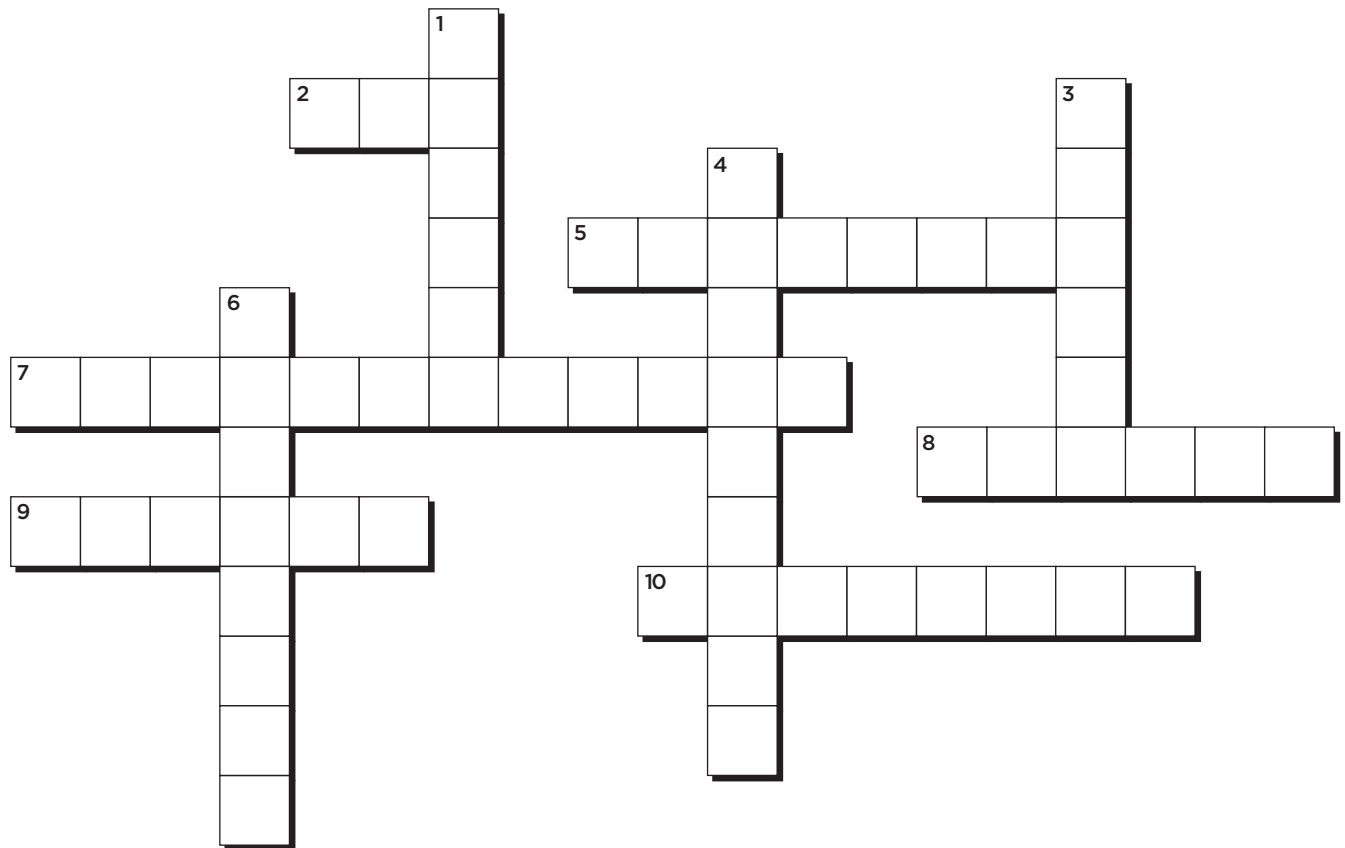
T-Chart

How does hunger affect
children's health?

How does hunger affect
children's learning?

How does hunger affect
children's friendships?

World Hunger



ACROSS

- 2 Who can help the hungry
- 5 One way to help the hungry
- 7 Highest cause of death for children under 5
- 8 Country that Restore a Child helps
- 9 Hunger leads to physical and _____ impairments
- 10 Bible chapter that speaks of the hungry

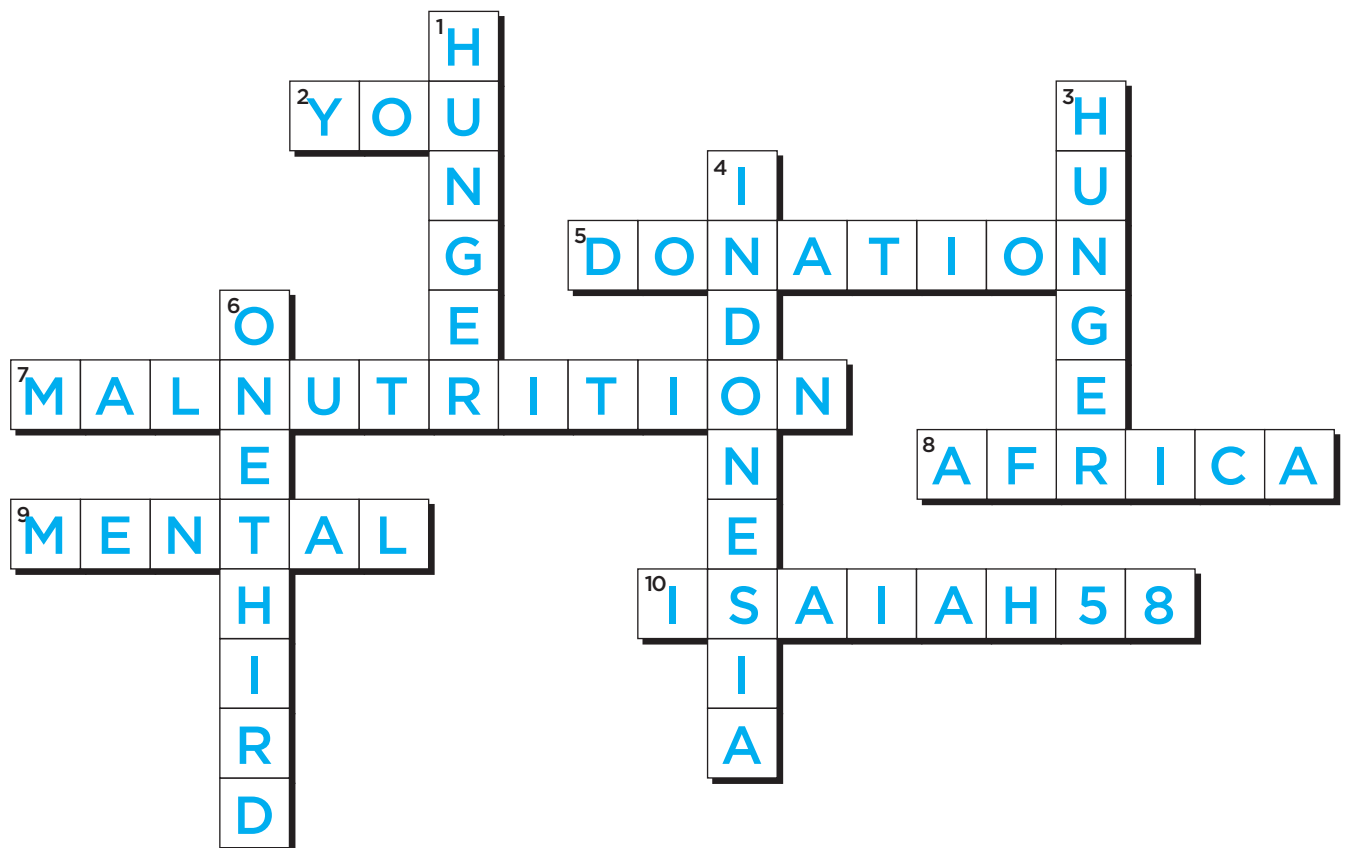
DOWN

- 1 Kills more people than AIDS, malaria, and tuberculosis
- 3 World's #1 health risk
- 4 Country with many hungry people
- 6 Percentage of the world that is hungry

Health Risks

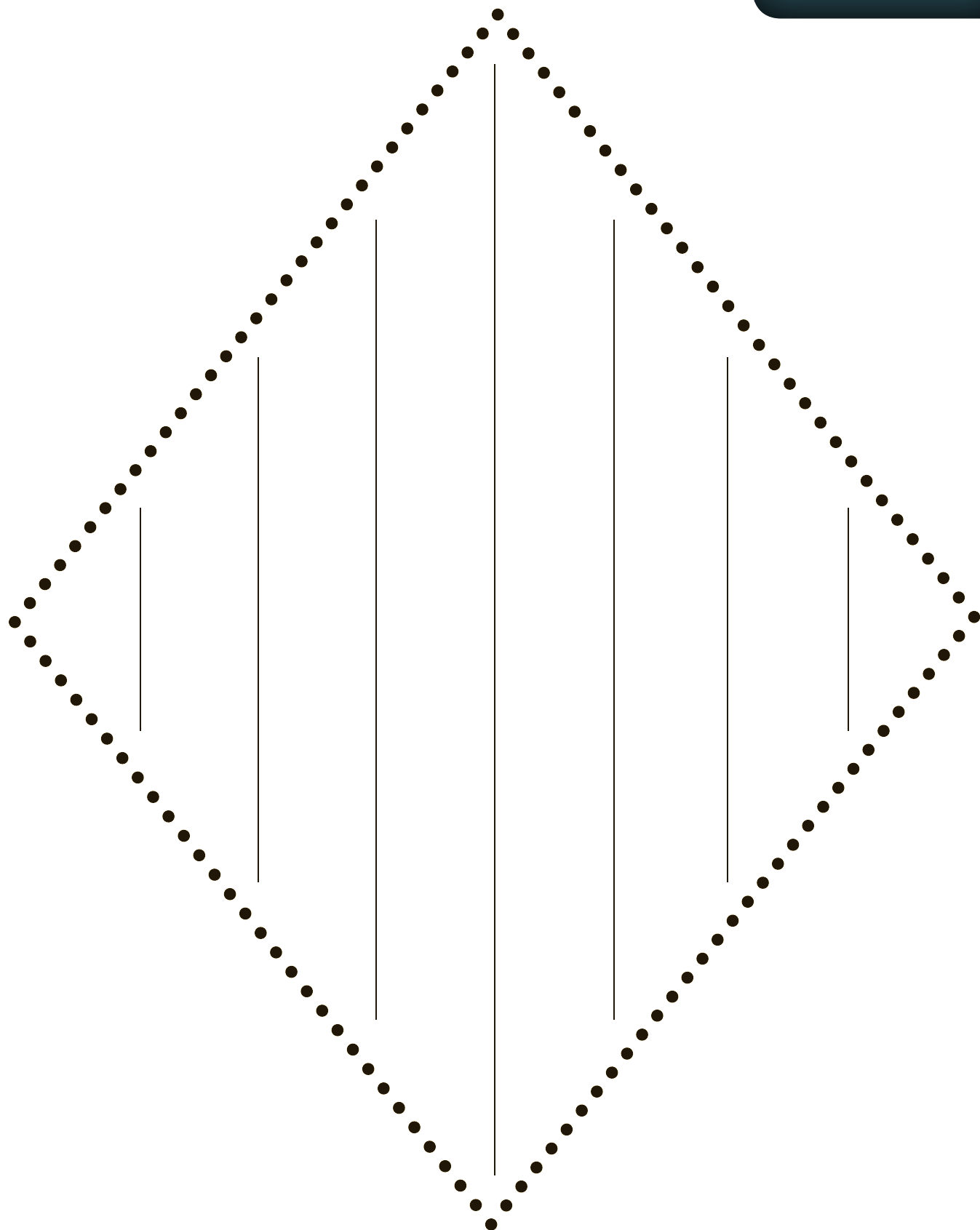
Two Column Chart

ANSWER KEY



You	Hunger
Donation	Indonesia
Isaiah 58	One-third
Haiti	Malnutrition

Asia	Restore a Child
Learning	Elijah
Health	Africa
Mental	Friendships



Health Risks

Two Column Chart

Health Risks	What can we do?
Hunger	
Heart Disease	
Flu	

What Always Helps?

Read the following verses. Then unscramble each of the clue words (these can be found in the verses). Take the letters that appear in the shaded boxes and unscramble them for the final message in the large blocks at the bottom of the page.

Matthew 7:7

Phillipians 4:6

Phillipians 2:3, 4

SKA

--	--	--

SEOTHR

--	--	--	--	--	--

CEREVEI

--	--	--	--	--	--	--

NOEDPE

--	--	--	--	--	--

LIHTYIMU

--	--	--	--	--	--	--	--

QURSETSE

--	--	--	--	--	--	--	--

--	--	--	--	--	--

What Always Helps?

Read the following verses. Then unscramble each of the clue words (these can be found in the verses). Take the letters that appear in the shaded boxes and unscramble them for the final message in the large blocks at the bottom of the page.

Matthew 7:7

Phillipians 4:6

Phillipians 2:3, 4

SKA

A	S	K
---	---	---

ANSWER KEY

SEOTHR

O	T	H	E	R	S
---	---	---	---	---	---

CEREVEI

R	E	C	E	I	V	E
---	---	---	---	---	---	---

NOEDEP

O	P	E	N	E	D
---	---	---	---	---	---

LIHTYIMU

H	U	M	I	L	I	T	Y
---	---	---	---	---	---	---	---

QURSETSE

R	E	Q	U	E	S	T	S
---	---	---	---	---	---	---	---

P	R	A	Y	E	R
---	---	---	---	---	---

Helping Others

