

# Food for Body and Spirit

Yearly Meeting, 1992  
Special Projects for First-Day Schools



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*Behold I will rain bread from heaven for you.*  
*Exodus 16:4*



## **Introduction**

**Food & Strength. Thanks & Sharing. Praise & Nurture.** These words are closely related. As we thank God for food, we realize that other people don't have enough to eat. This realization leads us to try to understand the causes of hunger in the world and to seek to alleviate this problem. We also see that feeding the body, our own or other people's, isn't enough; we need to feed the Spirit as well. Life isn't an end in itself. We and those we help need hope and love and the resources to build fulfilling lives. This year at Yearly Meeting the focus of the weekend children's program, March 25-29, is "Food for Body and Spirit". Before and during Yearly Meeting sessions the children will participate in activities related to this theme and will share what they have learned with Yearly Meeting on Sunday morning.

This packet has four aims: to help us

1. Celebrate and appreciate the gifts (bounty, natural resources) we have been given.
2. Recognize that our bodies need spiritual as well as physical nourishment.
3. See and celebrate our common spiritual and physical selves. We are all united as God's children.
4. Accept and be prepared to recognize the needs of others and help in their physical and spiritual nurture.

We have suggested ways to make these projects meaningful both for those who will attend Yearly Meeting and for those who will not.

This packet was written by Stephen Gable, Barbara Rose Henderson, Robert Kuhlman, Melinda Miller, Pamela Moench, and Nadia Severns, clerk of the CYPYM Committee; and edited by Martha G. Smith, to be used by Friends Meetings to prepare children and youth for Yearly Meeting, 1992.

For Help: Call Martha G. Smith (215-241-7221)  
Committee on Children and Young People at Yearly Meeting

January, 1991

*If your enemy is hungry, feed him; if he is thirsty, give him drink.*  
*Romans 12:20*



## **How to Begin**

### **WHAT**

This packet is a 4-6 week unit on the theme "Food for Body and Spirit." On this page are references and ideas for approaching the packet. The ideas herein can be used with a mixed-age or intergenerational group. In each chapter you will frequently be referred to the appendix at the end of the packet, where you will find songs, graces, directions, etc.

### **HOW**

1. *Preparation:* Read all five chapters before you begin. Decide what you would like to emphasize - food related to physical nourishment, the Spirit, friends, justice, or celebration. Each section is organized slightly differently: some according to age-appropriateness, some by kinds of activities. Pick and choose the activities which best fit your teaching style.

2. *Books* referred to more than once in this packet which are excellent resources are:

*Frederick*, by Leo Leoni

*Stone Soup*, by Marcia Brown

*All God's Children Need Traveling Shoes*, by Maya Angelou

All can be obtained from the Philadelphia Yearly Meeting Library at 1515 Cherry Street, or call 215-241-7220. A variety of activities to accompany each book are suggested in each chapter dependent on the theme and the CYPYM Committee member who penned that chapter.

3. The appendix at the end of the packet is chock full of resources to complement each chapter. After you have used the packet, please take the time to fill out the evaluation form at the very end of the packet and send it in to the CYPYM Committee, care of the Religious Education Committee (1515 Cherry St., Philadelphia, PA 19102). Your candid comments on the packet's usefulness in your Meeting will help us as we plan for Yearly Meeting in 1993.

The CYPYM Committee gratefully acknowledges the artistic and compositional skills of Molly Haines, which were used to assemble this packet.

*And also that every man should eat and drink, and enjoy the good of all his labor, it is the gift of God.*

*Ecclesiastes 3:13*

## Banners

### WHAT

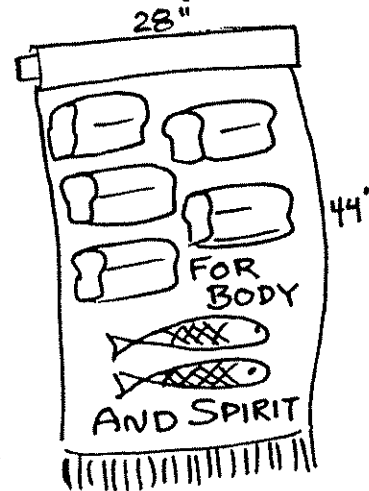
At Yearly Meeting we will display banners made by First-Day Schools. We hope each First-Day School will make a banner illustrating our theme of "Food for Body and Spirit".

### HOW

Make at least one large banner which can be displayed at Yearly Meeting. Because we plan to hang the banners over the dining room, they must be of uniform size (28" wide by 44" long). In some way illustrate the theme "Food for Body and Spirit". The quotations at the beginning of each chapter may give you some ideas. Use a Bible verse or the phrase "Food for Body and Spirit" as part of your design. You might design a banner that represents your Meeting's service project, make a collage illustrating the new food pyramid or show friends at a table sharing a meal. Make the banner out of fabric - felt is best. Make it two sided. See the diagram for size specifics.

Make a casing at the top of the banner and run a flat 1" x 1/4" piece of soft wood through the casing. Stitch the ends. At the bottom you may wish to add fringe or scallops, or other decoration. Weight the bottom in some way - another casing and wooden stick will work, as will curtain weights.

Your design can be sewn, quilted, glued or drawn on, but the banner itself must be fabric and 28" wide by 44" long. Please send the banner in to Yearly Meeting and see that it gets to Marty Smith or Cookie Caldwell at Fourth & Arch Streets by Friday, March 27. Be sure to put your Meeting's name on your banner. Plan to pick your banner up at the end of Yearly Meeting.



*Note:* Children may want to make their own small banners which can be displayed at your Meeting. This is a good way to involve children who will not be coming to Yearly Meeting.

*When he was at table with them he took the bread and blessed, and broke it, and gave it to them.*

*Luke 24:30*

## **Chapter 1 - Food, Glorious Food**

### **WHAT**

When we sit down to eat, our bodies become full, but food transcends physical nourishment. It feeds both the body and spirit. Why else would we spend time making food look appealing, conversing at the dinner table or preparing food for gifts? In this chapter we will look at why we choose to eat the foods we do and why some children do not have the opportunity to choose. We will look at what makes a good healthy diet. Through Bible stories we will explore how shared food is used to celebrate and to build community. And finally, *Stone Soup* will illustrate the idea of feeding the hungry and the joy of sharing food together.

### **HOW**

Choose from among these ideas but try to use at least one story and one hands-on activity. Use some part of #1 below as a general introduction. Use the Bible stories to lead into discussions of the place of food in the children's own lives. The ideas for *Stone Soup* would be a good way to involve the whole Meeting in the theme.

*Food, Glorious Food:* These words are from the musical play "Oliver". They are sung by orphans who are imagining all kinds of wonderful dishes. Ask the children to name their favorite foods. Why do they like these foods (flavor, color, texture, smell, appearance)? Have some examples available (an orange, a cupcake, fresh bread, etc.) which demonstrate how important these factors are in our choice of food.

Use magazine pictures (*Woman's Day*, *Family Circle*, and *Better Homes and Gardens* have good ones) to make a collage of favorite foods. This can be done as a group on a large piece of poster paper or individually on smaller pieces of paper. As an alternative, provide glue, colored paper and scissors and have the children make cutouts of their favorite foods. Combine these in a large collage on poster paper.

Follow this activity with a discussion of healthy eating. What foods are necessary to good health? Look back at the favorite foods poster. Are some essential foods missing (vegetables, for instance)? If there is a vegetarian in your class or in your Meeting, ask him/her to describe how he/she gets a balanced diet. In pairs have the children develop menus for healthy meals; share these menus. If this is a particular area of interest, bring in some up-to-date material on food groups and make charts for the children to take home to put up on their refrigerators. Talk a little about how a diet which is really unbalanced makes people sick. Some children are malnourished not because they don't choose the right food but because the right foods are not available. Explain that if certain foods or nutrients are consistently absent from a diet, e.g. protein or vitamin D, people get very sick. Brainstorm a list of ways the children can

respond to real hunger. Save this list for the chapter on food and justice. It is absolutely essential that children leave a discussion like this with some concrete ideas of ways to help.

**Bread:** In the "Lord's Prayer" (Mt. 6:7-15), Jesus asks us to pray "Give us this day our daily bread." In our culture bread is the food most often used to represent food in general. If you have the time and the ovens, make bread with the children; there are several bread recipes in the appendix. As an alternative read the story of the Little Red

Hen and show the children the

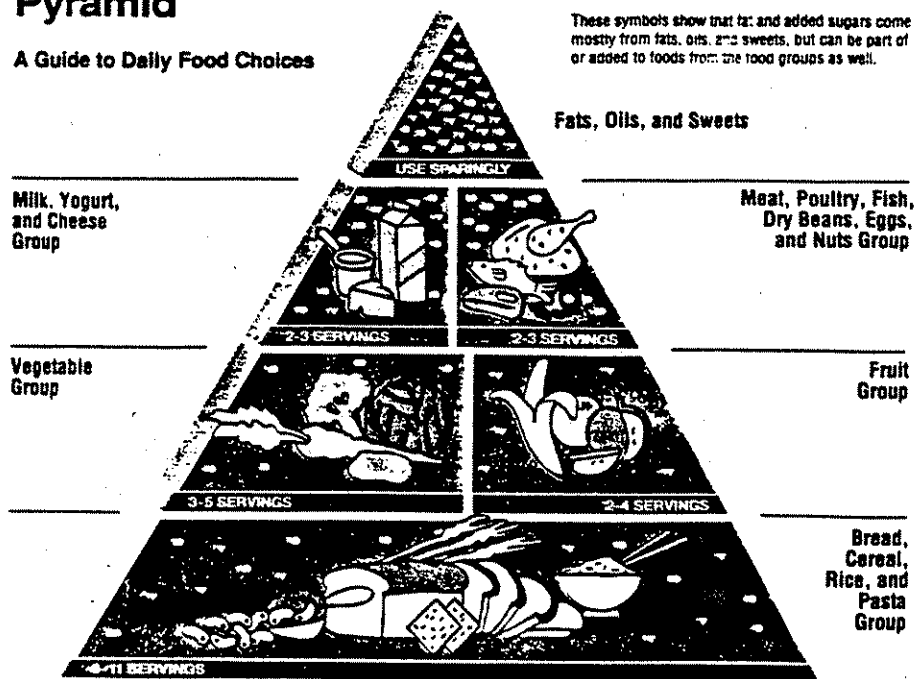
ingredients of bread. Many of them will only know bread as a finished product, so this is a good time to explain that many foods we take for granted require a combination of ingredients. Sometimes a bad wheat harvest (this is happening in Russia) means there is not enough bread for some people. Take time to share the bread you bake or bring in.

**David Celebrates:** Read the story of David returning the Ark to Jerusalem, 2 Samuel 6:12-22. Be sure to explain that this is the Ark of the Covenant and that its return to Jerusalem was an important and joyful event. Part of David's celebration was the distribution of food to the people who greeted his return. After you share the story, ask these questions:

- Why do you think David distributed food as he reentered the city?
- How do you think receiving the food made the people feel?
- Why did Michal object to David's celebration? (She thinks it is undignified for a king to dance around and give out gifts.)
- Have you ever given or received food as a gift? Has food ever been a way you celebrated something?
- Describe a celebration in your family of which food is a part.

## The Eating Right Pyramid

A Guide to Daily Food Choices



### What is the Eating Right Pyramid?

The Pyramid is an outline of what to eat each day. It's not a rigid

prescription, but a general guide that lets you choose a healthful diet that's "right" for you.

The Pyramid calls for

eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain a healthy weight.

The Pyramid also focuses on fat because most American diets are too high in fat, especially saturated fat.

*Consumer Reports, October, 1991; Issued by U.S.D.A. 4/91 and withdrawn 4/25/91*

To reenact the story about David, make some simple snacks: peanut butter crackers, celery stuffed with cream cheese and raisins, etc. Bring the children in at the end of Meeting for Worship to share the snacks with the Meeting. Have them enter Meeting singing a song or reciting a Psalm of praise such as #100. One of the children can share the story of David returning the Ark with the Meeting.

**More Bible:** The Bible is full of stories in which food is central. A few examples: Abraham shares his food with God (Genesis 18:1-8); the Lord provides the Israelites with bread from heaven during the exodus (Exodus 16:4-36); the story of Ruth and Boaz revolves around the gathering of grain (Ruth 2); Jesus provides food for the multitudes (one version: Luke 9:10-17, this story appears in all four gospels); the last gathering of the disciples with Jesus is a shared meal (Matthew 26:17-29); Jesus picks Zacchaeus' home to visit for a meal (Luke 19:1-10); Jesus shares a meal with the men who meet him on the road to Emmaus (Luke 24:13-35).

Choose one of these stories to share. While the specifics vary, central to each is the sense that having and sharing food is very closely linked to our ability to live in community with others. Luke 24:35 reads "...he was known to them in the breaking of the bread." It was not until the men on the road to Emmaus ate with Jesus that they could fully appreciate him.

**Stone Soup:** This story by Marcia Brown (Scribners, 1947) is available in most public libraries and from the PYM Library. It introduces the idea of feeding the hungry and of the joy of sharing food together. After reading the story, assign parts and act it out. Have each child bring a favorite vegetable or cooked grain which will be added to the community soup pot. Don't forget to start with a *clean* stone! Let the children cut up and prepare the food for the soup. Simmer the soup during Meeting for Worship and serve the children and/or the whole meeting after Meeting. Provide some breads to share as well. This is a great intergenerational activity and could be done as a fellowship activity instead of during First-Day-School time.



*And Jesus said unto them, I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst.*

*John 6:35*

## **Chapter 2: Food and Spirit**

### **WHAT**

Just as good food is essential for healthy bodies, so is good food essential for the well being of the spirit. Activities in this chapter will help you to explore with children three aspects of the relationship between food and spirit:

- How the physical food we eat can affect our spirits and be related to emotional needs and associations
- How food choices and people's eating practices can be spiritually motivated or connected to spiritual practices
- How the spirit needs "nourishment" as well as literal food

In this section, the value of healthful eating, of recognizing spiritual dimensions of our relationship to food and our eating habits, and of nurturing our and others' spirits with affirmation and caring are emphasized.

### **HOW**

#### *Food and Moods*

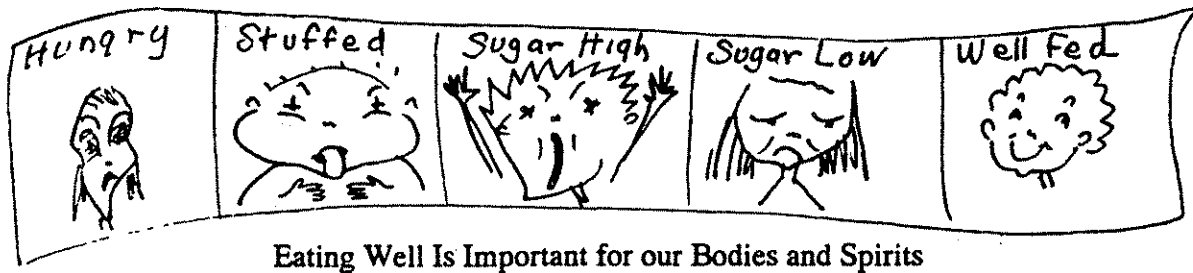
Begin by helping children think of the variety of feelings people have (see feelings vocabulary in appendix). Several ways to do this are:

- *Simon Says*  
Have children all together show by their faces and body language how they feel in the situations Simon describes. Have them look at others' faces and then ask several children to name what they feel. Examples: Simon says show how you feel when you come home from school and find a present on your bed; Simon says show how you feel when someone takes the markers you were using without asking. etc. (This idea appears in *Simon Says It with Feeling* by Kathy McGinnis and Barbara Oehlbert.)
- *Singing*  
Sing the Kumbaya song from *Songs of the Spirit*, p. 52, substituting the action words with feeling words. Example: Someone's angry Lord, Kumbaya ... after each verse ask if any of the children felt that feeling this week and give them a chance to tell about it.
- *Feeling Pantomimes*  
Let children pantomime different feelings for others to guess. You may want to brainstorm a list of feeling words with the group before doing pantomimes.



Now that children are thinking about feelings, ask: "Do you think good food and eating habits are important for our spirits/our feelings too? ... Does the food we eat affect how we feel?" Ask children to recall a time when they were (a) very hungry. "What other feelings did you have then?" (You may want to have the feeling vocabulary posted.) When they're very hungry ask if they are more often happy or grumpy, patient or impatient. Continue to explore the way children feel when they are: (b) stuffed (too much food) (c) on a sugar high (d) on a sugar low (e) well fed.

Choose a way to share your important discoveries with others. A mural is one way:



Invite children to draw feeling faces on the mural along with feeling words. You may want to invite others in the Meeting to add their faces and words.

[Older children could be asked to keep track of feelings and things that happen during the week when they are hungry, stuffed, on a sugar high, a sugar low, well fed. Or they can be asked to interview others in family, community, Meeting, to see what they find. A feelings list or choices may help their interviewees respond. The class could make a questionnaire with choices.]

Conclude lesson by affirming importance of eating well.

"Fruit basket" is a fun game to end with if you have time: Each child chooses (or you assign) one of five fruits to be. (Example: banana, apple, orange, fig, pear) Children sit with chairs in circle. Caller in middle calls a fruit. Anyone who is that fruit must get up and find another chair while caller finds chair too. Person left in middle is new caller. When a caller says "Fruit Basket" everyone must find another chair. (Remind children before game begins to get to other chair without bumping into anyone.) Remember, eating fruit is part of eating well!

#### *Food and Memories (Associations)*

Ask the children if there are any foods that often make them think of some place, person, event and give them a chance to tell about connection. You may want to begin by telling about a food that reminds you of some person, place, or event. Sometimes just the smell of a food brings back a memory ... and feeling. Before or after sharing children can draw a picture of a food that has a happy connection with a person, place, event. Affirm that these good memories

are another reason for us to give thanks for food. Children's drawings with associated written or illustrated memories can be compiled to make a *Thanks for the Memories* Book.

Older children may want to interview parents and older folks in Meeting about what foods held good memories for them. Or children could visit a retirement community/nursing home (bearing healthy cookies), share their good food memories and listen to older Friends' stories.



#### *What Are You Hungry For? (Using, Not Abusing Food - for older kids)*

After you've looked at the connection between food and good memories, you may want to explore the danger of using food to meet a need or hunger that is not really a physical hunger. Ask students to imagine what other things people could be hungry for when they eat too much. You could talk about and do research on bulimia and anorexia.

Generate a list of needs and hungers the middle or high schoolers have. (Examples: need for friendship, physical outlet, stimulation, relaxation, acceptance ...). Ask them to help generate resources which they and others can use to meet these hungers or needs.

Emphasize that if we eat (or don't eat) for reasons listed above, then we could be choosing unhealthy ways to meet needs which could be met in other ways.

#### *Spiritual Symbolism of Food*

**Pretzel Making:** Remind children of the connection made earlier between foods and memories. Some foods signify something special to many people, as a cake with candles suggests a birthday. You may want to talk about some foods commonly eaten at Easter and their symbolic spiritual meaning (yeast breads - risen lord, eggs - new life, lamb - Christ). Tell children that we are going to make a food they have all probably eaten many times and never realized it had a spiritual story behind it.

Make pretzels and share the story about what they symbolize (See appendix)

#### *Spiritually Motivated Food Choices and Practices*

Invite someone or several people who have made spiritually-motivated food choices (vegetarianism, fasting, Kosher eating, organic gardening, etc.) to come and talk to the class. Ask them to explain why they made that choice. (Be sure beforehand the class is prepared to listen respectfully to the food choices and remind children that such dietary decisions require careful thinking with which grown ups can be very helpful.) Parents could be invited to class when special visitors are speaking so they can help process children's responses.

As a follow-up you may share and discuss the Bible verse about the body being a temple of God (1 Corinthians 3:16). What we eat, how we love our bodies and the earth and how we express gratitude are all spiritually connected. Give children a chance to share graces they say at

home, school or camp, and to create a new one together which includes new things you've learned as a class. Especially with older children you may want to try a variation of Thich Nhat Hanh's verses for silent meals which encourage spiritual mindfulness while eating (see appendix).

### *Good "Food" for Spirits (younger children)*

- *Making charts.*

Make two charts. Label one "Physical Needs" and one "Spiritual Needs". Help elementary children add items to these lists. Each child could make his own chart and cut out pictures to illustrate each need (e.g. coat for clothes, heart for love, sun for light, Band-Aid for medicine). Explore with children what kind of food, besides literal food, our spirits need.

- *I'm All Torn Up*

An exercise found in *Keeping the Peace* by Susanne Wichert (New Society Publishers) is a good way to begin thinking about food for our spirits with younger children. Draw a person on a large sheet of paper and begin telling a story about a bad day. The person starts the day feeling okay, but as he or she gets many putdowns, the good feeling gets torn away. Example: "This is Harry. Harry woke up one sunny day and felt good, but when he went downstairs and started to tell his Dad about the bird he saw out his window, his Dad said 'Quiet, Harry. I can't hear the news report.'" After each putdown in the story, tear off a bit of Harry's picture. Invite children to tell something destructive which might make Harry feel less good that day.

Before Harry is all torn up, tell the children putdowns are like bad food for the spirit, which we give to each other. Ask the children what good food (put ups) friends could give Harry instead to help him feel well and happy. Each time good food is described, tape a piece of Harry back and affirm how it helps Harry feel whole again.

Conclude by inviting children to give as much good "food" to their friends and family as they can this week and come back next week with stories to share.

Extension: You may want to ask what good food/put ups Harry can give himself, too. Encourage children to give good spirit food to their friends and to themselves in the coming week.

- *Read a Book*

Read the story, *Frederick*, by Leo Lionni (in PYM Library). It's a story about a mouse who didn't appear to be working while his fellow mice collected food for winter. However, when winter came and all the food ran out, Frederick had poetry - images and colors he'd gathered which he shared, thereby helping his friends make it through the winter.

Get a big roll of paper and trace silhouettes of each child, or cut out smaller body shapes, one for each child. Have children think of the talents or gifts that they each give to friends and to the earth. Explain that these gifts are like food with which we feed others' spirits. Take turns letting each child name his/her own gifts and hear his/her classmates name gifts they've noticed him/her having. Before the next child's turn, have the children draw on their own silhouette some of the gifts ("food") they are fed with by the previous child, just as Frederick's poetry fed his friends' Spirits. When the activity is

concluded, everyone will have a symbol of themselves filled with gifts ("food") with which their spirits are fed.

### *"Just Say No to Junk Food" Rap Songs* -(older kids)

Ask children to name some junk foods and explain what makes them junky. You may refer to "Food and Mood" activities mentioned earlier in the chapter, and then discuss the effects of too much sugar, preservatives, fillers, artificial colors and flavors, and extra fat on our emotions. Brainstorm what could be considered "junk food" for our spirits (activities we do that fill up our time perhaps but aren't particularly good for us, i.e., too much TV watching, buying stuff we don't need, lying). Ask:

Why is it hard to say no to junk food? What is attractive about various spiritual junk foods?

Why is too much spiritual junk food really bad for us?

What other activities and resources could we turn to instead of spiritual junk food?

Have young people create a "Just Say No To Spiritual Junk Food" rap.

### *Feast for Friends and Festive Celebration*

After you've introduced the idea of food which our spirits need besides literal food, you may want to make a chart or diagram with the class which will illustrate for others in the Meeting that we can indeed feed our friends with listening, caring, creativity, hospitality, kindness ...

Set a table as for a feast. Alone or with a partner children can work on a symbol to put on the table (on plates, in cups, vases ... whatever) to represent a spiritual food to be shared with friends. The class may want to brainstorm ideas for symbols and then have individuals and pairs choose one to work on. Label symbols on the table to help admirers see what kinds of spiritual food we can share. Host an intergenerational festive celebration for Meeting with cooperative games, good food for spirits and bodies, and potluck desserts.

### OTHER RESOURCES :

- *Johnny Appleseed* by Steve Kellogg, 1988 (from the PYM Library)
- *Johnny Appleseed* by John Chapman, 1963 (from the PYM Library)
- The "Mary & Martha" Bible story: John 12:1-8
- The "Bread of Life" Bible references: John 6:25-35 and 6:48; Revelations 7:16-17, and Matthew 5:6.

*"And the King will answer them, Truly I say unto you, as you did it to one of the least of my brethren, you did it to me."*

*Matthew 25:40*

### **Chapter 3 - FOOD AND FRIENDS**

#### **WHAT:**

The main idea of this lesson is that sharing food with friends makes the giver feel better and strengthens him/her spiritually. Included are suggestions for books to read, projects, discussion topics and activities for all ages.

#### *Background for Teachers:*

Read Matthew 25:31-46. Jesus talks about how helping others is really helping God. Through caring for friends and strangers we develop a tradition of caring and of sharing not only our material goods, but our spiritual selves as well. This tradition of sharing helps us build the kind of spiritual love that brings us closer to God.

Many cultures have ritualistic traditions for the sharing of food. Many important meetings, powwows, treaty talks, political occasions, crowning of monarchs, even weddings and funerals are accompanied by feasts. The serving of food to enemies or friends at such occasions often requires a special set of formal manners. Breaking bread together in a ritualized setting often provides the kind of neutral ground that helps us smooth over our differences.

When we gather together with friends we enrich that gathering in some way by sharing food. That food becomes a symbol of the spiritual gifts we are sharing. Such gatherings do not carry the symbolic weight of the aforementioned ritual gatherings, but food shared, even between friends, helps provide an easier setting for time together. People who don't usually get along together can gather at a dinner party or other similar social setting and discover that their differences are not so great as once thought.

Many friendships are made and solidified over the breaking of bread together.

#### **HOW:**

##### **Topics for Discussion**

*Family Holiday Traditions:* Have the students share their favorite food traditions. Does everyone have a turkey for Thanksgiving? Does your family celebrate New Year's in a special way? (Scotland and Japan have interesting New Year's traditions involving the sharing of special foods that the students could look into.)

*Sharing Food with Friends:* What do you do when you gather with friends? What are your favorite foods to share?

### *Making Sure Everyone has Enough*

What happens when there isn't enough food? In most cultures food is a symbol of abundance. Sharing what we have with friends is one way of spreading and celebrating our material gifts. During hard times the sharing of what may not be nearly enough food for ourselves, is one way of showing true friendship. Remember Jesus' words we read at the beginning of the chapter. How can caring for each other make us closer to God?

What would you do if you had cooked for four invited friends and six showed up? Brainstorm ideas with your class for how to handle such a situation. Would you send two away? Would you ask your guests to bring extra food? Would you take less yourself and hope no one would notice? Talk about how your various choices would make you feel. Would the two new (or extra) people feel like coming to your house again?

### **Books to Read**

*Loaves and Fishes*- a "love your neighbor cookbook" by Linda Hunt, Marianne Frase and Doris Liebert.

*Stone Soup*, by Marcia Brown

*Blueberries for Sal*, by Robert McCloskey

*All God's Children Need Traveling Shoes*, by Maya Angelou

All available from the PYM Library, and

"Loaves and Fishes" Bible story - John 6:1-14

For high school First-Day School students, *All God's Children Need Traveling Shoes* has many interesting events marked by the sharing of food. Sharing parts or all of this book with a high school class would make a wonderful extended First-Day-School project. Many relevant topics for today's world are covered, including interesting situations involving food and eating rituals from different cultures.

### **Projects and Activities**

Consider cooking for Social Hour at your Meeting. Classes that enjoyed *Blueberries for Sal* could make and share fruit salad. Soup (*Stone Soup*) is always an easy project. Have each child bring in one vegetable. Let the soup cook during class while you are reading *Stone Soup*. Share the soup at social hour and have the class explain to your Meeting about making much from what seems like so little.

Different kinds of breads could be shared with the *Loaves and Fishes* story. You could explore different cultures and talk about (and buy or bake) the different breads that are important to different cultures (bagels, pita, chapati, oatbread, Russian Black Bread, etc.). Health food stores are often a good source for many unusual breads if your class does not have the time or facilities to bake. Children can make simple baskets out of paper or more complex ones out of reeds. They can then share food with the adults and use the baskets to serve.

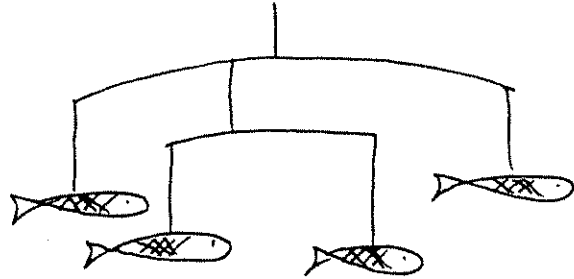
Plan a feast of your own. A friend has returned from a journey and you want to welcome them back. You also want to introduce them to the new friends you made while they were away. What would you serve? Who would do the cooking? Where would you serve the food?

### Fish Mobiles

Bend pipe cleaners into simple fish shapes and glue colored tissue paper over both sides of the wire for skin and scales. Decorate with beads and sequins and glitter of small bits of torn tissue or confetti. Hang several from coat hangers at different heights for a mobile, or hang singly in a window to catch and reflect light, or

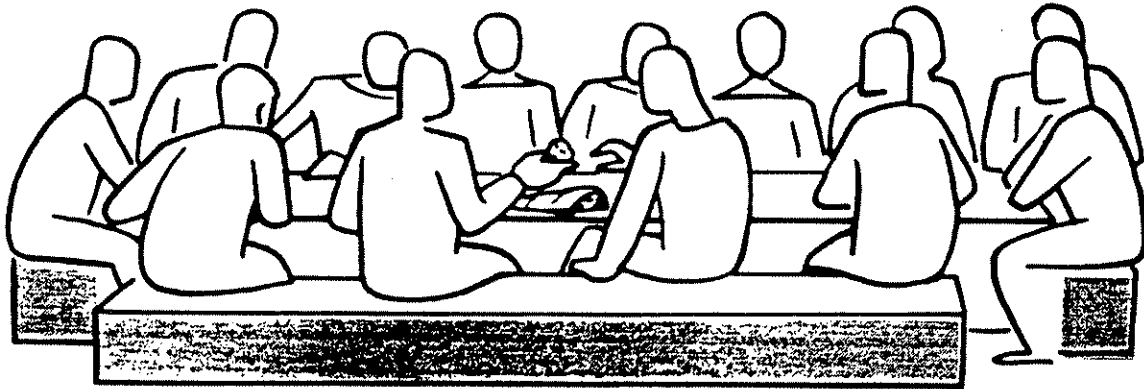
Glue cut-up bits of tissue (many colors) to both sides of wire - use watered glue and a brush. Place fish on waxed paper or plastic to work on so they don't stick, or

Make origami fishes and baskets, and then hang them as mobiles which could decorate the Meeting house or be presented to a local nursing home. See Appendix for Origami directions.



*For I was hungry, and you gave me food: I was thirsty, and you gave me drink: I was a stranger and you welcomed me:*

*Matthew 25:35*



*"And let them gather all the food of those good years that come, and lay up corn under the land of Pharaoh, and let them keep food in the cities. And that food shall be for store to the land against the seven years of famine, which shall be in the land of Egypt that the land perish not through famine."*

*Genesis 41:36-37*

## **Chapter 4 - FOOD AND JUSTICE**

### **WHAT:**

The Bible and history point graphically to people whose land is barren moving to more fertile soil, sharing land or food with more fortunate peoples. News of today shows too little fertile land, overworked soil and many people without food. This chapter points to the question of how countries and people with an abundance of food can distribute food (both literal and spiritual) and resources to those who have little.

### **Background for the Teacher:**

To grow food for direct consumption or for the feeding of livestock and poultry, several conditions must be satisfied: 1) fertile soil, 2) adequate rainfall and/or water supply, and 3) a frost-free growing season long enough for plants to complete the progression from germination to maturation. In reality, there are very few locations on the earth's surface which are extensive enough to reliably produce prodigious quantities of food; two special locations, the Great Plains of North America and the Steppe of the Ukraine and Byelorussia, owe their reputations as "breadbaskets" to a unique confluence of proper latitude, appropriate rainfall amounts, and fresh fertile soil deposited during the retreat of the most recent glacial advance ("Ice Age"). Humans have historically relied otherwise on producing food along coastal plains or floodplains subjected to periodic flooding and consequent soil replenishment. When access to these areas was denied, they assumed a nomadic or semi-nomadic existence. Notice how the roots of the Old Testament are imbedded in these settings - Abraham of Ur (lower floodplain of Euphrates River); Laban, Leah, Rachel, and Jacob in Haran (Euphrates River); Joseph, Pharaoh, Moses (floodplain of Nile); Joshua and the conquest of the "Land of Milk and Honey" (Jordan River valley); and the semi-nomadic Exodus as drought and/or soil exhaustion forced the Hebrews to move on.

Today, much of the world's population faces a serious crisis of an insufficient food supply. Problems such as drought, soil depletion, overgrazing, deforestation, soil erosion, cultivation of marginal land, pollution of water supplies, hunger-related disease, albeit complexly interrelated, are acute symptoms of an excessive demand for an inadequate supply of food. Yet these problems are not new. Genesis 41:28-37 tells about Joseph initiating wise land-use planning and gathering the food reserves for distribution during an impending time of need. But Genesis 46:13-25 also shows a willingness to share these reserves with another population whose need is more acute (Joseph invites the famine-stricken Canaanite Hebrews to resettle in Egypt). Consider the "Loaves and Fishes" story from Matthew 14:13-22 and 15:29-39, and the story of "The Rich Young Man," Matthew 19:20-25. Jesus considered it of paramount importance that the hungry be fed and the needs of the poor be met.



## HOW

### *Elementary*

Read *Frederick* by Leo Lionni. How do the other field mice feel about what they perceive as Frederick's laziness? What is the food which Frederick ultimately shares with the other mice?

Sing "Magic Penny" (#23 in *Songs of the Spirit*) with special words:

Food tastes better if you pass it around  
Pass it around, pass it around  
Food tastes better if you pass it around  
It always seems like more!

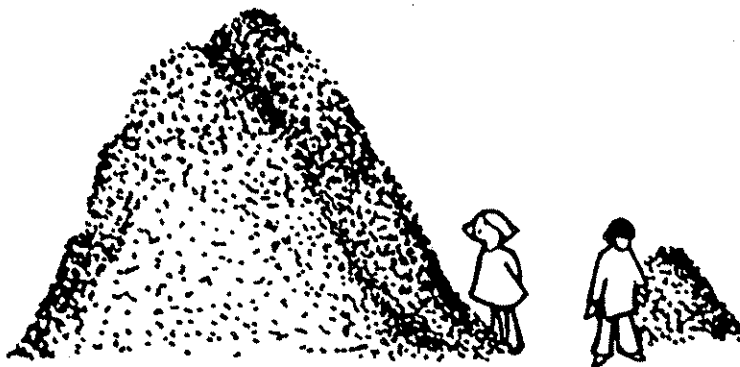
It's just like a loaf of rye bread  
Hold it tight and it ends up dry bread  
Pass it around and it ends up inside bread  
Til everybody's full!

### *Elementary and Middle School:*

- *Have's and Have Nots*

Prepare a snack in advance of First Day School; intentionally distribute an insufficient amount so one or several are deprived. Other shares may or may not be equitable. How does the group of Have-nots react? How does the Have group react? Discuss the feelings of each group. Is it the responsibility of the Have's to share with the Have-nots? Discuss. If so, have both groups create a plan for equitable distribution.

Note: Approximately 3% of the earth's population owns or controls 80% of the land used for growing food. Approximately 3% of the earth's population consumes 25% of the food production; 50% of the population consumes 1% or less of the food production. In what ways is the snack exercise a metaphor for these statistics? In what ways does the metaphor break down?



- *Sharing Resources*

In groups of five, give each person one of the following: juice, a can opener, cups, bread (or crackers), a serving plate (or knife). Have each group figure out how everyone will be fed. This exercise could also be done by giving out seeds, dirt, pots and water to different people. The possibilities are endless; follow with a discussion of sharing.

- *Hunger in the Media*  
Provide a stack of recent newspapers. Ask the children to hunt for articles on hunger or supply and distribution of food. Or ask them to note items on hunger on the TV. Look up the locations on a map or globe.
- *Researching Self-Help Projects*  
Using the "Self-Help Project" Sheet in the appendix, learn about projects around the world supported by such groups as: Right Sharing of World Resources, UNICEF, OXFAM, etc.
- *From Field to Table*  
With Middle Schoolers, review the "Eating Right Pyramid" introduced in Chapter 1. Ask the class to figure out which foods in the Pyramid require the most human and natural resources to prepare. Ask which foods require the least resources. Then consider the resources consumed in the preparation and transportation of highly refined foods, such as one pound of baked potatoes vs. a one-pound bag of potato chips. Compare the processing steps in one pound of beans or unrefined bread vs. one pound of beef. (A beef cow will consume approximately 16 pounds of grain and legumes to gain one pound of body weight.) Then list on a chart the processing steps for one refined food, say potato chips. Younger children could illustrate each of the processing steps with a picture or magazine cutout. The "Bread Song" (see appendix) is a good follow-up to this exercise. Extensions: as a group, plant something (vegetable garden, herbs?) which will produce food to share.

### *High School*

Read Ruth 2. Hebraic law required farm property owners to allow the hungry to glean from their fields. Is this sufficient charity? Discuss. Is a soup kitchen sufficient charity? Discuss.

Consider connections: In what way is a fast-food hamburger responsible for deforestation of the Amazon basin or hunger in Central America? Is that hamburger a necessity or a superfluity?

### *Elementary through High School*

- *The Spirit in Which Food is Shared*  
This activity is designed to help participants think about the spirit in which food is shared and about the justice involved in sharing food.  
With elementary children, invite some babies to class and give everyone a chance to help feed them. Or have a few mothers and fathers come in and talk (while feeding). Ask the children: What is it like to have someone depend on you to be fed? Talk with children about the importance of the transition to learning to feed ourselves.  
First-Day School students can then take turns feeding each other. No one is allowed to get their own food, only to eat what the other gives them. After all students have had a chance to be fed, discuss how it felt not to be able to choose one's own food

and feed oneself. Middle and High Schoolers might be a little uncomfortable with this. Give it a try anyway.

After the exercise, older children may better understand the importance of sharing food and agricultural skills with other countries so those countries can feed themselves. Ask the question, "What kind of sharing makes others dependent on us?"

With high schoolers you may want to debate the use of food embargoes to apply political pressure and the spirit in which food is withheld. The class may want to write letters expressing opinions regarding countries where embargoes are in place.

- *Simple Meal*

Prepare a "Simple Meal" for the Meeting. The proceeds collected could be directed to a suitable neighborhood or global project. FWCC's Right Sharing of World Resources Committee has more information: write FWCC, RSWR, 1506 Race Street, Philadelphia, PA, 19102 (see appendix).

- *Soup Kitchen*

Contact a local soup kitchen. Invite the soup kitchen's director to visit with the class to discuss local food supply and distribution problems. Have the class assist with the preparation and/or distribution of a meal.

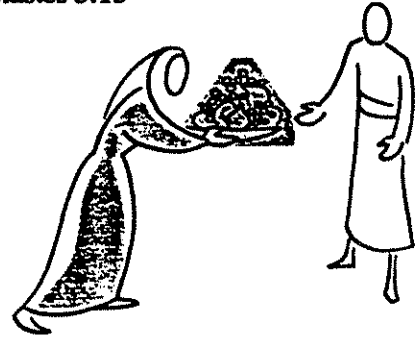
**Other Resources:**

*Food First Curriculum*, Laurie Rubin, Institute for Food & Development Policy, 1984. Call (415) 864-8555 for copies.

*Teaching Peace*, Ruth Fletcher, Harper & Row, 1986 - in PYM Library.

*All of us should eat and drink and enjoy what we have worked for. It is God's gift.  
Ecclesiastes 3:13*

*Thou dost crown the year with thy good gifts,  
And the palm-trees drop with sweet juice;  
The pastures in the wild are rich with blessing,  
And the hills wreathed in happiness,  
The meadows are clothed with sheep,  
And the valleys mantled in corn,  
So that they shout, they break into song.  
Psalm 65:11-13*



## **Chapter 5 - FOOD AND CELEBRATION**

### **WHAT:**

Celebrations were very much a part of the Bible. Many of the Psalms and some of Jesus' parables relate the reasons for celebration. Thanksgiving for the manifold bounties received is one of the most important.

Let's describe a celebration. Food is the tangible portion of celebration, and for a period of time during the celebration, a sense of community (the intangible portion) is built. Characteristics of celebration are laughter, noise, gaiety, relaxation, exhilaration, music and dancing, a leveling of caste systems (even allowing adults to behave as children), fantasy and imagination. It saves us from taking ourselves too seriously.

Is it possible to celebrate quietly or in silence (while smiling, hugging, or in pantomime)?

What is the life practice that allows us to be free to celebrate? Richard Foster, in his book *Celebration of Discipline* relates, "When we trust God we are free to rely entirely upon Him to get what we need: 'By prayer and supplication with thanksgiving let your requests be known to God.' (Phil 4:4). Prayer is the means by which we move the arm of God. Hence we can live in a spirit of carefree celebration." We need to learn to celebrate not only the special occasions in our lives, but also the ordinary junctures of life. A celebration need not involve great planning and preparation; simplicity is the key.

### **HOW**

#### *For Younger Children*

- *Stone Soup* by Marcia Brown - read the story, make the soup, and share it with someone.
- *Frederick* by Leo Lionni. Mice gathering food for winter feel critical of one mouse who sits dreaming. In the dark winter when he shares his visions, they appreciate his contribution. (Mice cannot live by bread alone ...)

- *The Little Brute Family* by Russell Hoban (in the PYM Library). Into a house locked in negativity, a child brings a little "good feeling" to dinner. Eventually it turns the whole family around.
- Have the children list celebrations in their lives.
  - Religious (Christmas, Thanksgiving, Easter, Passover, Communion)
  - Secular (New Year's Eve, The Fourth of July, Memorial Day, Labor Day, Valentine's Day, St. Patrick's Day, Halloween, Mothers'/Fathers'/Grandparents' Day)
  - Familial (birthdays, graduations, anniversaries, weddings, visits by relatives, memorial services or celebrations of life)
  - Change of Season (first frost, first ripening of strawberries, first vine-ripened tomatoes, picking a pumpkin from the patch, asparagus brings spring)
 Then have them list the foods associated with the celebrations. Are some foods associated with all of the celebrations or are some special to only one or a few? Are some foods associated with hospitality?

### *For Older Children*

- *Prodigal Son* - read the story from the Bible (Luke 15:11-24), and discuss both the joy of the father for the return of his son, but also the jealousy of the brother who stayed at home and feels unrewarded.
- *All God's Children Need Traveling Shoes*, pp. 184-186 by Maya Angelou depicts her son's celebration of a rite of passage, his becoming an adult. Read and discuss with middle and high school students.
- *Swarthmoor*: Margaret Fox opened her home, Swarthmoor, to early Quakers as a place for friendly gathering and good food. Think about a shared meal that can make us feel good, not just full. Try having a potluck supper/lunch with shared responsibilities for preparation and clean-up. Try an unplanned potluck (i.e., no assignments for any portion of the meal). Use a theme of celebration, the Stone Soup story, or ethnic recipes (see *Discover the World*, Hopkins and Winters, in PYM Library).
- *Graces* - the bounty is not ALL due to our efforts
  - Why do we give thanks?
  - What are we giving thanks for?
  - To whom are the thanks directed?
  - Why give thanks at meals?
  - Does saying grace make you feel differently about the meal?
  - Do you rush through grace to get to the meal?
  - Would you say grace if you are eating alone? If you are not eating meals with others, when and how do you celebrate?
 Tie giving thanks to earlier cultures - (family traditions, ancestry) - also see Psalms 65:9-13.

- *Write graces* - a simple verse form is the *Cinquain* (sinCANE) - This verse form from France has five lines. Beginning with one word, the first four lines increase from one to four words; then the last line repeats the one-word form. Other requirements for each line are as follows:
  - Line 1 - Title (a noun; one word)
  - Line 2 - Describes the title (two words)
  - Line 3 - Action words or a phrase about the title (three words)
  - Line 4 - Describes a feeling about the title (four words)
  - Line 5 - A word that means the same as the title (one word)
 (It is possible to double the number of words in each line)

An example:

God  
 All knowing  
 Caring for us  
 Comforted by his presence  
 Love

Starter Kit of graces:

O God,  
 To those who have hunger,  
 Give bread,  
 And to us who have bread,  
 Give hunger for justice.  
 from *To Celebrate: Reshaping Holidays and Rites of Passage*

O God, we are so grateful, for every cup and plateful,  
 Good grub, Good God, let's eat.

See the appendix for more graces.

- *A Grace Book*: Collect graces used by Friends in the Meeting (sung, spoken, silent, in sign language). Older children could interview people in the Meeting to see what graces are known. Then publish a pamphlet to share with the Meeting.

# Appendix

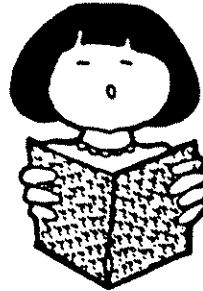
<b>Songs</b>	<b>Pages 22-25</b>
<b>Pretzel and Bread Recipes</b>	<b>Pages 26-28</b>
<b>Origami Directions</b>	<b>Page 29</b>
<b>Verses for Silent Meals</b>	<b>Pages 30-31</b>
<b>Prayers and Graces</b>	<b>Page 32</b>
<b>Project Resources</b>	<b>Pages 33-34</b>
<b>Evaluation Sheet</b>	<b>Page 35</b>

## SONGS

Some of these songs are specifically related to food; others more generally deal with sharing and spiritual nurture.

### From *Songs of the Spirit*:

- #20 No Man Is an Island
- #29 When I Needed a Neighbor
- #41 He's Got the Whole World in His Hands
- #46 Simple Gifts
- #52 Kum Ba Yah
- #58 One Man's Hands
- #70 Johnny Appleseed's Grace
- #73 Morning Prayer
- #117 How Brightly Beams the Morning Star



### From *Friends Hymnal*:

- #11 Praise and Thanksgiving
- #14 Round the World
- #22 My Master Was So Very Poor
- #27 The World One Neighborhood
- #84 Lord, Speak to Me
- #136 Come, Ye Thankful People, Come
- #139 The Corn Song



### From *Winds of the People*:

#### THE GARDEN SONG

Chorus Inch by inch, row by row  
 Gonna make this garden grow  
 Gonna mulch it deep and low C FC/F C/F CAm/  
 Gonna make it fertile ground. D G  
 Inch by inch, row by row C FC/F C/F CAm/  
 Please bless these seeds I sow DG C  
 Please keep them safe below  
 Till the rains come tumbling down.

Pulling weeds, picking stones  
 We are made of dreams and bones  
 Need a place to call my own  
 For the time is near at hand  
 Grain for grain, sun and rain  
 Find my way through nature's chain  
 Tune my body and my brain  
 To the music of the land.

Plants your rows short or long  
 Season with a cheerful song  
 Mother Earth will keep you strong  
 If you give her loving care  
 Old crow standing in a tree  
 Got his hungry eye on me  
 In my garden I'm as free  
 As that feathered thief up there.

by Dave  
 Mallet (c)  
 Cherry Lane  
 Music ASCAP  
 High Road  
 Music ASCAP  
 All rights  
 reserved

(This song is on several  
 Pete Seeger and John  
 Denver albums, if you  
 need the tune.)

# THE BREAD SONG

WORDS AND MUSIC BY FRENTE MUSIC COLLECTIVE

BREAD, WHERE DOES IT COME FROM? YOU FIND IT ON THE SHELF WITH A PA-PER BAG ON. IT  
 COMES FROM THE GROUND AND A FACTORY TOO. TAKES A WHOLE LOT OF WORK JUST TO  
 GET IT TO YOU. FROM THE SUN AND THE AIR AND THE WA-TER AND THE LAND,  
 LOTS OF WORK-ING PEOP-LE AND LOTS OF WORK-ING HANDS, FROM THE LOTS OF WORK-ING HANDS.

LETTUCE, WHERE DOES IT COME FROM?  
 YOU FIND IT NEAR THE PICKLE IN THE  
 HAMBURGER BUN.  
 SOMEONE PICKS IT FROM THE GROUND.  
 THAT'S A LOT OF HARD WORK AND A  
 LOT OF BENDING DOWN. (CHORUS)

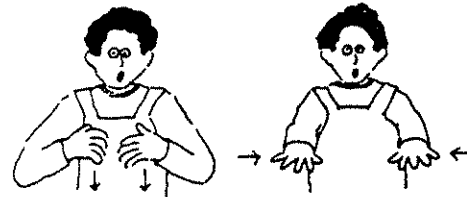
HAMBURGER, WHERE DOES IT COME FROM?  
 YOU EAT IT WITH MUSTARD AND KETCHUP ON.  
 A COW EATS SOME GRASS AND GETS ALL FAT.  
 TAKES A FARMER AND A BUTCHER AND A  
 COOK FOR THAT. (CHORUS)

ICE CREAM, WHERE DOES IT COME FROM?  
 YOU EAT IT ON A CONE WITH SPRINKLES ON.  
 IT USED TO BE MADE FROM SUGAR  
 AND CREAM.  
 NOW THEY PUT IN JUNK LIKE GASOLINE.  
 (CHORUS)

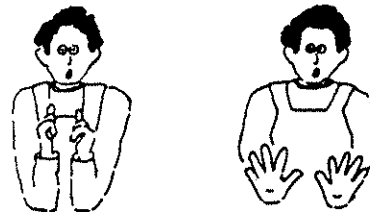
FROM THE:



SUN AND THE AIR



AND THE WATER AND THE LAND



LOTS OF WORKING PEOPLE AND LOTS OF WORKING HANDS

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# LET US BREAK BREAD TOGETHER

F B $\flat$  F C7 F B $\flat$  F

1. Let us break bread to - geth - er on our knees,  
 2. Let us praise God to - geth - er on our knees,

on our knees,  
 on our knees,

F C7 F G7 C7 C7 C7

Let us break bread to - geth - er on our knees. }  
 Let us praise God to - geth - er on our knees. }  
 on our knees.  
 on our knees.

F D7 Gm C7

When I fall on my knees with my face to the ris - ing sun,  
 When I fall on my knees with my face to the ris - ing sun.

Dm F B $\flat$  C7 F B $\flat$  F

Oh Lord, have mer - cy on me.  
 Oh Lord, have mer - cy on me, on me.

# FOR HEALTH AND STRENGTH

(Two-part Round)

1. 2. Grace

For health and strength and dai - ly bread, we praise Thy name, O Lord.  
 French: Pour ec ce re - pas pour tou - te joie nous te lu - ons, Seign - eur.  
 Spanish: Nos du - mos gra - cias. O Señ - or por nues - tra pan de hoy.

# BLESS THIS TABLE

(Three-part Round)

BONNIE JOHNSON

1  
Bless this ta - ble, Lord and those who gath - er 'round.

2  
Bless this food and may it keep our bod - ies sound.

3 *softly*  
Let our lives in love a - bound.

# OH, GIVE THANKS

*Moderately*

Grace

Oh, give thanks. oh, give thanks. oh, give thanks un - to the Lord. For He is  
gra-cious and His mer - cy en - dur - eth. en - dur - eth for - ev - er.

# BACK OF THE BREAD

Back of the bread is the flour and back of the flour is the mill and  
Back of the mill is the wind and the rain and the Fa - ther's will.

# MAKING PRETZELS

1 package active dry yeast  
1/8 cup warm water (105°)  
1-1/3 cups warm water  
1/3 cup brown sugar  
5 cups flour

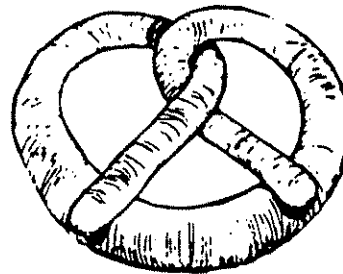
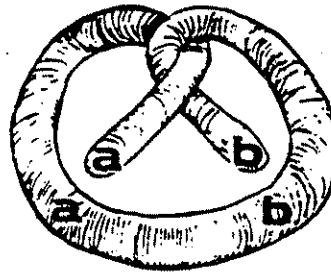
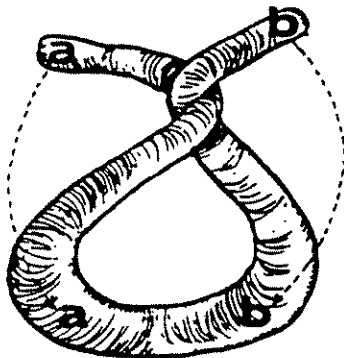
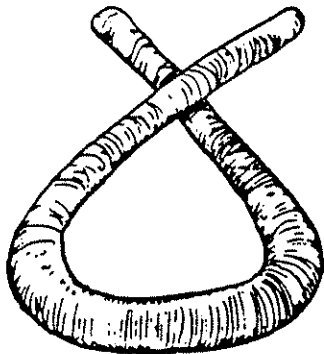
Dissolve yeast in 1/8 cup warm water. Stir in 1-1/3 cups warm water, 1/3 cup brown sugar and flour. Beat until smooth. Knead until smooth and elastic. Heat oven to 475°.

In a saucepan, measure 2 tablespoons baking soda to each cup of water. Place enough to fill saucepan. Boil soda and water.

Place twisted pretzel in water for 15 seconds until pretzel dough is golden or yellow in color. Then remove pretzel from boiling water and place onto salted cookie sheet. Salt top of pretzel with coarse salt.

Place cookie sheet with pretzels into oven and bake for 8 to 10 minutes until pretzel is golden brown. EAT.

## HOW TO TWIST A PRETZEL



The simplicity of twisting a pretzel is child's play, but the dexterity of the baker transcends the commonplace to art. Twisting thousands of pretzels a day is a man's job, not child's play. The pencil shape dough is picked up by both ends, crossed to form rabbit ears, then the ends twisted and pulled back to rest on the loop. This is the original shape of the pretzel, and a pretzel without the "twist" is not considered authentic.

# BREAD RECIPES

LADIES' HOME JOURNAL

## BATTER BREAD CHART

The simplest breads ever—12 recipes at a glance. Directions at bottom of chart.

		Active Dry Yeast	Warm Water (100-110°)	Honey	Butter or Margarine	Salt	All-Purpose (White) Flour	Extras	Baking Time at 375°
WHITE	BASIC WHITE	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	3 cups		35 min.
	CHEDDAR CHEESE	1 pkg.	1¼ cups	2 Tb.	1 Tb.	1 tsp.	3 cups	1 cup shredded sharp Cheddar cheese (stir in at step 3)	45 min.
	CINNAMON-RAISIN*	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	3 cups	1 Tb. cinnamon 1 cup raisins (swirl in both at step 4 after "punching" down batter) Gloss*	40 min.
	EGG	1 pkg.	½ cup	2 Tb.	2 Tb.	1 tsp.	3 cups	3 eggs ½ tsp. vanilla extract (stir in both at step 2)	35 min.
	CORNMEAL	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	2½ cups	½ cup yellow cornmeal (stir in at step 3)	40 min.
	CRACKLIN' PEPPER**	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	3 cups	½ tsp. cracked pepper ½ lb. salt pork, cooked** (stir in both at step 3)	40 min.
WHOLE GRAIN	WHOLE WHEAT	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	1½ cups	1½ cups whole wheat flour (stir in ½ cup with white flour at step 2, add remaining at step 3)	40 min.
	ONION WHEAT	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	1½ cups	1½ cups whole wheat flour (stir in ½ cup with white flour at step 2, add remaining at step 3) 1½ tsp. dehydrated onion flakes (stir in at step 3)	35 min.
	CARAWAY RYE	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	2½ cups	1 cup rye flour 1½ tsp. caraway seed (stir in both at step 3)	35 min.
	SUN-FLOWER SEED YOGURT	1 pkg.	¾ cup	2 Tb.	2 Tb.	1 tsp.	1½ cups	1½ cups whole wheat flour (stir in ½ cup with white flour at step 2, add remaining at step 3) ½ cup plain yogurt, plus ¼ cup roasted, shelled sunflower seeds (stir in both at step 3)	40 min.
	SWEDISH LIMPA	1 pkg.	juice of 1 orange + water to = 1¼ cups	2 Tb.	2 Tb.	1 tsp.	2 cups	1 cup rye flour 1 tsp. grated orange peel ½ tsp. anise seed (stir in all at step 3)	40 min.
	BRAN & WHEAT GERM	1 pkg.	1¼ cups	2 Tb.	2 Tb.	1 tsp.	2½ cups	1 egg (add at step 2) ¾ cup unprocessed bran ¼ cup wheat germ (stir in both at step 3)	35 min.

### DIRECTIONS:

1. In large bowl dissolve yeast in water. Stir in honey.
2. Add butter or margarine, salt and only 2 cups flour. Check individual recipes for "extras" to be stirred in. Beat on low speed with mixer until blended. Increase speed to high; beat 1 minute. Scrape bowl; beat 1 minute more.
3. Stir in remaining flour and "extras" (check individual recipes) with wooden spoon. Cover and let rise in warm place until doubled in bulk, about 45 minutes.
4. Grease an 8½x4½-in. loaf pan (or 1½-qt. soufflé dish or three 5x2½x2½-in. loaf pans). "Punch" batter down by stirring 30 strokes with wooden spoon. Spoon into loaf pan.
5. Let rise, covered, in warm place for 30 to 40 minutes or until batter rises to edge of pan (not over). Bake in preheated 375° F. oven as directed above. Remove from pan. (To determine doneness, tap bottom of loaf with fingertips. It should sound hollow. If not, return to pan and bake for 5 more minutes.) Cool on wire rack. Makes 1 loaf.

\*For Cinnamon-Raisin Bread Gloss: Mix ½ cup confectioners' sugar, 1 Tb. milk and ½ tsp. vanilla extract until smooth. Spread on cooled bread.

\*\*For Cracklin' Pepper Bread: Dice salt pork and cook in skillet until crisp; drain and set aside. Or ½ lb. sliced bacon, cooked until crisp, crumbled.

## Bread Recipes

### Irish Soda Bread - Cookie Caldwell

4 c. flour	3/4 c. sugar
4 tsp. baking powder	3 c. buttermilk OR
1 tsp. baking soda	1 c. powdered milk and
3/4 tsp. salt	3 T. vinegar in 3 c water

Sift first four ingredients. Add sugar; stir in buttermilk until just moistened (1 cup of raisins may be added if desired). Turn into 10" or larger (not smaller) round greased and floured pan. Bake at 350 F 45 min to one hour.

### Gingerbread Modeling Dough

1/4 c. margarine	1/4 tsp. cloves
1/2 c. brown sugar	1/2 tsp. cinnamon
1/2 c. molasses	1 tsp. ginger
3-1/2 c. unbleached flour	1/2 tsp. salt
1 tsp. soda	1/3 c. water

In large bowl mix well the margarine and the sugar. Beat in the molasses. Add the flour, soda, cloves, cinnamon, ginger, and salt. Add the water and mix well, using your hands to mix the flour in when the dough becomes stiff. Model into gingerbread boys or girls or anything you wish. Place modeled dough on greased cookie sheet. Bake at 350 F for 8-10 minutes or longer, depending on its thickness. Yield: about eight 5-inch-long fat gingerbread boys and girls, or 16 thinner ones - plus a lot of fun!

### Basic Quick Bread Recipe

1 c. whole wheat flour	1/4 c. softened butter or margarine
1 c. all-purpose flour	1/4 c. honey
2 tsp. double-acting baking powder	2 eggs lightly beaten
1/2 tsp. salt	3/4 c. plain yogurt
1/4 c. wheat germ	

Sift first four ingredients into bowl; stir in wheat germ; set aside. In large bowl cream butter or margarine and honey. Add eggs. Beat 30 seconds. Fold flour mixture into butter mixture alternately with yogurt. Blend until just moist; do not over-beat. Spoon into 9" x 5" x 3" greased loaf pan. Bake at 350 F for 1 to 1-1/2 hours until toothpick or knife inserted comes out clean.

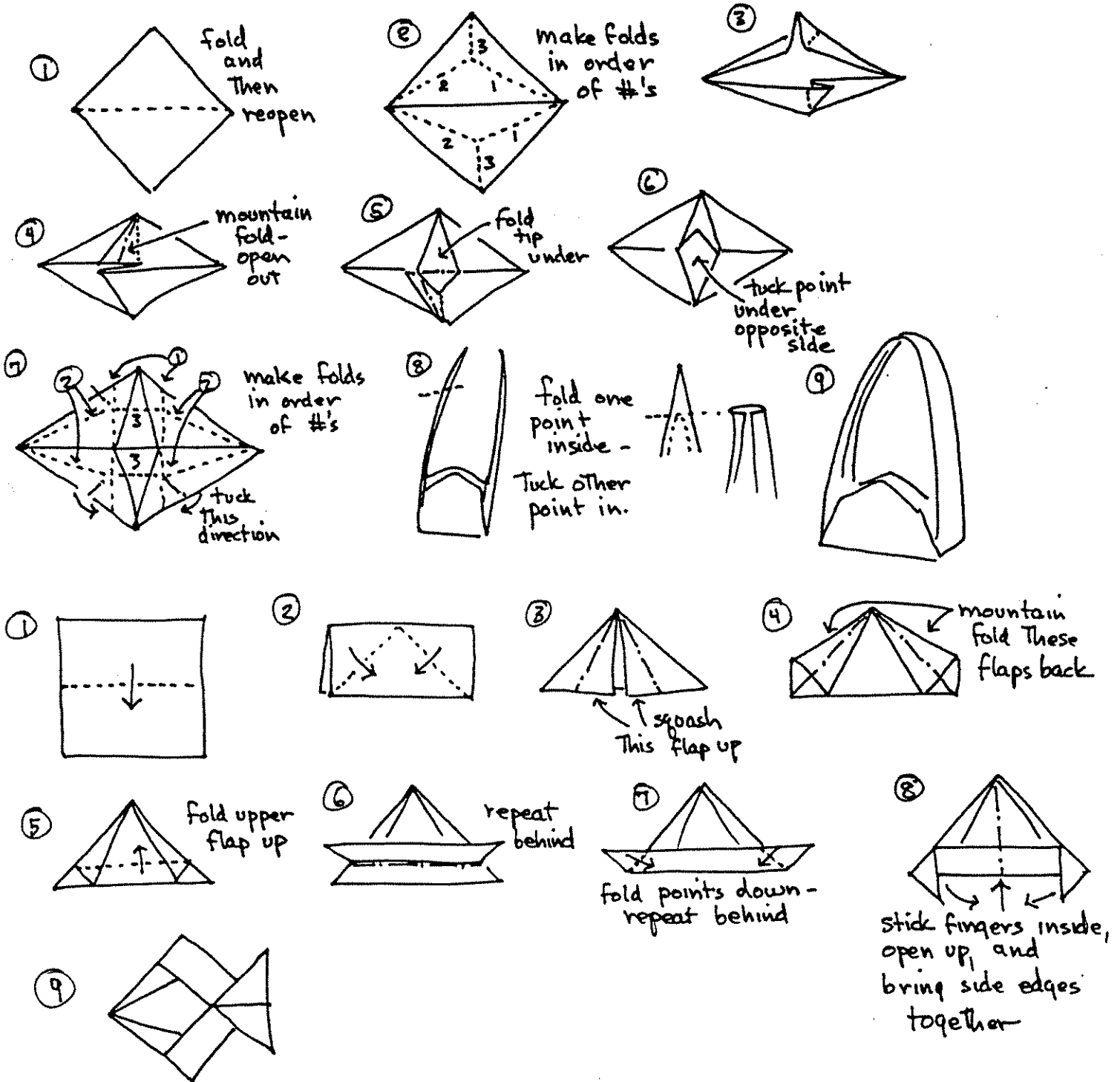
#### *Five healthy breads to make from basic quick bread recipe:*

1. *Banana Poppy Seed:* Add 1 c. mashed bananas and 1-5/8 oz. poppy seeds.
2. *Carrot-Date:* Add 1 c. grated raw carrots, 1/2 c. chopped dates, 1/2 tsp. allspice and 1/8 tsp ground cloves.
3. *Apple-Bran:* Add 1 c. applesauce, 1/2 c. bran buds, 1 tsp. cinnamon, 1/4 tsp. nutmeg.
4. *Raisin-Caraway:* Add 1 c. raisins and 1 tsp. caraway seeds.
5. *Cranberry-Spice:* Add 1/2 c. whole cranberry sauce, 1/2 c. chopped walnuts, 1 T. grated orange rind, 1 tsp. cinnamon, and 1/4 tsp. ground cloves.

# Origami Directions - Loaves and Fishes

## BASKET (Takahama) AND FISH (Kawai)

As part of a lesson on the story of the loaves and fishes (Matthew 14:13-23), have the children make origami fishes and baskets and create mobiles from them.



Courtesy of Molly Haines

## VERSES FOR SILENT MEALS

Thich Nhat Hanh, Vietnamese Buddhist Monk

### Introduction

The purpose of eating a meal in silence is to help us appreciate the food we eat and the presence of others at the meal. This awareness is possible only when we practice mindfulness while eating. Doing this will not tire your mind or your digestive system. It is not difficult. To the contrary, it gives us peace, strength, and enjoyment. Silence makes our meditation successful. The food we are eating can reveal the interconnections between the universe and us, the earth and us, and all other living species and us. Each bite of vegetable, each drop of soy sauce, each piece of tofu contains in itself the life of the sun and of the earth. We see the meaning and the value of life from those precious morsels of food. Be aware that we are sitting here at the table together with other people, and hence we have a chance to see them more clearly. We have a chance to smile at each other, the authentic smile of friendship and understanding. The images in the verses are all real and practical. We should be able to see them and use them in order to look deeply into things. Your very first silent meal may cause you to feel embarrassed, but once you become used to it, you will realize that meals in silence bring much peace and happiness.

### Looking at an Empty Plate

The plate is empty now  
But I know  
That it will soon be filled  
With food for today's lunch.

*Note: The word "plate" can be replaced by the word "bowl" when appropriate. Likewise, "lunch" can be replaced by "breakfast" or "dinner."*

### When the Plate is Filled with Food

My plate is now filled.  
I see clearly the presence  
Of the entire universe  
And its contribution to my existence

*Note: This verse helps us see the principle of dependent co-arising through the image of food, and enables us to see that our life and that of all species are inter-related.*

### When Sitting Down

Sitting here is like sitting under the Bodhi tree  
My body of mindfulness is upright.  
I am not assailed by any disturbance.

*Note: This verse is a promise to oneself to not forget to practice mindfulness throughout the meal.*

### **While Looking at the Plate Filled with Food**

All living beings are struggling for life.  
May they all have enough food to eat today.

*Note: This verse helps us nurture love and understanding, and reminds us of those who are unfortunate.*

### **Just Before Eating**

The plate is filled with food.  
I am aware that each morsel is the fruit of much hard work  
By those who produced it.

*Note: This verse helps us see the hard work that the farmers put into the food, and the presence of tens of thousands of children who die every day because of lack of food.*

### **While Eating the First Four Mouthfuls**

With the first mouthful, I promise to practice lovingkindness.  
With the second, I promise to help relieve the suffering of others.  
With the third, I promise to see others' joy as my own.  
With the fourth, I promise to learn the way of non-attachment.

*Note: This verse is said during the first four mouthfuls of each meal, to remind us of the Four Immeasurables: lovingkindness, compassion, sympathetic joy, and non-attachment. They are the four abodes of Buddhas and Bodhisattvas.*

### **When the Plate is Empty**

The plate is empty,  
And I am now satisfied.  
The Four Gratuities,  
I vow to live up to them.

*Note: This verse reminds us of the Four Gratuities: to parents, teachers, friends, and all organic and inorganic species.*

### **Holding a Cup of Tea**

This cup of tea in my two hands  
Mindfulness is held perfectly.  
My mind and body dwell  
In the very here and now.

*Note: This verse brings us back to the present and helps us see the presence of the tea, of the people beside us, of the world around, and of the small details which are important to life at this very moment.*



## PRAVERS AND GRACES

### Dear Father, Hear and Bless

Dear Father, hear and bless  
Thy beasts and singing birds:  
And guard with tenderness  
Small things that have no words.

-unknown-

### Father We Thank Thee

For the flowers that bloom about our feet,  
Father, we thank Thee,  
For tender grass so fresh and sweet,  
Father, we thank Thee,  
For the song of the bird and the hum of the bee,  
For all things fair we hear and see,  
Father in heaven, we thank Thee.

- Ralph Waldo Emerson

### Peace Be to this House

Peace be to this house  
And to all who dwell in it.  
Peace be to them who enter  
And to them who depart.

-unknown-

### Table Blessing

God, we thank you for this food,  
For rest and home and all things good;  
For wind and rain and sun above,  
But most of all for those we love.

-Maryleona Frost

### Grace

Thank you for the world so sweet,  
Thank you for the food we eat,  
Thank you for the birds that sing,  
Thank you God for everything!

- Edith Rutter Leatham

**Selected Right Sharing Projects and Partnerships**  
March, 1991

**India:** Institute for Integrated Rural Development, Aurangabad \$4,200  
Our visitor to IIRD was RSWR Committee's own Betsy Moen. The aim of this project is to establish poultry co-ops among 50-60 women's groups in the region, using the *Giriraja* bird, a scavenger-feeder whose success in the demonstration setting will be carefully monitored.

**India:** Socio-Economic-Educational-Development Service, Ujire \$3,650  
FWCC learned of this project from Friend John Ferchak of the Southern Institute for Appropriate Technology (SIFAT) in Alabama. Working with a community of displaced Keralans in Karnataka state, SEEDS-India has started a community-development and training program on a small plot of land at Ujire, 100 km from Mangalore. RSWR's grant is to set up a nursery for growing seedlings which participants can use for food and income.

**Peru:** Madres de San Sebastian, near Cuzco \$5,000  
This Mothers' Club and its coordinator, Alicia de Benavente, send greetings and thanks to the RSWR community for last year's assistance to their breakfast and craft programs. In approving a second year of funding at maximum level, RSWR recognizes both the state of emergency faced by the village and the continued importance of providing support for self-help efforts of citizens, independent of rapidly shifting political structures.

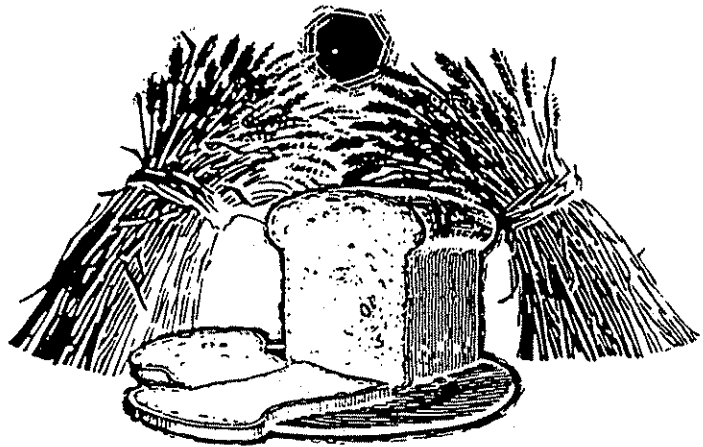
**South Africa:** Queenstown Early Learning Centre, Komani \$2,000  
Isinamva Community Development Centre, Mount Frere \$2,440  
Deborah Saunders of Philadelphia YM South Africa Working Group has visited both places. QELC is part of a network of community-based programs providing training and resources to people involved in preschools, in order to provide children with a good base for education, involve parents, and promote opportunities for empowerment. RSWR funding is for curriculum development. The Isinamva program will use RSWR money to train local health workers in twenty villages. It is part of a larger project addressing high drop-out rates and unemployment as well as health and malnutrition.

**Ongoing Work:** Alfalit of Honduras (health education, child nutrition, community-development), \$4500; Rural Education and Action for Development, India (tailoring training, child care), \$3000.

RIGHT SHARING OF WORLD RESOURCES projects are supported by individuals, monthly meetings and yearly meetings. Contributions are tax-deductible in the USA and may be sent through your own meeting or church or directly to FWCC (earmarked for Right Sharing), 1506 Race Street, Philadelphia, PA, USA, 19102. Right Sharing program secretary and newsletter editor: Johan Maurer, FWCC Right Sharing of World Resources, PO Box 751, Wilmington, Ohio, USA 45177. (Electronic mail on PeaceNet: fwccoh.)

## Resources for Self-Help Projects

1. **Right Sharing of World Resources**  
Friends World Committee for Consultation  
1506 Race Street  
Philadelphia, PA 19102
2. **United States Committee for UNICEF**  
331 East 38th Street  
New York, NY 10016
3. **Heifer Project International**  
P.O. Box 188  
New Windsor, MD 21776
4. **Testimonies and Concerns**  
Philadelphia Yearly Meeting  
1515 Cherry Street  
Philadelphia, PA 19102
5. **Church World Service**  
P.O. Box 968  
Elkhart, IN 46515
6. **Bread for the World**  
32 Union Square East  
New York, NY 10003
7. **CARE**  
660 First Avenue  
New York, NY 10016
8. **OXFAM America**  
115 Broadway  
Boston, MA 02116
9. **Food Day**  
1757 "S" St., N.W.  
Washington, DC 20009
10. **Freedom from Hunger Foundation**  
815 Second Ave., Suite 1001  
New York, NY 10017



## EVALUATION FORM

*Please fill out the form below with your evaluation of this packet (or just write us a letter with your thoughts) and send it to:*

*Committee on Children and Young People at Yearly Meeting  
Nadia Severns, clerk  
C/O Religious Education Committee, Philadelphia Yearly Meeting  
1515 Cherry Street  
Philadelphia, PA 19102*

1. Did you use this packet with your First-Day School classes before Yearly Meeting, 1992?
2. If "No" to previous question, did you use it at all? When?
3. Did you find the ideas and activities helpful?
4. What suggestions can you offer to help the CYPYM Committee produce a better packet next year?