

MAKE POVERTY HISTORY

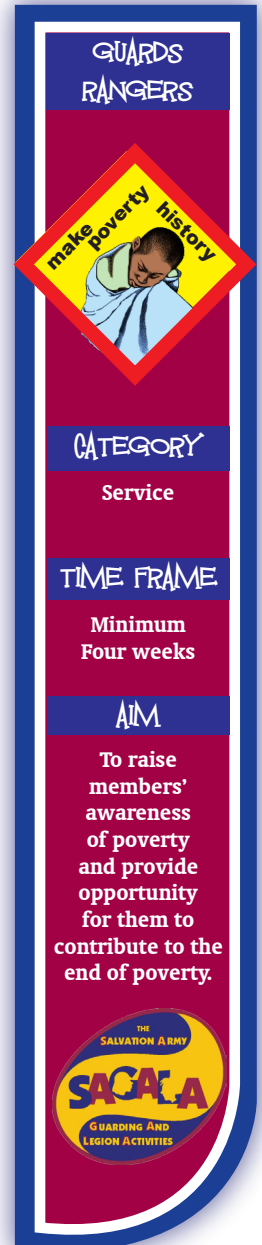
LEARNING OUTCOMES

Having completed this badge members will have:


- participated in a game that raises awareness of poverty;
- participated in several fund-raising projects aimed at alleviating poverty;
- researched the nature and purpose of a charity working to alleviate poverty.

BADGE REQUIREMENTS

1. Participate in a game about poverty.
2. Investigate an organisation working to alleviate poverty.
3. Participate in the Red Shield Appeal.
4. Participate in a fund raising activity for an external organisation working to alleviate poverty.
5. Participate in the SAGALA Missionary Project.



GUARDS RANGERS



CATEGORY


Service

TIME FRAME

Minimum
Four weeks

AIM

To raise members' awareness of poverty and provide opportunity for them to contribute to the end of poverty.



THE SALVATION ARMY
SAGALA
GUARDING AND LEGION ACTIVITIES



TEACHING IDEAS

Leaders may choose to spread this badge across all or part of the year, rather than focus on alleviating poverty for a month or so. This will allow members to participate in the fund raising activities of badge requirements 3 – 5 throughout the year and hopefully help to raise their awareness of poverty and the obligation of the wealthy to assist those in need.

Similarly, leaders may play the games listed in **Badge Requirement 1**, or similar, at various times throughout the year, perhaps leading up to a fund raising activity.



1. Participate in a game about poverty.

Members are to participate in at least one game that will highlight the imbalances between the world's rich and poor. It is crucial to the learning outcomes that time is spent discussing the imbalances and experiences raised in the game. Three games were originally published by the Joint Board of Christian Education (JBCE) Australia.

Feast and Famine

From *Simulation Games* vol. 3, by Pat Baker. © 1986, Joint Board of Christian Education.

A card game which helps players appreciate the needs of others and gain some sense of the meaning of famine.

Number of players: From 3 to 10. With a greater number, several games could be played simultaneously.

You will need to copy and cut up **Leaders Resource 1** onto card. You will need to copy a set of four identical cards for each player plus several copies of the *Feast* and *Famine* cards. You may create your own and/or additional sets, however be sure the cards have pictures of food.

The aim of the game is to finish with a set of four of one kind of food or three of one kind and the FEAST card.

Playing the game

Before shuffling the cards randomly remove two cards (not from the same set of four) and replace them with FAMINE and FEAST cards.

Deal four cards to each player. Each player then passes one card to the player on the left. Players continue passing cards until someone has a set of four of one kind or three of one kind and the FEAST card. The player who has a winning hand first shouts 'FEAST!' and all passing stops immediately.

The winner receives 5 points. The player with the FAMINE card receives a score of -5. All other players receive no score.

Play two more rounds. Then remove two more cards and replace them both with FAMINE cards. Play three more rounds. The person with the highest score is the game winner. Move immediately to the discussion questions.

Variation

Instead of writing the scores distribute 10 small candies (e.g. Smarties) to all players. Use one FEAST card and three FAMINE cards in the deck. At the end of a round, people left with FAMINE cards must each give 5 candies to the one holding the FEAST card. If they can't pay, they 'starve' and are out of the game. Their neighbours can help, but endanger their own chances by doing so.

Teaching ideas

Discussion questions:

First make the point that though this game is fun, famine is never fun. Millions of people today are dying because they don't have enough to eat. Ask the group where famine exists today. List these on a board or sheet of newsprint.

Ask members how they felt when they were 'feasting' or suffering from 'famine'? How do they think people in famine areas feel?

Tell members that by the time they have concluded this badge they will know something about at least one organisation that helps to alleviate poverty and they will have contributed themselves to making poverty history.

Unequal Resources

From *Simulation Games* vol. 2, by Pat Baker and Mary-Ruth Marshall. © 1986, Joint Board of Christian Education.

Purpose

This game is designed to help players understand the feelings and actions of individuals and groups when resources are distributed unequally. It highlights behaviour when the job to be done becomes more important than the people involved, and gives an opportunity to observe the bargaining process.

You will need:

1. Copy of 'Unequal Resources Task Sheet' from **Leader's Resource 2**.

Unequal Resources Task Sheet

Each team is to complete the following tasks:

- Make a 8 cm by 8 cm square of white paper.
- Make a 10 cm by 5 cm rectangle of red paper.
- Make a four-link paper chain, each link in a different colour.
- Make a T-shaped piece 8 cm by 13 cm in green and white paper.
- Make a 10 cm by 10 cm flag, in any three colours.

The first team to complete all tasks is the winner. Take completed tasks to the Game Director who will check them for accuracy.

2. Four large mailing envelopes or paper bags, each one labelled with a team's number. Inside place a copy of the *Unequal Resources Task Sheet* (**Leaders Resource 2**) and the resources according to point 3 below.

3. Resources for each team:

Team 1: 1 pair scissors, 1 ruler, 10 straight pins, 3 pencils, a stapler BUT NO STAPLES, 1 A4 sheet white paper.

Team 2: 1 pair scissors, 1 bottle glue, three 12.5cm by 12.5cm squares of coloured paper (1 red, 1 green, 1 blue).

Team 3: 6 felt pens (one each red, green, blue, purple, orange, black) and two 12.5cm by 12.5cm squares of coloured paper (1 orange, 1 purple).

Team 4: 1 box staples to fit Team stapler and 6 squares of coloured paper (2 red, 1 orange, 1 blue, 1 green, 1 purple) each 12.5cm by 12.5cm squares.

DO NOT EXCEED OR DECREASE THESE ALLOTMENTS. Other colours may be substituted, but in the same proportions. The Task Sheet must be changed if other colours are substituted.





Teaching ideas

Place each team's resources into the appropriate envelope or bag. Seal the envelope carefully so that the teams do not see one another's resources.

Playing the game

Divide the group into four teams and have them take their places, as far from each other as possible.

Distribute one envelope of resources to each team. Instruct teams not to open the envelopes until you give the signal.

Read aloud the following: "Each team has different materials and tools but each team must complete the same tasks. The tasks are listed on the *Unequal Resources Task Sheet*, one of which is in each envelope of resources. The first group to complete the tasks is the winner. Open your envelopes now and begin."

As the game goes on observe as much group and bargaining behaviour as you can. Make notes of comments or suggestions overheard which will be useful in the debriefing session.

When a team declares its tasks completed and brings the items to you check each one for conformity to standards. Reject any which are not precisely the size requested. Teams which fail to meet standards may return to work.

Declare as winner the first team to complete all five tasks exactly as described.

Debriefing (use these questions first to help people express their emotions)

What happened in the game?

How did you feel about your team's resources?

How did you feel about the other teams' resources?

Was there violence or conflict?

Was there conflict between the teams and how did it start?

How was the conflict resolved?

What helpful offers or bargains were made?

Who took the initiative in planning strategy?

Was there any individual or team you did not trust? Why?

Did anyone feel ignored or treated with lack of consideration?

In the game, did you do anything contrary to your own values?

How did you feel about this?

Discussion (use these questions after everyone has had a chance to talk about feelings and experiences)

What were the factors which helped the winning team to win?

What were the factors which helped the losing team to lose?

How was this game like life? How was it unlike life?

What nations are like each team?

Which team is your nation most like? Why?

What groups in your society are like each team?

What did you learn about conflict in this game?

How can you apply that learning to life?

What did you learn about power in this game?

Teaching ideas

How can you apply that learning to life?

Which behaviour in the game could be described as in keeping with the teachings of Jesus? Which could be described as inconsistent with the teachings of Jesus?

Poverty

From *Simulation Games* vol. 1, by Pat Baker and Mary-Ruth Marshall. © 1973, Joint Board of Christian Education.

This game is designed to give the participants some experience of the pressures which society exerts on the poor and underprivileged.

Number of players: Twelve or more, plus game director. You may need to bring in other people to assist – perhaps parents or corps members.

You will need:

Leaders Resource 3 copied and cut up.

Leaders Resource 4 (money) copied on to different coloured paper and cut up. Be sure to distribute various amounts to players.

An envelope for each player with the instructions placed inside.

All kinds of material for constructing collages, for example:

poster paper, cardboard or

flipchart paper

paste

scissors

illustrated magazines

foil

tissue paper

pipe cleaners

drinking straws

string

ice cream sticks

feathers

matches

paper doilies

felt-tipped pens

old costume jewellery

gummed stars

sequins

used greeting cards

Preparation

Prepare an envelope for each player with their role clearly marked on the outside. The envelope should contain the appropriate instructions for the player (see Leaders Resource 4) plus the amount of play money as determined below. If there aren't sufficient members for all roles, assign the last 5 roles (i.e. Shopkeepers – Organiser of the poor) to adults (e.g. leaders, parents or corps members).

2 x CITIZEN (no money)

2 x CITIZEN (\$30)

1 x CITIZEN (\$60)

1 x CITIZEN (\$10)

1 x CITIZEN (\$15)

2 x SHOPKEEPERS (\$100 each) (more shopkeepers may be added)

1 x WELFARE WORKER (\$100)





Teaching ideas

- 1 x POLICE OFFICER (\$50)
- 1 x CLERGYMAN (\$100)
- 1 x ORGANIZER OF THE POOR (no money)

Instructions for participants:

Citizens

You have half an hour in which to produce a collage. (A collage is a work of art consisting of paper and other objects pasted on a sheet of cardboard, poster paper or flip chart paper.) The collage may have any theme. At the end of the thirty-minute playing period *every citizen must have a collage to hang on the wall*. No excuses will be accepted. The materials you need for the job are on sale at the shops. Your total financial resources are enclosed in this envelope. If you get into financial difficulties you may (a) apply to the welfare worker for relief, (b) ask the church for help, (c) ask the shopkeeper for credit, or (d) try to get a job in one of the shops or helping a richer citizen.

Shopkeepers

Each of the citizens must produce a collage within the thirty-minute playing period. They must buy the materials they need from you and the other shopkeepers. The money enclosed in this envelope is for use as change. The citizens have varying amounts of money available (ranging from 20 units to nothing at all). Your aim should be to make as much money as possible during the course of the game. You may set your own prices, and change them at any time. You may give credit if you wish. You may also hire assistants if needed.

Police Officers

You are responsible for the maintenance of law and order. You will patrol the playing area, watching especially for cases of cheating and stealing. Offenders may be arrested and jailed for periods of one to five minutes. You should be particularly wary of the poor as they are the most likely to cause trouble. Don't stand any nonsense!

Welfare Workers

Your job is to assess and assist genuine cases of need. The money enclosed in this envelope is to be used for relief. Some of the citizens are very poor and in genuine distress. However, you must be on your guard against unscrupulous characters who may attempt to obtain money under false pretences. Make very careful enquiries of each applicant. Urge all applicants to try other ways of getting money (for example, work). Don't be too generous with your handouts – it only encourages laziness and no more funds are available when you have used this money. It's a good idea to keep people waiting just to show that you are not too soft a touch – after you have heard their applications suggest that they come back in five minutes time for your decision.

Clergyman

The enclosed money is a special fund for poor relief. The fund may be built up by soliciting donations from wealthy citizens and business people. Don't be too quick to give handouts to the poor. True, some are in genuine need but there are others who are out for whatever they can get. As far as possible direct people to the welfare workers for financial help. Stress the importance of spiritual rather than material values

Teaching ideas

Remind people that “the love of money is the root of all evil”, and that “man does not live by bread alone”. Suggest that they put aside worldly cares and concentrate on higher things.

Organizer of The Poor

Your job is to find out who are the genuinely poor people in this community, and to get them to work together for a better deal. You may work towards this goal in either a destructive or a constructive way. You may try to organize sit-ins, demonstrations, boycotts, or form a co-op or try group bargaining. Be wary of the police – they may not approve of your activities. In fact, it may be best if you keep your role a secret, at least from the police and welfare agencies.

Set up the playing area. Shops may specialize, or all may carry the same lines. You will need a *church* for the clergyman, *offices* for the welfare workers and a *gaol* for the police officer. This could simply be signs indicating the player.

No special territory will be assigned to the citizens — each one will have to find a spot for themselves.

Playing the game

Distribute the sealed envelopes, but ask the participants not to open them.

Explain that the main action of the game will involve those designated CITIZENS in constructing collages, with a thirty-minute time limit. The materials for constructing the collages will be available from the shops. You may need to briefly explain what a collage is. If necessary, explain the monetary system.

Ask the SHOPKEEPERS to go to their shops now and open their sealed envelopes.

Mention that there is a police force to preserve law and order. POLICE OFFICERS should take up their positions at the jail and open their envelopes.

Point out that some citizens may find themselves in financial difficulties. If so, they may apply to the WELFARE WORKER for assistance. The welfare worker moves to his/her office and opens the envelope.

Indicate where the church is and talk about its presence as a source of strength and inspiration to the whole community. The CLERGYMAN should take up his position and open his envelope.

The remainder of the participants may now open their envelopes.

Check that all participants understand what they are to do.

Announce that the thirty-minute period is beginning and note the time. Player interaction begins.

During the interaction period you (the Game Director) should be active also. Be pushy and insulting to the poor. Criticize their work and say they could do better.

After 15 minutes, inform players that they have 15 minutes remaining, and repeat at ten, five, three, two minutes and one minute.

After thirty minutes call time and request that all collages be displayed.





Teaching ideas

NOTE: It is possible that you will need to bring the game to an end before the thirty-minute period has elapsed. A certain amount of conflict is inevitable in a game of this kind but if you feel that things are really getting out of hand, stop the game immediately and proceed with the discussion.

At the end of the game, ask the participants to abandon their roles and talk about the game experience. Questions such as these may be used to open up the issues:

Who ended with most money? Why?

What actually happened in the game?

What kinds of pressures and frustrations did the citizens feel? How did you meet them?

How did the organizer of the poor fare?

What people in our society could be compared with the “poor” in the game?

What hope is there for the poor in our society? Who cares about them or helps them?

How does the church in real life compare with the church in the game? (If the game had to be stopped before the thirty- minute limit) What were the causes of the conflict? What would have happened if the game had continued?

Are there similar conflicts in real life?

What happens then?



2. Investigate an organisation working to alleviate poverty OR investigate poverty.

11-13s may work in pairs to complete this badge requirement.

14+ must complete the badge requirement individually.

Pairs/individuals are to research either one organisation working to alleviate poverty OR investigate poverty in a broader sense.

If an organisation is chosen, The Salvation Army may not be investigated because it is part of other badges. It is preferable that the organisation researched works to alleviate poverty in nations overseas. Here is a list of possible organisations: World Vision, Austcare, Amnesty International, Australian Council for International Development, Australian Relief and Mercy Services (ARMS), Care Australia, Child Fund Australia, CMB Australia, Comic Relief Australia, Oxfam Australia, Jubilee Australia, Unicef, TEAR Australia, Save the Children, Caritas. All of these organisations have websites.

Members should research the origins of the organisation including any significant person/s who founded the organisation, how the organisation is alleviating poverty today and how individuals can support the organisation.

Those choosing to investigate poverty may find the following three website helpful.

<http://www.poverty.com/>

<http://www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/181>

<http://www.antipovertyweek.org.au/>

Members should endeavour to identify the causes of poverty, its symptoms and what can be done to alleviate poverty.

Teaching ideas



3. Participate in the Red Shield Appeal.

Members are to assist with The Salvation Army's annual Red Shield Appeal. This badge requirement is about alleviating poverty 'at home'.

Their assistance may take any form for example, putting kits together, collecting during the Doorknock (obtain parental permission first). Members should participate for at least one hour.

In addition, members are to discover what the funds raised during the Appeal are used for. You may invite the corps officer, divisional public relations officer or other officer to address members, or access the web pages:

<http://www.salvos.org.au/donate/how-your-donation-helps/>

<http://www.salvos.org.au/about-us/annual-report-and-funding/documents/AnnualReportWeb.pdf>

4. Participate in a fund raising activity for an external organisation working to alleviate poverty.

This badge requirement, and the one that follows, aim to alleviate poverty overseas.

In discussion with members, choose an organisation to make a donation by raising funds. Use a fund raising activity that all members can be involved in. One suggestion is World Vision's 40 hour famine as it provides an experience of 'famine' whilst raising funds through sponsorship, and can be completed over a weekend. The website has details of how to participate:

<http://www.worldvision.com.au/40hourfamine/>

5. Participate in the SAGALA Missionary Project.

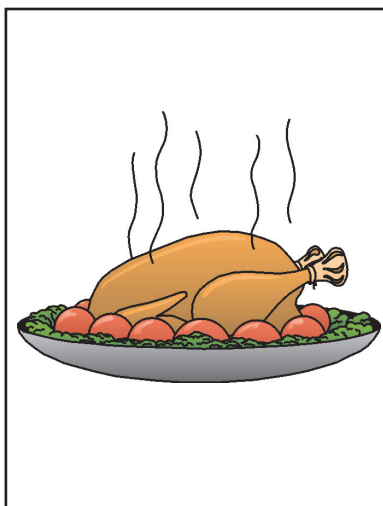
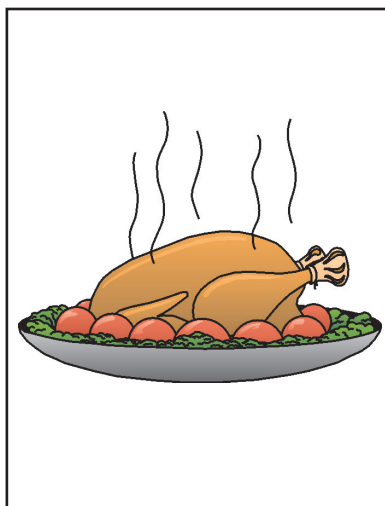
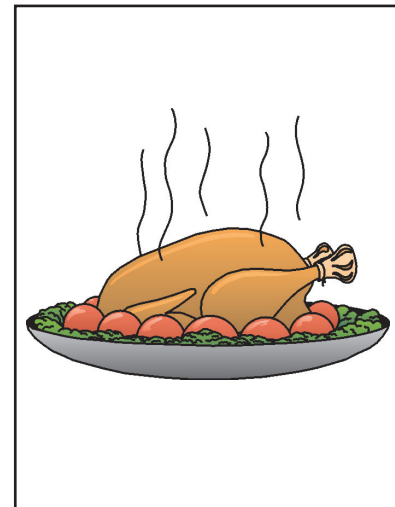
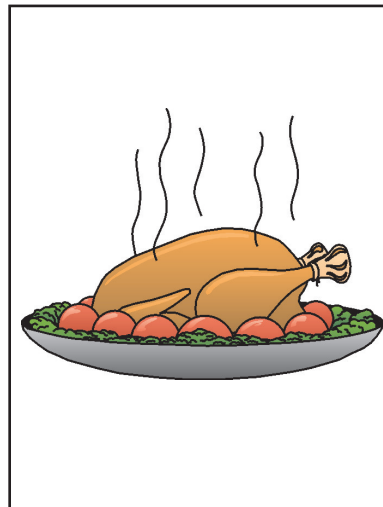
Resources and ideas are issued each year by the Territorial SAGALA Co-ordinator for the annual SAGALA Missionary Project. The Project usually aims to meet a need felt by children in developing nations.

Leader's Resource 1

Guards/Rangers

Use this resource to play FAMINE AND FEAST

Print and cut up the cards to create enough sets so there are sets of four cards for each player. To play there must be at least 1 Famine and 1 Feast card.

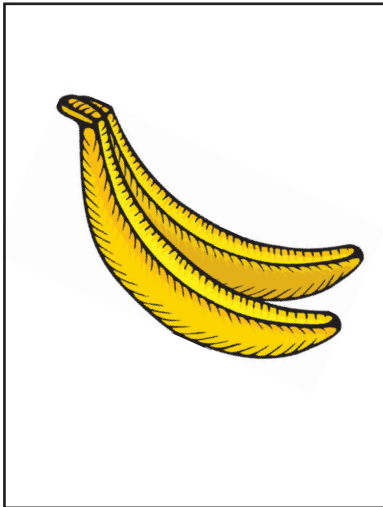
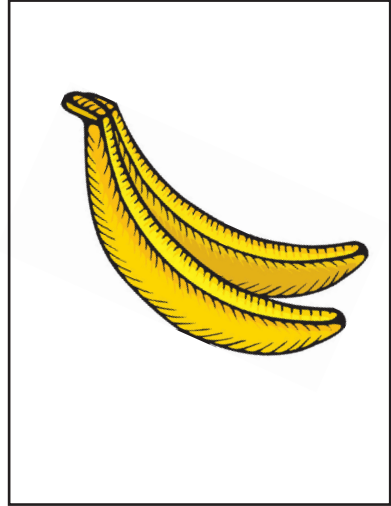
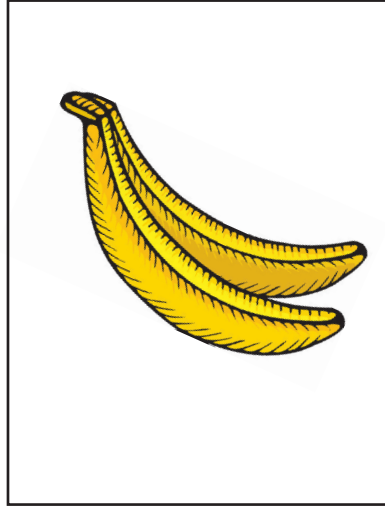
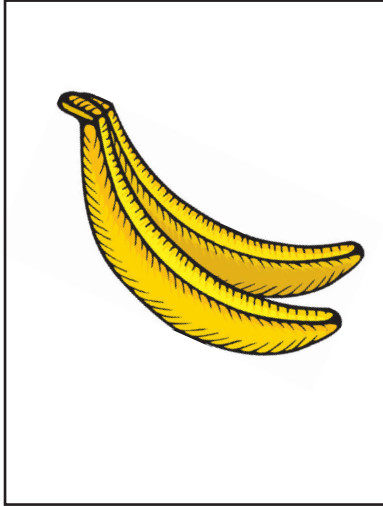


Leader's Resource 1 (cont.)

Guards/Rangers

Use this resource to play FAMINE AND FEAST

Print and cut up the cards to create enough sets so there are sets of four cards for each player. To play there must be at least 1 Famine and 1 Feast card.

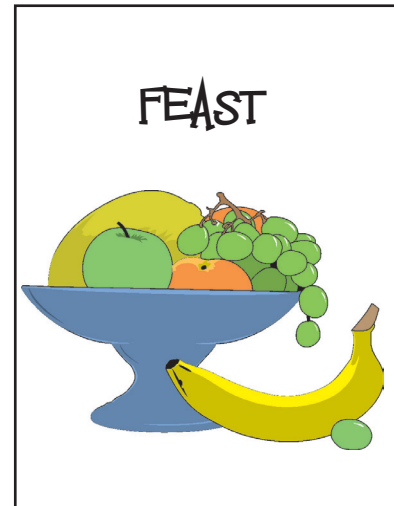
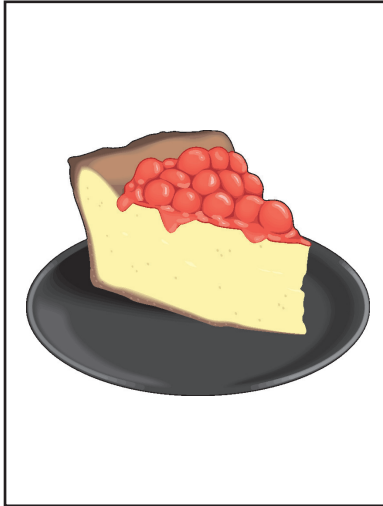


Leader's Resource 1 (condensed)

Guards/Rangers

Use this resource to play FAMINE AND FEAST

Print and cut up the cards to create enough sets so there are sets of four cards for each player. To play there must be at least 1 Famine and 1 Feast card.

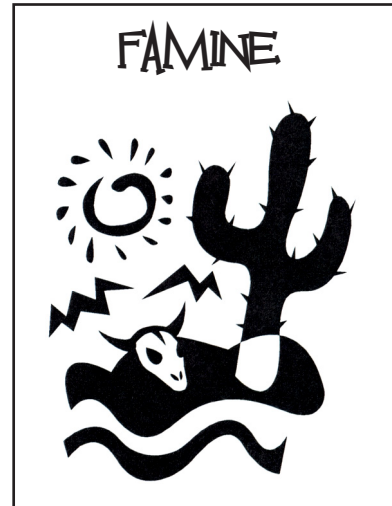
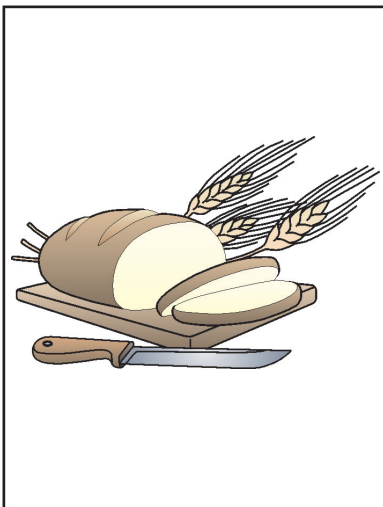
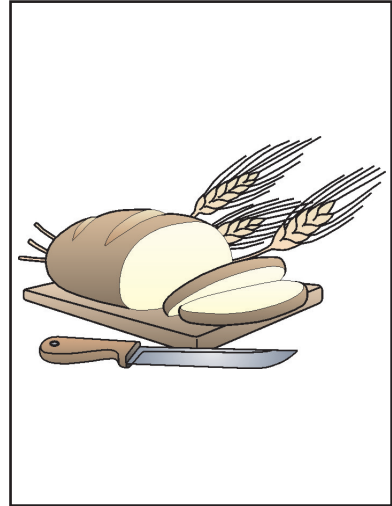
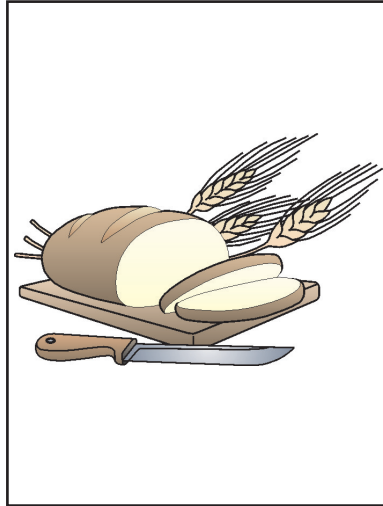
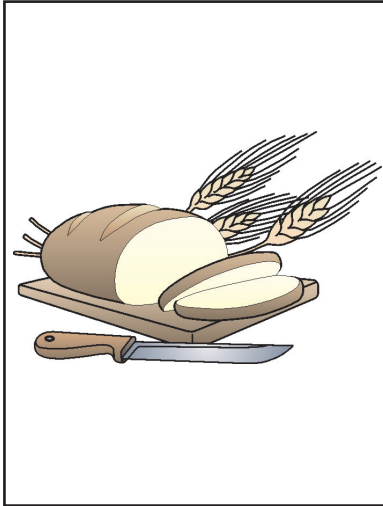


Leader's Resource 1 (contd.)

Guards/Rangers

Use this resource to play FAMINE AND FEAST

Print and cut up the cards to create enough sets so there are sets of four cards for each player. To play there must be at least 1 Famine and 1 Feast card.



Leader's Resource 2

Guards/Rangers

Use this resource to play UNEQUAL RESOURCES
Cut up and place one task sheet into each team's envelope.

Unequal Resources Task sheet

Each Team is to complete the following tasks:

- Make a 8 cm by 8 cm square of white paper.
- Make a 10 cm by 5 cm rectangle of red paper.
- Make a four-link paper chain, each link in a different colour.
- Make a T-shaped piece 8 cm by 13 cm in green and white paper.
- Make a 10 cm by 10 cm flag, in any three colours.

The first team to complete all tasks is the winner. Take completed tasks to the Game Director who will check them for accuracy.

Unequal Resources Task sheet

Each Team is to complete the following tasks:

- Make a 8 cm by 8 cm square of white paper.
- Make a 10 cm by 5 cm rectangle of red paper.
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- Make a T-shaped piece 8 cm by 13 cm in green and white paper.
- Make a 10 cm by 10 cm flag, in any three colours.

The first team to complete all tasks is the winner. Take completed tasks to the Game Director who will check them for accuracy.

Leader's Resource 3

Guards/Rangers

Use this resource to play **POVERTY**.

Cut up and place in players' envelope

CITIZENS

You have half an hour in which to produce a collage. (A collage is a work of art consisting of paper and other objects pasted on a sheet of cardboard, poster paper or flip chart paper.) The collage may have any theme. At the end of the thirty-minute playing period every citizen must have a collage to hang on the wall. No excuses will be accepted. The materials you need for the job are on sale at the shops. Your total financial resources are enclosed in this envelope. If you get into financial difficulties you may (a) apply to the welfare worker for relief, (b) ask the church for help, (c) ask the shopkeeper for credit, or (d) try to get a job in one of the shops or helping a richer citizen.

SHOPKEEPERS

Each of the citizens must produce a collage within the thirty-minute playing period. They must buy the materials they need from you and the other shopkeepers. The money enclosed in this envelope is for use as change. The citizens have varying amounts of money available (ranging from 20 units to nothing at all). Your aim should be to make as much money as possible during the course of the game. You may set your own prices, and change them at any time. You may give credit if you wish. You may also hire assistants if needed.

POLICE OFFICERS

You are responsible for the maintenance of law and order. You will patrol the playing area, watching especially for cases of cheating and stealing. Offenders may be arrested and jailed for periods of one to five minutes. You should be particularly wary of the poor as they are the most likely to cause trouble. Don't stand any nonsense!

WELFARE WORKERS

Your job is to assess and assist genuine cases of need. The money enclosed in this envelope is to be used for relief. Some of the citizens are very poor and in genuine distress. However, you must be on your guard against unscrupulous characters who may attempt to obtain money under false pretences. Make very careful enquiries of each applicant. Urge all applicants to try other ways of getting money (for example, work). Don't be too generous with your handouts – it only encourages laziness and no more funds are available when you have used this money. It's a good idea to keep people waiting just to show that you are not too soft a touch – after you have heard their applications suggest that they come back in five minutes time for your decision.

Leader's Resource 3 (cont'd)

Guards/Rangers

Use this resource to play **POVERTY**.
Cut up and place in players' envelope

CLERGYMAN

The enclosed money is a special fund for poor relief. The fund may be built up by soliciting donations from wealthy citizens and business people. Don't be too quick to give handouts to the poor. True, some are in genuine need but there are others who are out for whatever they can get. As far as possible direct people to the welfare workers for financial help. Stress the importance of spiritual rather than material values. Remind people that 'the love of money is the root of all evil', and that 'man does not live by bread alone'. Suggest that they put aside worldly cares and concentrate on higher things.

ORGANIZER OF THE POOR

Your job is to find out who are the genuinely poor people in this community, and to get them to work together for a better deal. You may work towards this goal in either a destructive or a constructive way. You may try to organize sit-ins, demonstrations, boycotts, or form a co-op or try group bargaining. Be wary of the police – they may not approve of your activities. In fact, it may be best if you keep your role a secret, at least from the police and welfare agencies.

Leader's Resource 4

Guards/Rangers

Use this resource to play POVERTY.

Copy each page onto a different coloured paper and cut up according to the amounts required in the teaching ideas.



Leader's Resource 4 (cont.)

Guards/Rangers

Use this resource to play POVERTY.

Copy each page onto a different coloured paper and cut up according to the amounts required in the teaching ideas.



Leader's Resource 4 (cont.)

Guards/Rangers

Use this resource to play POVERTY.

Copy each page onto a different coloured paper and cut up according to the amounts required in the teaching ideas.



Leader's Resource 4 (cont.)

Guards/Rangers

Use this resource to play **POVERTY**.

Copy each page onto a different coloured paper and cut up according to the amounts required in the teaching ideas.



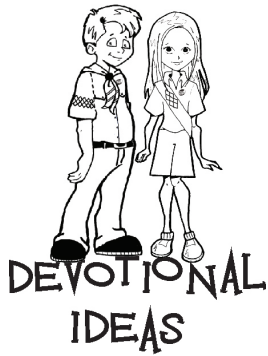
Leader's Resource 4 (cont.)

Guards/Rangers

Use this resource to play POVERTY.

Copy each page onto a different coloured paper and cut up according to the amounts required in the teaching ideas.





Devotional ideas



1. **Title:** Possessions

Bible: Matthew 6:19 - 21

Thought: Possessions pass but a relationship with God is forever

Supplies: Bible, small pieces of paper (post it notes), pens, a chart prepared beforehand with pieces of paper attached – on each piece a necessity for life, e.g. food, water, shelter/home, parents/family, emotional support, bed, chairs, clothes – add others you can think of.

Distribute the paper and pens to members and ask them to write one thing they own that's important to them on each piece of paper, a different possession on each piece. Allow just a few minutes for this.

Ask members to share their lists by attaching them to a board. Attach similar items together and note that the members may not have listed everything that was valuable to them.

Then ask members to rate the items on a scale of 1 - 10 according to how they, as individuals, might value them.

Ask members to imagine, then, how their world/life would be different if they didn't have one of the items. Demonstrate this by removing one piece of paper (and others with a similar possession written on them). For example if you removed 'television', ask members how their lives would be different without television. Allow members to respond and repeat several times. Finally, remove all the pieces of paper and ask members to respond how their lives would be different without any of these possessions.

Display the chart you prepared earlier showing pieces of paper listing necessities. Ask members to scan the chart and then remove one piece of paper. How would members' lives be impacted if they didn't have the item removed? Continue to remove pieces of paper, being sure to remove items like food, clothes, home, parents and each time asking members how their lives would be different without the items.

Read Matthew 6:19 - 21 and ask members what they think it means to 'store up treasures in heaven'.

Help members to see that a relationship with God (treasure in heaven) is of more lasting worth than the possessions they have today. Whilst there is nothing wrong with having possessions, they will break or fade or be replaced or we will lose interest in them and move onto other things. The point is they don't last but a relationship with God is forever.

Devotional ideas



2. Title:

Care for the poor

Bible:

Isaiah 58:6; Isaiah 58:7; Deuteronomy 15:7 - 8; Deuteronomy 15:9 - 11; Proverbs 14:31; Proverbs 19:17; 2 Corinthians 8:12; 2 Corinthians 9:7; Psalm 41:1; Matthew 6:1 - 4

Thought:

God commands us to care for the poor

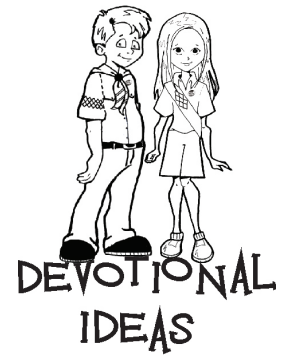
Supplies:

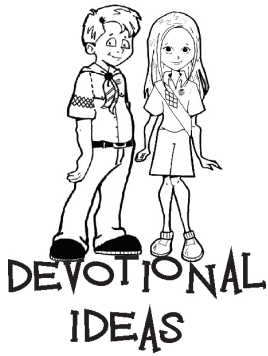
Bibles

Divide members into pairs and give each pair one of the readings. Members are to read their verse/s and decide what message it has for today.

Ask members to then read their verse/s and share what they think its message is.

The verses each show that God requires His people to care for those in need – the weak, the poor and the oppressed. During this badge members will be working together to help alleviate poverty. Ask members how else they, as individuals, could help those in need.





Devotional ideas



- 3. Title:** God loves a cheerful giver
Bible: 2 Corinthians 9:6 - 13
Thought: God rewards those who give
Supplies: Bible

Read, or display, 2 Corinthians 9:6 and ask members to discuss what they think the saying means. Ask how it applies to helping the poor.

After some discussion read 2 Corinthians 9:8 - 12. Ask members if these verses make the saying clearer and ask them to explain how they understand the saying now.

Then read 2 Corinthians 9:7 and ask member what they think the verse means. Basically it says that people should give as they can afford to give and not to feel compelled to help others because God would prefer that we give because we want to, rather than feeling we have to. However, Paul goes on to say that when we give people give praise to God for us and we bring honour to God by showing the world that we, His people, care for those in need.

Read 2 Corinthians 9:12 - 13

Devotional ideas



4. Title:

Self Denial

Bible:

1 Corinthians 16:1 - 3

Thought:

We can help others to know about Jesus by a financial gift

Supplies:

SAGALA project resources, Bible

Introduction

If you haven't already introduced the SAGALA Project this would be a good opportunity. Display any resources about the country where the Project funds are going to, or simply talk about the Project, e.g. how much money is hoped to be raised, what the money is for, what country and/or centre the money is being sent to.

Paul and the Jerusalem Church

The concept of Christians supporting one another dates back to the time of Jesus.

Around the time of Jesus' death the Jewish people suffered a lot of persecution because the Romans, who controlled Israel, wanted everyone to worship their gods. The Christians in Israel got caught up in this as well and many left Israel. This left the Church in Jerusalem with decreasing sources to help the poor who couldn't get away. The Apostle Paul believed that it was important for the Churches in other countries to help the Church in Jerusalem.

Ask someone to read 1 Corinthians 16:1 - 3.

Ask the group how Paul suggested the Church in Corinth could assist the Church in Jerusalem. *(He asked the Christians in Corinth to give money. He suggested that they put a small portion away each week toward the gift and so make it easier for people to give.)*

The Salvation Army's Self Denial Appeal

Putting money aside each week to help the work of the Christian church in other nations is also part of The Salvation Army's work today. It began in 1886 when the army's founder, William Booth, asked Salvationists to promise money to support and extend the Army's work.

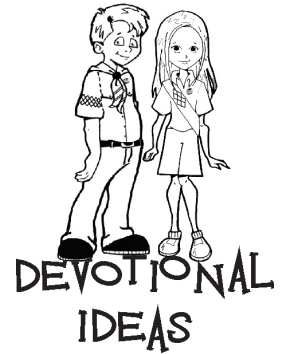
Major John Carleton had already given his gold watch and didn't have anything else, but he wanted to help so he decided to go without dessert every day for a year and give the money he would have spent on dessert. William Booth liked the idea and challenged Salvationists to give up something for a week and give the money to help others. This is called the Self Denial Appeal and continues today to raise money for the Army's work in developing nations.

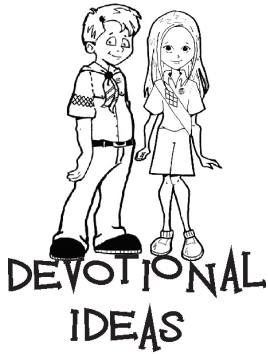
The SAGALA Project is a way that SAGALA can help people overseas. Every year SAGALA raises money to help children or teenagers. Amongst some of the things that the SAGALA Project has done is fitted out classrooms in Guatemala and Colombia, provided chairs, table and beds for children's homes in Nigeria, provided washing machines in homes for the disabled in parts of India.

Conclusion

If you haven't already thought about how your section will raise funds for this year's SAGALA Project, this would be a practical application of this devotion.

Give thanks to God that we in Australia are blessed with prosperity and ask God to challenge us to help those in need.





Devotional ideas



- 5. Title:** A Helping Hand
- Bible:** Matthew 25:31 - 46; Luke 6:35
- Thought:** God blessed those who help others
- Supplies:** Bibles, suitable props if desired, (e.g. coat or other clothing, plate of food, glass of water)

Introduction

Divide the group into two smaller groups.

Read Matthew 25:31 - 33

Activity

One group reads Matthew 25:34 - 40 and the other reads Matthew 25:41 - 46.

At the conclusion discuss the following questions with the group:

- How did it feel to help, or not help, others?
- How did it feel to know that the king accepted or rejected you?
- What do you think is the lesson Jesus is teaching here?
- Why might Jesus place such a large importance on help others?

Talk

Jesus' teaching challenges everyone to care for one another. In His own life Jesus showed care and concern for the poor and those who were rejected by society. He frequently dined with prostitutes and those despised by the general population; He touched those who, because of their skin diseases, were required to live outside of the town; He spoke with people who were regarded as the enemy. In this passage Jesus is telling us to do the same. Luke's gospel records Jesus' words (Luke 6:35 CEV): 'But love your enemies and be good to them. Lend without expecting to be paid back. Then you will get a great reward, and you will be the true children of God in heaven. He is good even to people who are unthankful and cruel.' Both Matthew and Luke mention that God blesses those who lend a helping hand.

Conclusion

Ask the group to consider what practical steps they could take to help those in need and make a plan to participate in at least one idea.