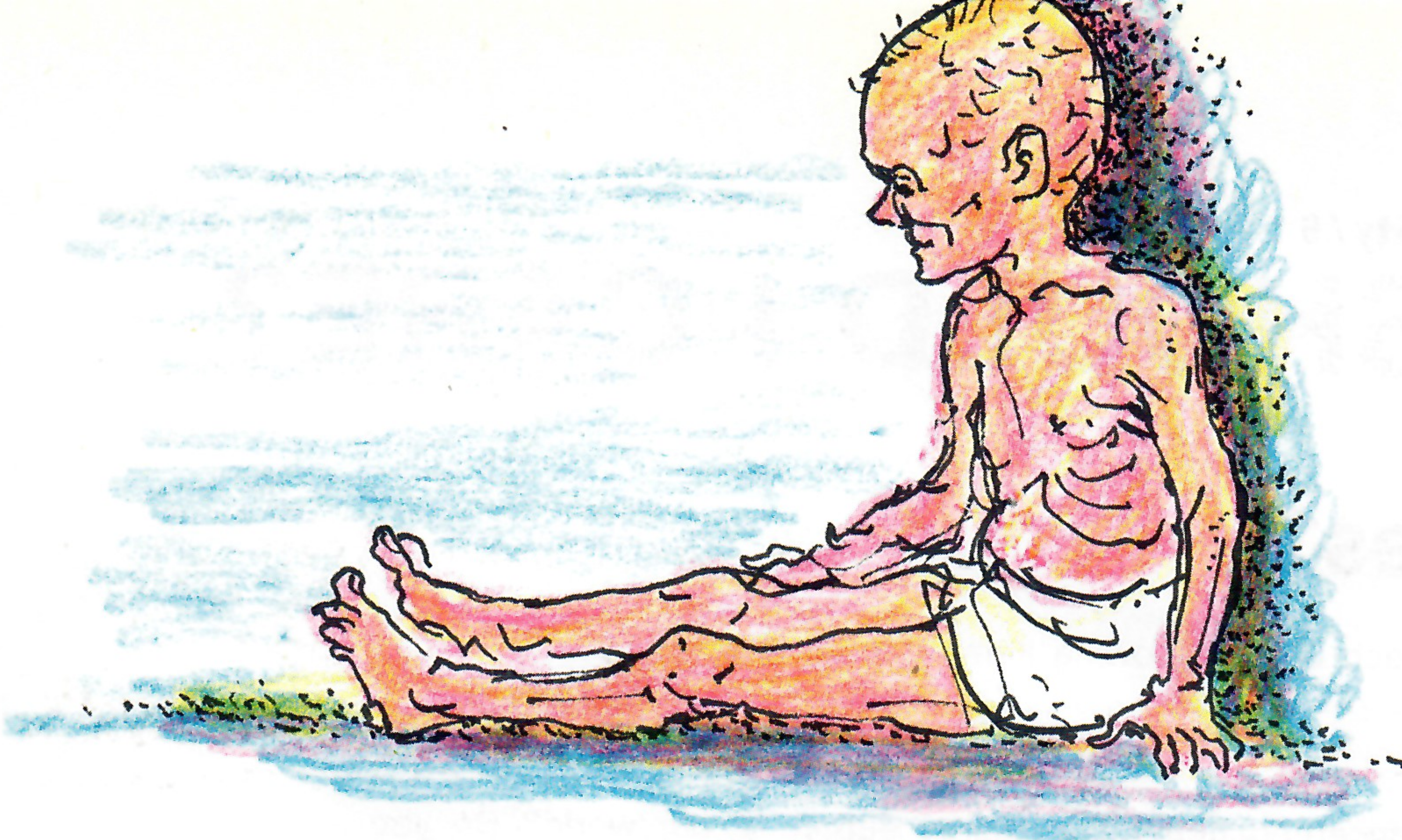


WHY SHOULD I CARE?

Who Cares?

Put a check mark by each of the following items that applies to you:

1. _____ Are you concerned about the energy supply of our world? Do you wonder if there will be enough energy for your children? Would you be willing to make some small sacrifices to protect the future if others would do the same?
2. _____ Are you tired of a "throw-away" society in which piles of garbage mount while resources dwindle? Would you just as soon eat off china as a paper plate?
3. _____ Are you tired of a "fall-apart" society? Have you had it with cars that won't run, appliances that fall apart, and clothes that don't last?
4. _____ Would you like to do something about those "starving people" that so many of us talk about but fail to help? Are you genuinely concerned about the millions who die each year from hunger and malnutrition?
5. _____ Are you tired of exchanging *JUNK* with other people at Christmas? Do you get gifts that you really don't want to wear, put together, display, save, or fix? Would you like some alternatives to getting expensive gifts for others and still not being sure they'll like what you've chosen?
6. _____ Are you concerned about the control which television, magazines, and newspapers exercise over your life? Do you find lots of advertisements offensive or downright insulting? Do you have an inner fear that those advertisements may influence you more than you consciously realize?
7. _____ Would you like to get rid of adjectives like "apathetic," "bored," and "unconcerned" which are often used to describe teenagers? Would you like to make positive changes in the world? Would you like to involve adults in helping you make those changes?



WORLD HUNGER QUIZ

Choose one:

1. In 1978, at least _____ people died as a direct result of too little food.
 - a. 5 million
 - b. 10 million
 - c. 100 million
2. In the world today, _____ people suffer from serious malnutrition.
 - a. 10 million
 - b. 100 million
 - c. 500 million
3. The main reason that world population is increasing is _____.
 - a. That birth rates are higher.
 - b. That average life expectancy is higher.
 - c. That religions encourage big families.
4. Poor people in developing countries tend to have big families because _____.
 - a. They don't realize how many children suffer from hunger.
 - b. They want to continue their family name.
 - c. They know that children can help do work and provide security in old age.

(See pages 26-27 for answers.)

True or False:

5. Enough food is available to feed the world IF that food were distributed properly. _____
6. The earth's population will probably at least double in your lifetime. _____
7. Countries with good educational systems like the United States do not use as much food per person as developing countries. _____
8. Food production will probably be increased the next few years as weather improves. _____
9. Investments by large companies have increased the supply of food in poor countries. _____

THE STARVING ARMENIANS

1,500,000 ARMENIANS STARVE

The New York Times

September 5, 1915

Relief Committee Asks Aid for Victims of Turkish Decrees.

The American Armenian Relief Fund Committee has received two letters from Constantinople describing the horror to which the Armenian Christians in Turkey are being subjected. One letter, dated June 15, says in part:

"The Turkish Government is executing today the plan of scattering the Armenians of the Armenian provinces, profiting from the troubles of the European powers and from the acquiescence of Germany and Austria.

"These people are being removed without any of their goods and chattels to places where the climate is totally unsuited to them. They are left without shelter, without food, and without clothing, depending only upon the morsels of bread which the Government will throw before them, a Government which is unable even to feed its own troops.

"It is impossible to read or to hear, without shedding tears, even the meager details of these deportations. Most of the families have traveled on foot, old men and children have died on the way, young women in child-birth have been left on mountain passes, and at least ten deaths a day are recorded among them even in their place of exile where they are victims of hunger and sickness. It has not been possible as yet to forward any help to Sultanieh, owing to the interdiction of the Government in spite of the efforts of the American Ambassador, whose philanthropic and generous endeavors in aid of the Armenians are gratefully acknowledged."

The second letter, dated July 12, says: "The condition of the Armenians is extremely aggravated since my last letter. It is not the Armenian population of Cilicia only which has been deported wholesale and exiled to the deserts.

Armenian communities from all the provinces of Armenia, from Erzerum, Trebizond, Sivas, Harput, Bitlis, Van, and Diarbekir, also from Samsun, Caesarea, and Urfa — a population of 1,500,000 are marching today, the stick of forced pilgrimage in hand, toward the Mesopotamian wilderness, to live among Arabian and Kurdish savage tribes. Very few of them will be able to reach the spots designated for their exile, and those who do will perish from starvation, if no immediate relief reaches them.

"It is in the name of a starving population of 1,500,000 that urgent appeals should be made to the charitable public of America."

The Armenian Relief Fund Committee believes that unless immediate aid is forthcoming future efforts will be unavailing. The treasurers of the committee are Brown Brothers Co., 59 Wall Street.

Armenia's Need

The Literary Digest

June 17, 1916 — New York

The Armenian exiles are eating grass in a vain effort to postpone the death by starvation that has already overtaken thousands. The only alternative to death for these unfortunates of the Turkish Empire is the adoption of the Mohammedan faith. Some, indeed, yield to this extremity, but we learn from the New York Evening Post that "the fortitude of most of the people under the sufferings which they are undergoing is wonderful, and they are not losing their Christian faith. The men of the families of many of the exiles are still serving in the Turkish Army." Mr. Henry Morgenthau, Ambassador to Turkey, has given out that one of the main reasons for his recent resignation was his "great desire to make known to the people of the United States some of the conditions in the Turkish Empire, especially as those conditions affect the Armenians." In an interview in the New York Times he recalls his childhood tears over the scenes in "Uncle Tom's Cabin" and "Evangeline"; but all these things, he avers, are nothing compared to what went on in Turkey under his own eyes. Most of the stories that have reached the United States, he

says, are founded on facts. He continues:

"The Armenians were living just as quietly and peacefully as possible, in friendship and close contact with their Turkish associates, when suddenly they were picked out to be deported. It was then that my heart bled for them. I had been given the privilege of dispensing charity without stint and with full authority on behalf of the English, Russian, French, and Italian nations — even the Serbians had sent me money, and Russia and Italy permitted me to help the poor Montenegrins in my charge. Suddenly, without available funds, I was confronted with the terrific problem of the destitute Armenians. Can you conceive how I felt? It was then that I sent an appeal to the Secretary of State for help, and the response came promptly.

"If the people of the United States could only see the distress as I have seen it. If they could see the gaunt, little figures of children, the little orphans brought the Constantinople by friendly Turkish officers, the need for prompt aid would be fully realized. There were two children I shall never forget who had lost their parents, and, nearly dead, were mere skeletons covered over by skin. There were women who came into Constantinople whose condition I cannot describe, women who had to become Moslems in order to save their lives and reach the city.

"If I dared repeat the tales I have heard, sworn to and signed, they would make men and women weep and every one would see the need of sympathy and help. I wish I had the power to picture an Armenian refugee encampment and to tell how an American missionary hospital fed from its back door a thousand starving persons a day on an average of 3 cents a person with the \$30 a day we gave it.

"There is no use of accusing anybody or finding fault with any one. What this great country should do to show its appreciation of the wonderful blessings that have been showered upon us is for each one of us to make up his mind to do his share. Picture that you are personally responsible for the starvation of one or two persons if you do not give funds to save them. Twenty-five dollars will enable an Armenian family to be established in comparative comfort. I believe every person would be happier to sacrifice something and give \$25 for the Armenians."

The money so far received has not been sufficient to help many people. The Turkish Government at first interfered with relief efforts, but is now showing a change of heart. The present as well as the prospective need is immense. Amer-

icans may think they have been generous until they reflect on the 30 cents per capita of our relief donations:

"It may be a little indiscreet to say this, but I want to say that unless help is given to the suffering Armenians as well as to the destitute Moslems in Turkey, there will be a fearful amount of starvation next winter. They have not sufficient seed to plant their crops or animals to plow their soil. There is less than 10 per cent of the arable land under cultivation.

"The United States with its 100,000,000 people has contributed only the insignificant sum of \$30,000,000 to all of suffering humanity abroad. We ought to drop our heads in shame. Our 100,000,000 people, who have an average wealth of \$1,600, have not given more than 30 cents apiece. Every one who has not contributed ought to be ashamed of himself. These Armenian people are exposed to the weather with very scanty clothing and nothing to eat, with disease rife among them, and hundreds are dying from starvation. We are the only people to whom they can appeal for help today, the only people who dare express their sympathy by actual giving. The people of other nations are afraid and unable to do it.

"We can raise in this country easily \$500,000,000. That is only \$5 per capita. If we are worth \$1,600 each on an average, that is less than one-third of 1 per cent. Let the whole world understand that we are not willing to profit by this war, but we are willing to disregard profit and to be big brother listening to the needs of the whole world.

"We have been hearing of the brotherhood of men. If we are all brothers, and we are, have we a right to live on in comfort and luxury and allow these people to starve? I do not think we have. I believe that it is our duty, it is our privilege, for each of us to assume the guardianship of as many of the Armenian people as we can. I do not preclude the other countries. They are suffering just as much. I believe the moral force of America will be doubled and tripled if the rest of the world understands that we are ready and willing and anxious to help the suffering masses."

Ambassador Morgenthau is a member of the American Committee for Armenian and Syrian Relief, 70 Fifth Avenue, New York City, of which Cardinal Gibbons, Bishop Greer, of the Episcopal Church; Dr. James L. Barton, of the American Board of Foreign Missions; Dr. Arthur J. Brown, of the Presbyterian Foreign Mission Board; Dr. Frank Mason North, of the Methodist Foreign Mission Board, and other prominent ministers and laymen, Protestant, Catholic, and Jewish, are members.



BIBLE STUDY

Question	Matthew 15:29-39	Matthew 25:31-46	James 2:14-17
1. What is the main purpose of the passage?			
2. How does the passage relate to world hunger problems?			
3. In what ways would you change your life if you took the passage seriously?			

Assignment: Complete this list at home of *THINGS TO DO* if you really care:

1. In your families or as a class, have a meatless dinner once a week. Contribute the money that was saved to a world hunger organization or church service group.

2. Have a party for some nursing home resi-

dents. Take games and refreshments. Visit with them and ask about their needs and concerns. What can your class do to enrich their lives?

3. Have a clothing drive among the members of your church. Ask people to donate clothes they no longer use. Give these clothes to a community service project.

4. If there is an immigrant family in your

community, discover their needs (food, furniture, etc.); and respond to them. Ask them to share with you the differences they have discovered between life-styles in the U.S. and their country.

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____



WORLD HUNGER QUIZ ANSWERS

1. *b.* At least ten million people died in 1978 as a direct result of too little food. This estimate is a conservative one and does not reflect all the people who died from diseases which they might not have caught if their diets had been adequate. Compare that figure with the population of these United States communities:

New York City	7,605,000
Chicago	3,115,000
Los Angeles	2,750,000
Houston	1,369,000
Memphis	660,000
Seattle	490,000
Albuquerque	290,000
Peoria	130,000

2. *c.* Fully five hundred million people suffer from serious malnutrition. Most of these are in the so-called Third World or "developing countries" which are characterized by primarily non-white populations; low business and industrial development in comparison to a country like the United States; low income and educational levels; high infant mortality; and rapidly expanding populations. Malnutrition, however, also plagues millions, in countries like the United States. As the cost of living in the United States increases, persons on relatively limited incomes (retirement; minimum wage; and public aid) experience increasing difficulty in paying for adequate food, housing, and medical care. Some affluent people suffer from malnutrition because of poorly selected diets.

3. *b.* On a world-wide basis, life expectancy has increased; and this fact accounts for more population increases than changes in birth rates.

4. *c.* Parents in developing countries are extremely dependent on children to help them with needed work and also recognize that their

children are the only possible source of support in old age.

5. *True.* Though rapidly increasing populations cause anxiety, it still appears that world food production could meet the needs of all people if that food were distributed properly. The reality of ten million dead from hunger and five hundred million suffering from malnutrition makes it clear that food is not distributed adequately.

6. *True.* The earth's population will at least double in your lifetime unless massive outbreaks of disease or war reverse the current trend.

7. *False.* Those of us in the United States consume far more food than those in developing countries. A U.S. citizen consumes about 1,850 pounds of grain each year in comparison to the 400 pounds consumed by a citizen of a developing country.

8. *False.* The severe winters of recent years may well continue, and there are limits on how much food production can be increased.

9. *False.* Unfortunately, large corporation investments have often decreased the food supply in developing countries. When large corporations buy land, the land usage is converted in the most profitable direction which may be rubber, sugar, coffee, or tobacco rather than desperately needed grain. The profits from that land conversion go to the corporation or the original owner of the land — not to the poor of the country.

Romans 12:9-18. Ask: What kind of friend was Maral? What do these Bible verses say about friendship? Discuss. (10 min.)

7. Divide into same groups of four. Give each group a large piece of newsprint and a felt-tip marker. Instruct groups to make a list of characteristics of a good friend. Write the biblical reference, Colossians 3:5-15, on the blackboard and tell students to include the qualities mentioned there on their list. (20 min.)

8. When completed, tape the lists on the wall and have each group share its findings. Have students copy list into their texts on page 20. (10 min.)

9. Give each group a fresh piece of newsprint and ask them to define the term, friendship, with words or drawings. When completed, have each group share its definitions and display in the classroom. (10 min.)

10. Ask volunteers to complete any of the following sentences orally:

- I learned that friendship is . . .

- I wish my friends . . .

- In the future, I'm going to . . . (5 min.)

11. *Assign Homework.* Ask students to choose one of the characteristics discussed today which they feel they need to work on. During the week they are to write ways in which they can develop this characteristic. (See student texts.) Remind students that they do not have to share this next week if they do not wish, but that you must check to see that the assignment has been completed.

12. Closing prayer.

Session 6—Why Should I Care?

Key Concepts

1. As Christians, we are called to care about the poor and hungry of the world; as Armenians, we have been poor and hungry.

2. It is important from time to time to examine our values and priorities.

Objectives

Students will

1. Identify and arrange in order some personal life priorities.

2. Read and discuss biblical passages relating to human need.

3. Examine some statistics concerning world hunger and list ways they can help.

Background for Teacher

We all have goals and values around which we organize our lives. Young people usually think in

terms of short-term goals—getting a car or a date, etc. It is important that they also see that they must have long-term goals and that, as Christians, those goals should include the larger world in which they live. Social responsibility is part of being a Christian.

While there were many issues we could have focused on, we chose world hunger because we thought it most appropriate for us as Armenians.

This lesson may or may not have an impact on your students, depending on their social conscience. Let them take the lead. If they wish to follow through on some action listed at the end of the session, help them as much as you can; if they wish to do nothing, don't force the issue.

Materials Needed

- Scissors
- Bibles
- Photocopies of "What's Important" (page 13)

Procedure

1. Opening prayer.

2. *Review Homework:* Students were to pick one or two characteristics of a friend that they needed to improve in themselves. Ask for volunteers to share ways in which they developed or plan to develop those traits. (5 min.)

3. Tell the students that most of us are concerned about the people we love—family, friends, and so on, and remind them that you've talked about the responsibilities we have toward those people. Say: "But what about the world in general? Do we have any responsibilities toward those whose lives will never touch ours?" Ask students to complete the "Who Cares?" questions in their textbooks. (5 min.)

4. When students are finished, ask for a show of hands to the following questions:

- How many of you checked at least three items?
- How many of you checked at least six items?
- How many of you checked item #4?

Tell students that if they checked at least three items, they have a sense of social responsibility. If they checked at least six items, they care "very much" about the world. And if they checked item #4, today's lesson will be of special interest to them. (10 min.)

5. Distribute scissors and copies of "What's Important". Ask students to cut out the 22 "strips." Tell students to arrange them in order of importance. If arranging all the strips in order is difficult, tell them to at least put them in three different stacks: "Not important," "important," and "extremely important". (10 min.)

6. When students have completed that assignment, divide the class into groups of two to three people to share their "arrangements." Tell students to explain *why* they picked the three most important items. (10 min.)

7. *Bible Study*: Distribute Bibles and ask students to turn to Isaiah 55:1-5 and John 7:37. Have someone read aloud. Ask students: "What is being said in these verses?" Re-read Isaiah, verse 2. Ask: "What does it mean?" (It reminds us that we spend a lot of time and energy on things that don't really satisfy us deep down, etc.) Discuss.

Now have someone read Luke 12:22-31. Discuss. (Similar to the passages just read—our concerns about food, clothing, and other material possessions do not make us happy people. We may waste much in trying to obtain things which will in no way make us happier. The Kingdom of God is of more importance than anything else.) (10 min.)

8. Ask students to take the "World Hunger Quiz" in their textbooks. Divide class into the same groups of two or three people; ask them to compare responses and then look at the correct answers. Discuss them as a class: Were you surprised at the answers? How do these statistics make you feel? (15 min.)

9. As a class, read the two articles on the Armenian genocide in student textbook. Discuss. (10 min.)

10. Divide class into three groups to study the biblical passages in the chart in their textbooks. Assign one passage to each group. Have each group explore the questions on the chart and then report their findings to the entire group. (15 min.)

11. After group presentations have been made, ask students to complete any of the following orally:

- I learned . . .
- I was surprised . . .
- I'm going to . . .
- I wish . . .
- I hope . . .
- I'm sorry that . . .

12. *Homework Assignment*: Together read the four items under "Things to Do" in student textbook. Ask students to come up with some of their own ideas during the week and add them to the list. They can be ideas for them as individuals or ideas for the class at large.

13. Closing. Read aloud Matthew 25:34-36

Session 7—Do I Make Time for God?

Key Concepts

1. In a busy world, it is important to take time to cultivate a personal relationship with God.
2. There is a spiritual side to life through which God speaks to us.

Objectives

Students will

1. Read and discuss an old Armenian fable.
2. Study Scripture.
3. Answer questions about their own spiritual lives.

Background for Teacher

All through their Sunday School years, your students have studied the badarak and special services of the Church. They should by now understand the importance of corporate worship and its prominence in the Armenian Church.

But also important is our one-to-one relationship with the Father. Ask almost anyone today about his/her spiritual life—the amount of time they consciously put into prayer or meditation or private Bible study—and their response will be, "I'm too busy" or "I haven't got the time."

Well, maybe it's about time we make the "time." Today's lesson will encourage students to look at the spiritual dimension of life, examine "busyness" and think about making some changes to better get in touch with God, thereby avoiding the crucial mistake made by the "foolish man who went to see God."

Materials Needed

- Bibles

Procedure

1. Opening prayer.
2. *Review Homework*: Students were told to add ideas to the "Things to Do" list in their textbooks. Ask volunteers to share their ideas with the class. (If the class wishes to take action on any of the ideas, arrange to make appropriate plans after class.) Discuss their ideas and be supportive of anything they wish to do. (10 min.)
3. Ask students to read silently "The Foolish Man Who Went to See God" on page 28 in their textbooks. When everyone has read it, ask different people to re-read the story orally. (It's exciting to hear this read aloud and even to dramatize, if you have time at the end of the class session.) Together, discuss the questions at the end of the story. (15 min.)
4. Tell students that until now we've been discussing our relationship with ourselves and others, and that today we're going to spend some time reflecting on our relationship with God. Mention that life has many dimensions—physical, emotional, intellectual, etc.; and probably the most neglected is the spiritual. Ask students if they agree and why. Discuss. (10 min.)
5. Ask students to individually answer the questions in their textbooks under "The Spiritual Side." (Make sure everyone has a Bible.) (15 min.)
6. When completed, ask students how they responded to question #3. Ask: "What was the difference between Mary and Martha? Why do you relate