



ADRA HUMANITARIAN UNIT

Suitable for all elementary grades

This unit has been prepared at the request of ADRA International to encourage classrooms to embrace the vision of the Seventh-day Adventist church in extending compassion, love and support to families around the world. During this holiday season, we offer this series of 5 ready-to-go lessons, culminating in a gift-giving experience for the children as they raise funds for an ADRA project of their choice.

To make these lessons appealing to teachers, we have included the following:

- **Multi-Grade Friendly.** These lessons are designed to be used for all ages. Options are included for younger and older children to work together.
- **Activity-Based.** Children will enjoy the many learning experiences in each lesson.
- **Ready-to-Go.** Lessons contain handouts, slides, and everything needed to teach.
- **Content-Driven.** In addition to being Biblically based (with Bible texts included), these lessons help students prepare to meet Priority Standards in Social Studies. The following Level Two P scales contribute to reaching the Level 3.0 standard:

GRADE 2.

2.LC1 Describe how community life has changed over time.

- 2.0 I can describe how the Seventh-day Adventist church makes neighborhoods better.

2.HDE1—Explain different ways in which humans depend on the physical environment.

- 2.0 I can describe different human activities that use the environment.
- 2.0 I can identify basic human needs.
- 2.0 I can identify different types of natural resources.
- 2.0 I can describe ways people use God's gift of natural resources.

GRADE 4

4.GC1 Analyze the effects of the geographic context on historical and contemporary people and events.

- 2.0 I can identify factors that make up a geographical context.
- 2.0 I can describe ways in which the geographic context can affect events

4.DPPE1 Compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities.

- 2.0 I can describe the characteristics of a given place.
- 2.0 I can describe the characteristics of a given environment.

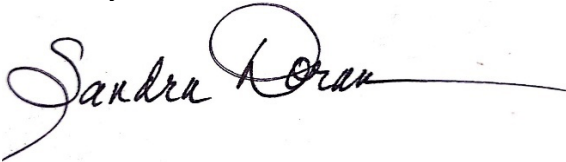
Grade 6

ENV2 Explain how humans respond to environmental conditions

- 2.0 I can explain how the characteristics of different physical environments offer opportunities for human activities.
- 2.0 I can explain how the characteristics of different physical environments place constraints on human activities.

May God bless you and your students as you embrace the joy of giving this holiday season!

Sincerely,

A handwritten signature in dark ink, reading "Sandra Doran". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Sandra Doran, Ed.D., Curriculum and Creative Director, Three Angels



Lesson 1

Note: Prepare for this lesson by making enough copies of the World Map so that each group of 3-4 students has one set. Check your sound and Internet connection to play the YouTube video on the PowerPoint slide.

Connect

Tell students you will be watching a short video (3 minutes) about two children living in Kenya. Place students in groups of 3. Distribute the world map to each group, placing it face down. When you say go, students turn over the map and see how quickly they can locate Kenya.

Once all groups have located Kenya, ask students to turn the map over to the back side of the paper. Play a game of “Group Go-Around.” When you say “Go,” the groups pass the paper around, alternating turns to write down one thing they might know about Kenya. (For example, they might write down one animal that lives there on their first turn, then pass the paper to the next person.) They should continue passing the paper until you say “Stop!”

Time the students for 3 minutes. At the end of the 3 minutes, groups can share their ideas with the whole class.

Here are a few facts about Kenya students may know:

Location: Continent of Africa, eastern side, partly bordering Indian Ocean

Capitol: Nairobi

Animals: lions, elephants, giraffes, zebras, and rhinos; people go on safaris there

Languages: English and Swahili

Climate: Hot, rainy and dry seasons

Sports: Famous for long-term runners

Landforms: Mountains, lakes, forests, grasslands

Crops: Corn, beans, potatoes, sweet potatoes, coffee, sugarcane

Inform

Tell students there are many children who are “orphaned or vulnerable” in western Kenya — meaning they have lost one or both parents, or their family is having a very hard time. This is a result of disease and poverty in that part of the world. These children do their best to survive, helping one another and taking over family chores. This video is about two such children.

Show video, “A Blanket of Goodness.” (Activate video through PP for Lesson 1 or use link below.)

<https://youtu.be/rqPKzIPkPMY?si=59HCl3tP5foBOBLc>

PP, Lesson 1, Slide 2



Experience

Talk about the video. Ask students to think about the different emotions (feelings) experienced by the characters in the story. Encourage them to go beyond a few obvious words. Make a list of as many words as possible, encouraging the class to stretch to come up with at least 10 words.

Once you have the list, talk about the sequence of events in the story, matching the emotions. For example:

Masai spots the visitors: Surprised (K-2), curious (3-5), intrigued (6-8)

The children receive the blankets: happy (K-2), blessed (3-5), overjoyed (6-8)

Towards the end of the story, Masai is *conflicted*. Explore the meaning of this word with the class. Solicit their ideas.

For younger children:

Being conflicted means you **want two things at the same time**, but you can't have both.

For older students:

Feeling conflicted means you have **opposing thoughts, feelings, or desires** about a situation. It often involves **moral, emotional, or practical tension**.

When did Masai feel conflicted? Why? (He wanted to share his blanket, yet he wished he could keep it.)

What happened when Masai actually shared the blanket? (He felt a sense of relief, happiness, joy, peace.)

Apply

(May be used for homework)

Think of a time you gave something to someone. Describe the occasion. Include your feelings before and after giving the gift. (The gift may be an actual thing or an action, such as spending time with someone and cheering them up, or helping with a task.)

Options:

Art: Draw the class about it.

Write: Create what

Speak: for the class, a meaningful "Surprising

Grade Appropriate Words

Grades K-2 Grades 3-5 Grades 6-8

happy	hopeful	confident
sad	curious	overjoyed
surprised	proud	motivated
scared	thoughtful	intrigued
tired	amazed	determined
afraid	blessed	inspired
brave	peaceful	conflicted
shy	grateful	responsible
excited	tense	relieved
thankful	anxious	energetic
sleepy	secure	independent
kind	confused	relaxed

scene and be prepared to tell the

several paragraphs explaining happened

Prepare a three-minute speech describing a time when you gave gift. Include a title, such as, Mom."



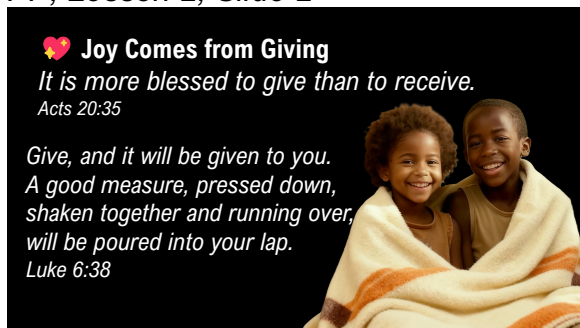
Lesson 2

Note: Prepare for this lesson by making copies of the Lesson 2 Chart for each child.

Connect

Provide time for students to share their art and stories about giving. Talk about the positive feelings that come from giving. Ask students their thoughts on why giving makes us feel good. Then discuss slides.

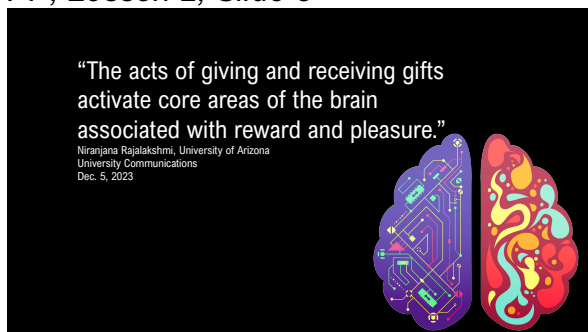
PP, Lesson 2, Slide 2



What does the Bible mean by blessed? (The word blessed in the Bible can also be translated as happy, such as in the beatitudes.)

Do we always receive actual physical gifts when we give to others? What does the Bible mean when it says, "Give and it will be given to you."

PP, Lesson 2, Slide 3



What does the researcher mean by "activate core areas of the brain?"

God has hard-wired us to receive happiness when we share with others. Why do you think He made us that way?

Inform

PP, Lesson 2, Slide 4



In the story about Masai and Durah, we learned about ADRA. Has anyone hear ever heard of ADRA?

- ADRA stands for Adventist Development and Relief Agency
- ADRA is the helping branch of the Seventh-day Adventist church that brings food and care to people in need all over the world.
- Right now, ADRA is helping people in 118 countries.

As we think about the good work of ADRA, let's learn some new vocabulary that will help us understand why people in different places need help.

First, let's start with **basic human needs** that all people have. Wherever you live, whoever you are, you have these needs in common with everyone else around the world.

Solicit students' help in creating a list of basic human needs. Then pull down each item on the slide to check if you have covered all of them.

PP, Lesson 2, Slide 5



What about other kinds of needs, like social, emotional, spiritual? What do we all need in these areas? Enlist students help in creating a list. Then pull down the items on the slide.

PP, Lesson 2, Slide 6



Discuss:

Now that we have looked at basic **human needs**, let's look at some things that help shape how well our needs might be met.

PP, Lesson 2, Slide 7



Discuss:

What is meant by the word “environment?”

After soliciting ideas from students, show the next slide.

PP, Lesson 2, Slide 8



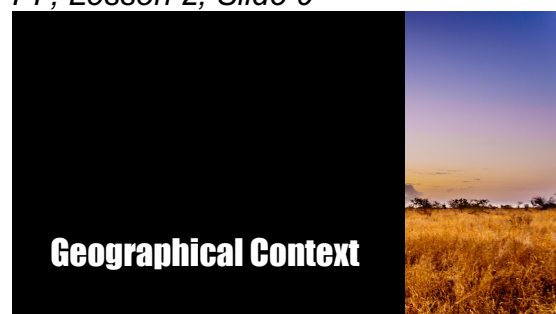
Discuss:

What type of natural and man-made environments were Durah and Masai living in?
How does their environment provide opportunities for their activities?
How does their environment make it difficult to perform their activities?

Note: Like the United States, the climate of Kenya varies in different parts of the country. In western Kenya, where Masai and Durah live, the climate is warm and wet most of the year.

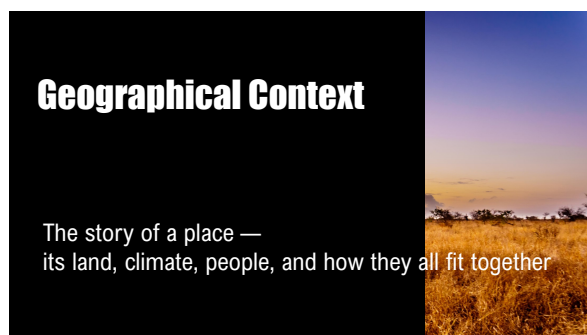
Now let's pull everything together with a new idea.

PP, Lesson 2, Slide 9



Does anyone have an idea what this might mean?
Solicit student input, then show next slide.

PP, Lesson 2, Slide 10



Discuss:

What is the geographical context of Durah, Massai and Kimani?

How does ADRA impact their story?

Experience and Apply

(Can be used for homework)

Distribute Lesson 2 Chart.

Explain:

Think about the geographical context of Durah and Masai. Compare their story with your story. Include contrasting details on each side of the chart. For example:

Durah and Masai	My story
Family—Brother and sister with no mother and father	Family—Three sisters with mother and grandmother
Land—Lots of places to run and play	Land--

Option: Younger children may draw pictures instead of writing.

Note to Teacher:

The book ***Blanket of Goodness (20 stories)*** is available for purchase at AdventSource @ <https://www.adventsource.org/store/childrens-ministries/books-for-kids/a-blanket-of-goodness-42318>

For ADRA international fundraising support, please connect with Sharon Aka PhD, RN, Director Adventist Partnerships @ sharon.aka@adra.org or email Adventistpartnerships@adra.org
Maximize your efforts: Share photos and a story with ADRA International and your Union or Conference paper about your ADRA International fund-raising project.



Lesson 3

Note: To prepare for this lesson, read the “connect section” below. Mark out a route for students to carry “water jugs.” Prepare buckets or jugs of water for children to carry. Optional: have containers ready for children to try to carry on their heads.

Review and Reflect

Ask students to share some of the things on their “Geographical Context” papers. Talk about the contrast between the lives of Durah and Masai and their own lives.

Discuss:

While the children in western Kenya may be living in poverty, their lives are rich in some ways. What are some of the things Masai and Durah have that make their lives rich? (Beautiful expanse of countryside to play and explore; gratefulness for their little school; dedication and commitment to friends and family members; optimism and joy)

Connect

Today, we are going to experience a little part of Masai and Durah’s life. Do you remember how the children had to carry their water?

Children in that part of the world often carry containers called **jerry cans**, which often weigh 30–40 pounds when full. Today, we’ll try a short version of that journey to see how it feels.

- Give each child a bucket or jug filled halfway with water (adjust weight based on age).
- In pairs or teams, have students carry the containers along a route you have marked around the school.
- Option: When the children complete the route, have them try balancing smaller containers on their heads.

Debrief:

- How would it feel to do this every day before school?
- How would it feel to do this barefoot, with a heavier bucket?
- What would it be like to have to walk two miles to school after carrying the water?

Inform

PP, Lesson 3, Slide 2

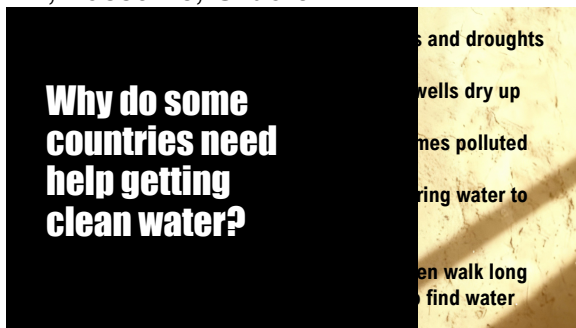


Discuss:

Let's talk about water. What challenges do you think people in Kenya face in getting water? Why might it be difficult for people there to have access to clean water?

Following the students' input, talk about the following points:

PP, Lesson 3, Slide 3



Experience

Place students in small groups. Ask them to think about solutions to the problems of insufficient water in countries like Kenya. Play "Group-Go-Around." Each group gets one piece of paper. When you say go, students pass the paper around, with each one writing one solution and then passing the paper to the next person. Continue passing the paper around until you say "Stop!" Give the students 3 minutes to complete the task.

Discuss the ideas the students generated. Then ask them if they remember what the letters A-D-R-A stand for? (Adventist Development and Relief Agency.)

Let's look at what ADRA is doing to help people like Masai and Durah in Kenya.

PP, Lesson 3, Slide 4



- Digging wells in dry areas
- Installing water tanks and pumps powered by the sun
- Bringing clean water to schools and orphanages
- Teaching families how to keep water clean
- Providing emergency water after floods and droughts

Apply

(May be used for homework)

Talk to an adult about your experience carrying water. Share your thoughts and feelings about what it would be like to do this every day before school. Ask the person to share their thoughts with you about helping people in need. What have they done in their life to help others? Who did they help? When and how did they help this person or group of people? Be prepared to tell the class who you talked to and what they said.



Lesson 4

Note: Prepare for this lesson by making a copy of the picture for Lesson 4 (ADRA services) for each student.

Review and Reflect

Provide time for students to share their stories. Who did they talk to? What thoughts did this person have about helping people in need? Who did they help? When and how did they help this person or group of people?

PP, Lesson 4, Slide 2



Ask students what they recall about ADRA.

- What do the letters stand for? (Adventist Development and Relief Agency.)
- What is ADRA? (ADRA is the helping branch of the Seventh-day Adventist church that brings food and care to people in need all over the world.)
- How many countries does ADRA currently help? (118)

Go Deeper

Ask the students about the words they see on the slide: *Justice, Compassion, Love*.

These words form the “tag line” of ADRA. They represent the values that ADRA honors through their work. Place the students in groups of 3-4 children. Each group has 5 minutes to come up with a working definition of the words. (If this is too difficult for younger children, have them use the words “Fair” (for Justice), “Kindness” (for Compassion) and Love. If they are unable to write a paragraph, the children can talk about what the words mean (providing examples) and tell the class their thoughts when the whole group gets back together.

Reconvene and Discuss:

What is meant by Justice, Compassion, and Love? Why do you think ADRA chose these three words for their “tag line?”

PP, Lesson 4, Slide 3



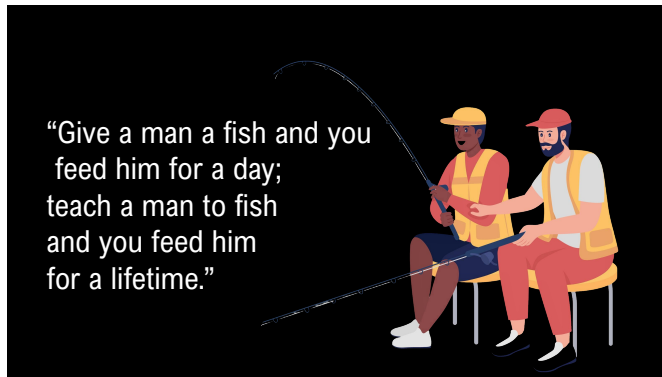
Distribute the picture for Lesson 4 to the students. Ask them to return to their groups and study the picture, talking about what they see.

- How many different scenes are there?
- What is happening in each one?
- Why is each activity important for meeting people’s basic needs?

Reconvene and Discuss.

- 4 scenes
- Hospital, School, Goats and Chickens, Well
- Health, Education, Food, Water

PP, Lesson 4, Slide 4



Ask students what they think is meant by the saying on the slide. Have them turn and tell the person beside them their thoughts.

Discuss:

- How do the scenes in the ADRA picture show that they are not just “giving a man a fish,” but providing something that will “feed him for a lifetime.”

Students may come up with the following ideas.

- The goats will have milk. They can use it to drink and to make cheese. The goats will have babies and the farm will grow.
- The chickens will have eggs. They can eat the eggs and also there will be more chicks to grow their flock.
- The well will give them clean water to drink and wash their clothes. The people will stay healthier, and this will help them have the energy to work and provide for their families.
- The hospital will address problems before they spread or get worse.
- The school will educate the children to give them hope for a better future.

Provide time for students to use markers, crayons, and colored pencils to color the ADRA scene. While they are coloring, play the video of the Seventh-day Adventists from the University of Nairobi singing “There is no disappointment in heaven.”

PP, Lesson 4, Slide 5



Provide time for students to use markers, crayons, and colored pencils to color the ADRA scene. While they are coloring, play the video of the Seventh-day Adventists from the University of Nairobi singing “There is no disappointment in heaven.”

Apply

(May be used for homework.)

Ask students to begin thinking of ways they might partner with ADRA to help children around the world.



Lesson 5

Note: Prepare for this lesson by making enough copies (preferably on cardstock) of the “Bible Reflections Cards” so that each group of 3-4 students has one set. Cut on the dotted lines to make cards. Also, print out the 4 signs for Lesson 5.

Review and Reflect

PP, Lesson 5, Slide 2



Ask students what they remember about ADRA. What is meant by Justice, Compassion and Love? Why are these words important for all of us to live by? Tell students you are looking forward to hearing their thoughts about how the class might partner with ADRA to show Justice, Compassion and Love to children around the world. But first, let's take a look at what the Bible has to say about Justice, Compassion, and Love.

Inform and Practice

PP, Lesson 5, Slide 3



Discuss each of the three verses from the Bible's "love chapter."

- When is it hard to be patient and kind?
- Is it easy to keep on trying, to never give up on someone?
- What does it mean to keep on trusting? Should we trust people who let us down? (The Bible means to keep trusting God, that He will help us get through the hard times, because even if people let us down, His love never fails.)

Group Game

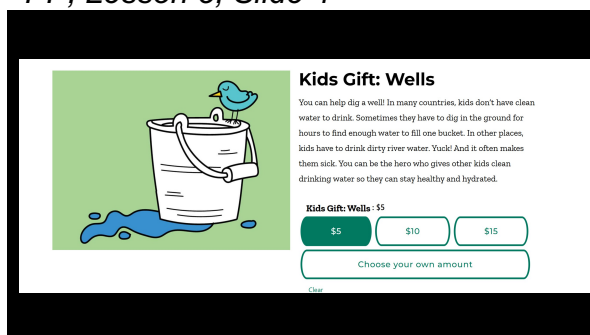
Divide the class into groups of 3 or 4. Give each group a set of the "Bible Reflection Cards" to place face down, making a 3 x 3 grid. The students take turns picking a card, reading the verse and reacting to the question.

Reconvene and talk about one thing each student was impressed by in the discussion.

Class Project

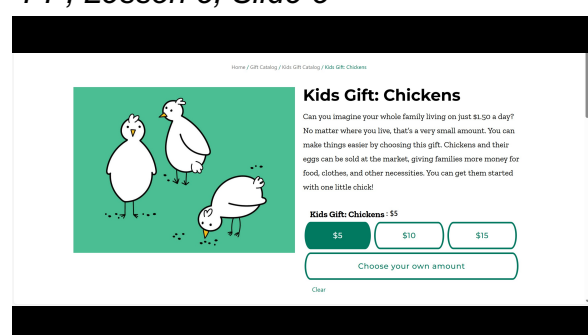
Show the four slides of ADRA Kids' Gifts. Read each one, discussing the need and the ways ADRA is helping.

PP, Lesson 5, Slide 4

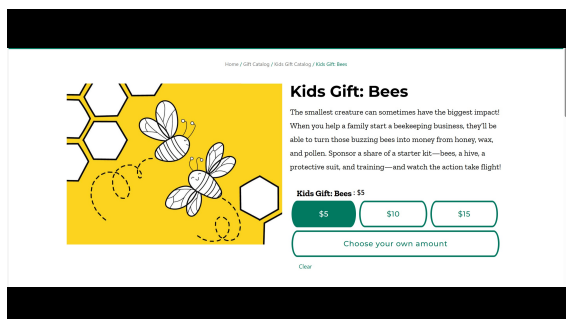


PP, Lesson 5, Slide 6

PP, Lesson 5, Slide 5



PP, Lesson 5, Slide 7



Game: Four Corners

Tell the students to think about each of the Kids' Gifts and determine which one they feel is closest to their heart. Which one do they think is the most interesting? Which one do they feel would be the best way to make a difference in the world?

Post the 4 signs for Lesson 5 in the 4 corners of the room. Tell students to go to the corner of the room with the project they chose (Wells, Bees, Chickens or Goats.) Once in their corner, students talk about why they chose that project.

Reconvene and discuss as a class. Allow students from the different corners to try to “convince” the others why they feel their choice is best. As a class, decide on one or more projects to support.

Apply

Remind the children that their homework task was to begin thinking of ways they might partner with ADRA to help children around the world. Brainstorm with the children, making a list on the board or chart paper. Encourage children to stretch their imagination.

After the children have exhausted their Ideas, add any from this list that are worth mentioning.

- **Art or craft sale** – Sell handmade cards, crafts, or paintings.
- **Bake sale** – Offer cookies, cupcakes, or healthy snacks made with adult help.
- **Homemade gift shop** – Create bookmarks, candles, or keychains for donations.
- **Talent show** – Sing or perform skits and invite families to donate.
- **Puppet show or storytelling event** – Charge small entry donations.
- **Walk-a-thon / Bike-a-thon** – Get sponsors for every lap completed.
- **Car wash** – Safe, supervised fun that teaches teamwork.

- **Yard work helpers** – Offer to rake leaves, wash windows, or plant flowers for donations.
- **Recycling drive** – Collect cans, bottles, or paper to exchange for cash.
- **Fundraising dinner or potluck** – Families bring dishes, children host or perform.
- **“Adopt a cause” jars** – Decorate jars placed around school/church for donations.

As a class, create a project, a target goal, a method of fundraising, and a deadline.

Note to Teacher:

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For ADRA international fundraising support, please connect with Sharon Aka PhD, RN, Director Adventist Partnerships @ sharon.aka@adra.org or email Adventistpartnerships@adra.org