

Jewish Educational Materials

Give members of all ages an opportunity to learn together about children's health care needs, Jewish teaching, and living out their Jewish values to care for children.

This section includes lesson plans for younger children and older children, a sample youth group program, and an adult educational session for use in a one-time gathering or with on-going groups like the sisterhood, men's club, or other group.

These lesson plans are designed for a 50- to 60-minute religious school lesson on Sunday or a weekday. They were not designed for use on Shabbat. Prepare for leading your session by reading the outline and lesson plan several weeks ahead of time and gathering any materials you will need.

You may use or adapt these lessons in several ways:

- Incorporate the material into your regular religious school classes, using it with your curriculum resources

during the week of your Children's Shabbat celebration.

- Use the plans during additional educational time, such as family education programs or workshops on Sunday or weekday evenings.
- Intersperse your use of these educational materials throughout the fall or any other time throughout the year.
- Consider interrupting a regular study series to use these sessions on Sunday following the Children's Shabbat or the week before to help prepare for a particularly meaningful celebration.

(The following materials for young children and older elementary school students were adapted from lesson plans prepared for the Children's Sabbath by Dr. Sherry H. Blumberg of Hebrew Union College, Jewish Institution of Religion.)



Lesson Plan for Young Children: Our Body Is a Gift

Goals

The children will have the opportunity to:

- Learn the parts of the body in Hebrew
- Begin to understand the connection between soul, body, and breath
- Write and say prayers to God about the body
- Think about children who are sick and how they can help

Materials

- Newsprint
- Crayons
- Paper
- Pencils
- Healthy snack foods (e.g., apple slices, cheese, whole grain crackers, water or 100 percent fruit juice)
- Tape or CD and player

Opening

Tell the children that today is Children's Shabbat, a time when congregations all across the United States are learning more about problems facing children, like being sick or hurt or not having enough money to see a doctor or dentist, and about how God wants us to help them.

Activity

Have the children work together to trace outlines of their bodies on newsprint. Teach them the Hebrew words for body parts. (With older children, you can ask them what words they already know before teaching any new ones.) Have the children label the parts of the body in their outlines with the Hebrew words.

Words you might introduce include:

Yad/hand
Regel/foot
Beten/stomach
Berech/knee
Rosh/head
Lev/heart
Nefesh/breath

Game

Play the game "Simon Says" using the Hebrew words for body parts. For example, say "Simon Says touch your *berech*." "Simon Says pat your *rosh*." "Rub your *beten*."

Activity

Ask the children: "How do you feel when our bodies work?"

Then ask: "What kinds of things can you do with your body?" Possibilities include: skip, sing, play, jump, dance, run, walk, and so forth. Invite them to show you one thing they can do with their bodies.

Ask: "Has there been a time when part of your body was hurt or sick? How did you feel? Were there things that you could not do when you were sick or hurt? Who took care of you? (Responses might include parents, doctors, child care providers, friends.) How did it feel to have someone take care of you?"

Ask: "What can you do when you see another child who is hurt or sick?" (Responses might include: get a parent or other grown-up to help, give them a hug, make a card for them, talk to them, get a band-aid.)

Snack

Serve the healthy snack you selected. Talk about the importance of eating food that is good for our bodies.

Activity

Tell the children: Jewish tradition talks about the soul or *neshama*. We already talked about *nefesh* or breath.

Ask the children to breath deeply. Tell the children that in the morning, some Jews say a prayer to thank God for *neshama*, *nefesh*, and for our bodies.

Ask: "What kind of prayer could you pray to God about your body?" You may want to write a group prayer, writing down each thing that the children say they are thankful for. Then, invite the children to add prayers for other children who are sick or hurt.

Closing

Sing a song like Debbie Friedman's *Misheberach*, her song about the body (from *To See the World through Jewish Eyes*), or other songs that give meaning to this topic.

Lesson Plan for Older Elementary Students: Putting Our Prayers in Action

Goals

Students will have the opportunity to:

- Explore prayers for health and healing
- Learn about children who do not have access to health care
- Reflect on ways they can maintain their own health and help others

Materials

- Siddurim or copies of the prayers
- Paper
- Pencils, crayons, and markers
- Tape or CD of Debbie Friedman's *Misheberach* and player
- Healthy snack foods (e.g., apple slices, cheese, whole grain crackers, water or 100 percent fruit juice)

Opening

Tell the students that this is a special occasion, Children's Shabbat, during which thousands of congregations across the nation are thanking God for the gift of children and also learning about children who are sick or hurt and can't see a doctor, and how God wants us to respond.

Introduce the theme

Play Debbie Friedman's *Misheberach* or another prayer for healing.

Ask: "Why do you think we pray for someone to be healed in body and soul?"

Activity: Siddur Search

Say: "The *Misheberach* is just one way we pray for the body, for health, and for healing. Let's see how many more prayers we can find."

Divide the students into groups. Have each team go on a "prayerbook hunt" by searching the prayerbook for all prayers that mention the body (the whole body or parts), health, or healing. Use *Gates of Prayer*, *Siddur Sim Shalom*, and the *Birnbaum Daily Prayerbook*, or whatever prayerbooks your congregation has available. Examples of these prayers would be "Washing the hands," *Yatzer et ha-adam*, daily blessings, *modeh ani*, and *r'faenu*.

Discussion

After the groups have had time to read and reflect on the prayers, have them discuss the following questions:

- Which prayer was most meaningful for you?
- Why do you think we pray for our own health and for others?
- Do you believe that God gives us health?
- Does God heal the sick?
- How are doctors, nurses, and other health care providers partners with God?
- How can we be partners with God and help keep ourselves and others healthy?

Tell the students: "Many of us are able to go to the doctor for check-ups to stay healthy and when we are hurt or sick. There are lots of children—nine million in the United States—who don't have health insurance and their families don't always have the money to pay for doctor visits to keep them healthy or even when they are hurt or really sick. Our congregation is praying for these children today, but we are also talking about ways that we can make things better so that every single child can see a doctor when they need to."

Activity: Health Care Collage

Ask the students how they take care of themselves. Include discussion of healthy food, rest, exercise, tooth-brushing, visiting the doctor and dentist, expressing their feelings, getting help if they are feeling upset or sad.

Have each student create a collage showing how they will keep themselves healthy. Provide magazines from which they can cut and paste pictures of healthy food, exercise, sleep, dental care, and sharing feelings with others. They can add words from the prayers and drawings to their collages.

Brainstorm: Helping Others to Put Our Prayers in Action

Ask the students how the class can help other children be healthy and get the health care they need. (Possibilities include: collecting health care items like toothbrushes and toothpaste or band-aids and antibiotic ointment to donate to a program serving families in need; writing a letter to elected officials about the importance of every child having health

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insurance so they can see a doctor when they need to; donating healthy food items to a food pantry serving poor families; or writing cards to children who are sick to cheer them up.) Decide which you will pursue and make the appropriate plans.

Closing

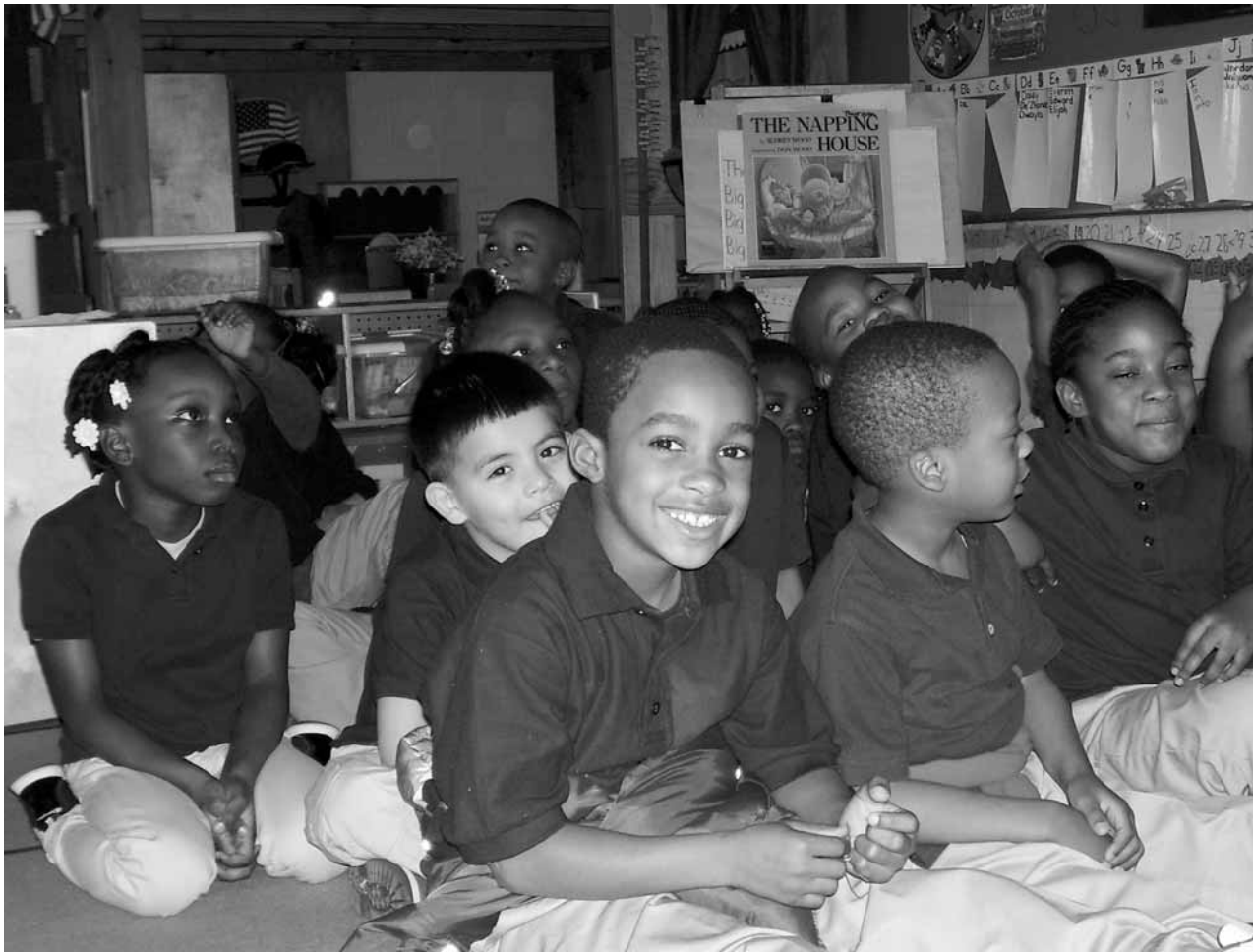
Gather in a circle and ask each student to complete one of the following statements:

Today I learned....

Today I thought about....

Join in singing *Misheberach*.

Encourage the children to think about the miracle of our bodies when they are healthy and their power to heal. When we say these prayers for good health, let us not only pray for ourselves but for all children, especially those who do not have what they need to be healthy.



Youth Group Program

A one-session program on children's health is presented here for use by youth groups or middle and high school religious school classes.

Overview

- Opening and Introduction to the Theme (5 minutes)
- Experiential Exercise (20 minutes)
- Discussion of Jewish Perspectives on Children's Health and Well-Being and Our Obligations (20 minutes)
- Activity: Creating Posters (30 minutes)
- Creating Health Pledges (10 minutes)
- Closing (5 minutes)

Materials Needed

- Dental cardboard bite-wings that dentists use when taking x-rays, enough for one-third of your group (You can probably get a dentist to give you some, especially when you explain the purpose of the exercise!)
- Ear plugs or cotton, enough for one-third of your group
- Cheap sunglasses (party stores often sell them very cheaply), lenses covered with wax paper, or something else that will cloud but not totally obscure vision, enough for one-third of your group
- Questions, like Trivial Pursuit questions or math questions (see description of Experiential Exercise to determine what kind of questions will work best with your group)
- Index cards for the discussion quotes and questions
- Materials for making posters such as poster board, markers, stick-on letters, enough for every student or pairs of students to make one
- Copies of the flyers about your state's Children's Health Insurance Program, available from your state CHIP and Medicaid agencies
- For optional Health Pledge activity: Index cards or paper, markers, pens
- For closing: CD or cassette tape of Debbie Friedman's *Misheberach* and player, or student who can play it on the guitar, and copies of the words for every student

Preparation

- Read through the lesson.
- If desired, read through Section 2 of the Children's Sabbath manual to learn more about children without health insurance.
- Gather the needed materials.
- Write out the discussion quotes and questions on index cards.
- Try out the three components of the experiential exercise (dental bite wings, ear plugs, and clouded eyeglasses) to familiarize yourself with the experience and be able to instruct the participants.

Session Plan

Opening

Be sure the group knows that today's youth group meeting is part of the National Interfaith Observance of Children's Sabbaths, a weekend during which congregations of many faiths learn more about the urgent plight of children in our nation, reflect on the teachings of their tradition, and respond to improve the lives of children and their families. This year's Children's Sabbaths theme is "Congregations Stand for Healthy Children: Bringing Hope and Healing." It is focused especially on the needs of children without health insurance.

Introduction to the Theme

Tell the students that nine million children (that is one out of every nine) do not have health insurance. Ask if anyone can explain what health insurance is. Supplement their answers as needed with the following:

Health insurance means that you can visit the doctor or other health care provider and just pay a small amount (called a co-pay) for each visit. Sometimes, a parent's job pays the health insurance premium, a large amount of money each month that goes to the health insurance company for this health coverage. But lots of jobs don't provide health insurance. Most of the children without health insurance have parents who work but whose jobs don't provide health insurance, and who can't afford the high cost of buying health insurance themselves. There are two kinds of health insurance that the government provides for families. Medicaid is free health insurance for families earning up to a certain amount of money, and then the state Children's Health Insurance Program (CHIP)

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provides free or low-cost insurance to families earning too much for Medicaid but not enough to afford to buy their own insurance. How much a family can earn and still be eligible for these types of insurance is different depending on what state you live in.

Almost six million of the nine million children without health insurance could get Medicaid or the state Children's Health Insurance Program, but their parents don't know about the programs, don't think they qualify, or don't know how to apply. Millions of other children are uninsured but don't qualify for these programs because they live in families that earn too much for these programs but too little to buy their own, or some other reason.

As a result, these children without health insurance often do not get the health care they need, or get it late when their condition is more serious, or health care pushes their families into debt and they can't pay the rent or utilities or other necessities because of medical expenses.

Experiential Exercise

Note that it is often difficult to really understand what it is like to be a child with untreated health problems—how painful or distracting it can be, how much it can get in the way of learning or involvement in activities.

Divide the group into three small groups. The first group will receive cardboard bite wings (the kind that dentists use when taking x-rays). When they bite down on them (a little later in this exercise), the pain will simulate the painful distraction that children with untreated dental problems experience. The second group will receive ear plugs or cotton to simulate the problems of children with untreated hearing problems or ear infections. For the third group, either ask any students who normally wear glasses to remove them, or distribute cheap sunglasses which have the lenses clouded (perhaps by taping waxed paper over the lenses), to experience the challenges of children with uncorrected vision problems. In each group, have one student who will be the "teacher" and one or two students who do not have the "health problems."

Have each group engage in a challenge. The dental pain group should put in the bite wings (make sure they bite down on them correctly so that they feel the discomfort and don't stop biting down). Then give each of them a set of problems to answer. These could be math problems, questions from a game like Trivial Pursuit, or something else that requires concentration like a word search.

The ear problem group should be asked questions verbally. You could ask them Trivial Pursuit-style questions or math problems. Before class, test how much the ear plugs or cotton block hearing, and adjust the volume of the questions so that it is truly hard to hear the questions.

The uncorrected vision group should have written problems that they need to answer. These could be questions written on a sheet of paper held up at the front of the room that will be difficult for them to see.

At the end of the exercise, lead a prayer.

When the students are done with the exercise, discuss the following:

- What was it like to experience your "untreated health problem"?
- How did it impact your ability to engage in the academic exercise?
- What did it feel like to have students without health challenges in your group also answering the questions?
- Did your health challenges affect your ability to pray?
- What do you think it would be like to be a student without health care coverage who experiences these kinds of untreated health problems and still has to go to school and try to participate in activities?

Discussion of Jewish Perspectives on Children's Health and Our Obligation

Ask for volunteers to read each of the following quotes and then pose the questions for discussion.

1. Danger to life and health is of greater religious concern than other matters. (*Hullin 9b*)

- Why do you think this is? (Or, Do you agree? Why or why not?)
- How do you see our congregation responding to this religious concern? How else do you think our congregation should respond to this religious concern?
- What specifically do you think we should do to respond to the concern of nine million children without health insurance?

2. A person should see to it that the body is kept healthy and strong, in order that they may be upright to know God. For it is impossible to understand and comprehend wisdom when one is hungry and ailing or if one's limbs ache.

(*Maimonides, Hilkhot Deot 3:3*)

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- Did you experience the truth of this statement in a new way during the exercise we just did?
- How do you understand your own responsibility to keep yourself healthy and strong?
- How does neglecting or damaging your health affect or reflect your relationship with God?

3. “Why did God begin creation with one person? To teach that one who saves a single life—it is as if he has saved the world.” (*Mishna Sanhedrin 5:1*)

Therefore, man was created singularly to teach you that a) whoever destroys a single soul of Israel, is considered as if he destroys an entire world, and one who saves one soul of Israel, it is considered as if he saves an entire world; b) no one could say to their fellow that my father is better than your father; c) none of the heretics could say, “There are many powers in Heaven”; d) again, to declare the greatness of the Holy One of Blessing, for man stamps out many coins with one die, and they are all alike. But the Ruler of all Rulers, the Holy One of Blessing, stamped each person with the seal of Adam, and not one of them is like his fellow. Therefore, each and every one is obliged to say, “For my sake the world was created.” (*Mishna Sanhedrin 4:5*)

- *Pikuah nefesh* means saving a life. What are ways that people our age can do that? (You might want to ask them to think, for instance, about risky behavior that teens may engage in, such as drinking too much, driving with a group of friends and being distracted, smoking, and so forth.) How can we help save another's life or even our own?
- What role can we play in improving the health of our nation's children without health insurance?
- Does the magnitude of the problem—nine million children without health care coverage—motivate or overwhelm you?
- How can you make the difference in just one life?
- Do you think differences in wealth, power, social standing, and access to resources reflect or create the misperception that one person (or one family) is better than another?

Activity: Creating Posters

Remind the students that most children without health care coverage already qualify for Medicaid or the state Children's Health Insurance Program—their parents just don't know about the programs, don't realize that they qualify, or don't know how to apply.

Involve the students in brainstorming a poster campaign: Where could they put up posters if they got permission? (Possibilities include in the synagogue buildings, in their schools, at the park or playground, at the JCC or recreational centers.) Have each student (or pair of students) decide where they will try to have a poster placed.

Have the students work individually or in pairs to create posters that announce the availability of free or low-cost health insurance for families that qualify and the number to call: 1-877-KIDS-NOW

Depending on where they plan to have their poster placed, they may want to add additional language that links health coverage to the location. For instance, a poster in a school might say, “It's hard to learn when you are not healthy” or “Getting free or low-cost health coverage is a lot easier than Algebra! Just call...” A poster for the local recreation center might say, “You can't play your best if you aren't healthy. Score one for your home team by calling 1-877-KIDS-NOW to see if you are eligible for free or low-cost health insurance.”

Have the students sketch out their intended poster design on a plain piece of paper first and show it to you so that they can ensure that all information is accurate and appropriate.

Depending on your budget and supplies, the students can hand-letter the posters or use stick-on letters for a more professional look.

Each poster should have a holder for flyers that interested people can take away with them. (In addition to making it easy for people to take away the information, having more official looking flyers will give extra credibility to the home-made posters.) These holders can be made by gluing an envelope box or other container to the bottom of the poster, although the students may come up with their own ideas for attaching the flyers.

Have the students show their posters to the rest of the group.

Optional Additional Activity

Have each student reflect on the day's message about the connection between health and faith and create their own health pledge.

Closing

Invite students to name aloud or bring to mind those for whose health they pray, as well as the nine million children without health care coverage that they have been learning about. Play or sing Debbie Friedman's *Misheberach*.

Jewish Adult Education Session

Adult Education Programs

Options for providing educational opportunities for adults include:

- Using the adult educational session provided here.
- Inviting a speaker who can talk about children's health, programs and policies that can make a difference, and ways that people can get involved.

Focus: Participants will explore Jewish texts related to health care and justice, gain an overview of children without health coverage, and develop a plan to respond as a group or congregation to what they learn.

Materials and Leader Preparation

- Read through the lesson outline.
- Recommended: Read Section 2 in the Children's Sabbaths Manual for more background information on children and health care coverage.
- Make the needed number of photocopies of the hand-outs on pages 136-137 and Section 2.
- Collect the required materials: flip chart paper, markers, paper, envelopes, stamps, and pens and pencils for participants; CD or cassette tape of Debbie Friedman's *Misheberach* and player.
- If desired, invite a health care professional or someone well-informed about children without health coverage to speak to the class.
- Publicize the class for several weeks ahead of time through whatever means are available and appropriate, such as the newsletter and announcements.

Overview

- Welcome, Introductions, and Overview (5 minutes)
- Discussion of Jewish Texts on Protecting Children's Health (20 minutes)
- Understanding the Children's Health Care Crisis (15 minutes)
- Responding to the Need (15 minutes)
- Closing (5 minutes)

Session Plan

Welcome participants. If numbers allow and this session is not part of an ongoing class, invite participants to briefly introduce themselves.

Give a brief overview of the session: Tell the participants that you will give a brief introduction of the Children's Sabbath. Then there will be a time to discuss Jewish texts on children and health care and then learn more about children without health coverage. Finally, the group will explore ways that we can respond to put our faith into action and make a difference.

Provide a brief introduction to the National Observance of Children's Sabbaths, of which this class is a part. The Children's Sabbaths are celebrated by congregations of many faiths in communities all across our nation on the third week-end of each October, to focus attention on the urgent plight of millions of children in our nation, reflect on the teachings of our faith about how we are to respond, and engage members in active responses to meet the needs of children and poor families.

Distribute the copies of "Jewish Texts on Protecting Children's Health and Well-Being."

Invite participants to take turns reading some or all of the listed passages and posing the questions for each. Depending on class size and time, you may want to divide the class into four groups and assign each one set of quotes and questions. If so, reconvene the group after the small group discussion so participants can share the key reflections from their discussions.

Understanding the Children's Health Care Crisis

Note: If you can arrange to have a speaker knowledgeable about children's health and lack of health coverage, arrange for them to speak to your group. Your congregation may have a health professional or advocate who could address the group, or you may be able to arrange for one by contacting your state's Children's Health

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Insurance Program, Medicaid office, a community health clinic, hospital, or child advocacy organization.

Distribute the photocopies of Section 2. Ask for volunteers to read aloud the stories of families without health insurance on pages 25-27.

Provide time for participants to discuss their responses to the facts and the stories. If need be, provide some questions to prompt discussion, such as:

- What do you think is hardest about being a parent whose child does not have health coverage?
- What are the different ways that lack of health insurance takes a toll on a child and on a family?
- What are the costs to us as a congregation, community, and nation of allowing nine million children to be uninsured?
- If you were the parent of an uninsured child, what are the things for which you would most deeply hope? What kind of help or support would you hope to receive?

Invite volunteers to read aloud the information in Section 2 as participants read along silently.

Ask: What do you see as the roles or responsibilities of children, parents, congregations, employers, communities, states, and our nation on pages 24-25 of Section 2 for getting all children health care coverage? What is our responsibility to children when one or more of those can't or won't fulfill their responsibilities? What are we to do?

Responding to the Need

Underscore that nearly six million of the nine million children without health insurance are eligible for free or low-cost health insurance through Medicaid or the state Children's Health Insurance Program. The problem is, many of their families don't know about the programs, don't know they are eligible, or don't know how to apply. In fact, finding out if you are eligible and applying can be done fairly easily by calling 1-877-KIDS-NOW. Because African American and Latino children are most likely to be uninsured, good outreach within those communities is especially important. Language barriers and immigration status concerns are particular obstacles for some in the Latino community; materials in Spanish and correct information about eligibility can be essential in helping overcome them.

Engage the group in brainstorming how they can help spread the word about CHIP and Medicaid. Have them consider the ideas on pages 26-27 of section 2.

List additional brainstormed ideas on flipchart paper. Include those that can be done by individuals as well as those that the group or a portion of it would need to tackle together. Determine which ideas the group would like to move ahead with.

Provide paper, pens, and envelopes for participants to write letters to their members of Congress, if they wish, urging them to take a strong leadership role in assuring that every child has health coverage they can count on. Provide the names of their legislators. You can find them by logging on to the CDF Action Council Web site at www.cdfactioncouncil.org/ You can also find a sample letter on page 211 of this manual. For the most up-to-date sample letter, visit www.childrensdefense.org. Remind people that what is most important is speaking about their concerns in their own words.

Closing

Invite participants to name aloud or bring to mind people for whose health they pray, as well as the nine million children without health care coverage. Play Debbie Friedman's *Misheberach*.

Jewish Texts on Protecting Children's Health and Well-Being

1. Danger to life and health is of greater religious concern than other matters. (*Hullin 9b*)

One violates Shabbat for the sake of a one-day-old baby, but not for the corpse of David, King of Israel. (*Shabbat 151b*)

The great Rabbi Israel Salanter was missing from his synagogue on the Eve of Atonement, the Kol Nidre, the holiest night of the Jewish calendar. The elders of the synagogue went out searching for him and they found him. There are two versions: one, he was taking care of a wounded calf, the other, he was helping some sick child. And they said to him, "Rabbi, why aren't you in the synagogue?" He said, "Do you see what I'm doing?" "But, Rabbi, it's your duty to be in the synagogue praying." He said, "I am praying. Every act of kindness is a prayer—a prayer that walks, moves, breathes and lives." (Rabbi William B. Silverman from *Moments of Transcendence: Inspirational Readings for Yom Kippur*, edited by Rabbi Dov Peretz Elkins, p. 15, www.JewishGrowth.org)

- Do you agree with the first quote? Why or why not?
- How do you see our congregation responding to this religious concern? How else do you think our congregation should respond to this religious concern?
- What specifically do you think we should do to respond to the concern of nine million children without health insurance?
- When have you experienced an act of kindness (one that you've done or one that you've received) as a prayer?
- What prayers, what acts of kindness for children in need of health care, do you envision for yourself or our congregation?

2. A person should see to it that the body is kept healthy and strong, in order that they may be upright to know God. For it is impossible to understand and comprehend wisdom when one is hungry and ailing or if one's limbs ache. (*Maimonides, Hilkhhot Deot 3:3*)

When [Hillel] had finished the lesson with his pupils, he accompanied them part of the way. They said to him: "Master, where are you going?"

"To perform a religious duty."

"Which religious duty?"

"To bathe in the bath house."

"Is that a religious duty?"

He answered them: "If somebody is appointed to scrape and clean the statues of the king that are set up in the theaters and circuses, is paid to do the work, and furthermore associates with the nobility, how much more so should I, who am created in the divine image and likeness, take care of my body!" (*Leviticus Rabbah 34:3*)

- How do you understand your own responsibility to keep yourself healthy and strong?
- How does neglecting or damaging your health affect or reflect your relationship with God?
- What are the implications of this when someone lacks the material resources to keep their body healthy?
- What is for you a more compelling reason to protect your health and that of others: that ill health hinders

our relationship with God or that each of us is made in the image of God? How do those two ideas relate to each other?

3. Why did God begin creation with one person? To teach that one who saves a single life—it is as if he has saved the world. (*Mishna Sanhedrin 5:1*)

Therefore, man was created singularly to teach you that a) whoever destroys a single soul of Israel, is considered as if he destroys an entire world, and one who saves one soul of Israel, it is considered as if he saves an entire world; b) no one could say to their fellow that my father is better than your father; c) none of the heretics could say, “There are many powers in Heaven”; d) again, to declare the greatness of the Holy One of Blessing, for man stamps out many coins with one die, and they are all alike. But the Ruler of all Rulers, the Holy One of Blessing, stamped each person with the seal of Adam, and not one of them is like his fellow. Therefore, each and every one is obliged to say, “For my sake the world was created.” (*Mishna Sanhedrin 4:5*)

- *Pikuah nefesh* means saving a life. What are ways that we can do that? How can we help save another’s life or even our own?
- What role can we play in improving the health of our nation’s children without health insurance?
- Does the magnitude of the problem—nine million children without health care coverage—motivate or overwhelm you?
- How can you make the difference in just one life?
- Do you think differences in wealth, power, social standing, and access to resources reflects or creates the misperception that one person (or one family) is better than another?

4. Neither shall you stand idly by the blood of your neighbor. (*Leviticus 19:16*)

A small bit of bread may be life to the poor; one who deprives them of it sheds blood. (*Ben Sira 34:21*)

“We will remember not the words of our enemies, but the silence of our friends.” *Dr. Martin Luther King, Jr.*

You have not strengthened the weak or healed the sick or bound up the injured. You have not brought back the strays or searched for the lost. (*Ezekiel 34:4*) (condemnation for ignoring sickness)

- What do you think gets in the way of our solving the problem of nine million children without health care coverage?
- Have we been silent about the needs of our nation’s children without health care? How can we use our voice more effectively?
- Where do you see responsibility lying for the unmet need of our nation’s children for health care?
- What is needed to move from inaction to action to solve the problem, as individuals, a congregation, community, and nation?