

Twelfth Sunday in Kingdomtide

**Ministering to the Migrant Workers and their Families**

*Old Testament: Psalm 137:1-6* (NRSV)

Lament over the Destruction of Jerusalem

<sup>1</sup>By the rivers of Babylon—there we sat down and there we wept when we remembered Zion.

<sup>2</sup>On the willows\* there we hung up our harps. <sup>3</sup>For there our captors asked us for songs, and our tormentors asked for mirth, saying, 'Sing us one of the songs of Zion!'

<sup>4</sup>How could we sing the LORD's song in a foreign land? <sup>5</sup>If I forget you, O Jerusalem, let my right hand wither! <sup>6</sup>Let my tongue cling to the roof of my mouth, if I do not remember you, if I do not set Jerusalem above my highest joy.

*New Testament: Acts 28:2* (NRSV)

<sup>2</sup>The natives showed us unusual kindness. Since it had begun to rain and was cold, they kindled a fire and welcomed all of us round it.

*General Concept: The church undertakes special ministries to the migrant workers and their families.*

***N/K/YE:* The church cares for people working in other countries.**

***ME/OE:* The church prays for and responds to people working in other countries.**

***Y:* The church responds and ministers to the needs of the families of the migrant workers.**

***A:* The church undertakes special ministries to the migrant workers and their families.**

*Exegesis of the Biblical References*

The Book of Psalms is for the most part a book of prayer and praise. Here, individually or collectively, the psalms speak to God in prayer and in praise. But there are also psalms that are clearly instructional passages that teach the way of godliness. This would only suggest that the main purpose was instruction in the life of faith. It speaks as well of Israel's faith journey as they express it in prayers and praises without forgetting their experiences both joyful and sorrowful.

The whole chapter of Psalm 137 is actually a plaintive song of lament of the exile, expressed when they have just been brought back from Babylon. Even as they are back in Jerusalem there still lingers the bitter memory of the years in a foreign land and of the cruel events that led to their enforced stay. Verses 1-3 relate to us the remembered sorrow that is beyond measure and the painful, traumatic torment in the face of the mocking and jeering of their captors, while vv.4-6 is an oath of total commitment to Jerusalem and the people's unwavering devotion to worshipping their God only in their holy city. These lines are expressions of deep mourning in a foreign land where they had lived as captive foreigners and treated as second class citizens without any rights and their constantly intense burning desire to be back in their homeland and be vindicated by the power and grace of their God before their enemies. For a people who have become foreigners in a land where they need to survive even as second class citizens, surviving even in the midst of a foreign and intimidating culture becomes a real struggle to maintain one's sanity, integrity, and even one's faith. To be uprooted and forced by circumstances to leave one's loved ones and homeland can be a very traumatic and disorienting experience. Without any strong spiritual foundation to hold on to, a people can succumb to the wiles of religious and cultural temptations. It is the role of the community of faith to ensure that its people remain rooted in the very foundations of their faith which have been bequeathed to them by their ancestors.

One of the purposes of The Acts of the Apostles apparently is to depict the triumph of Christianity in the face of bitter persecution. Acts 28:2 is a clear manifestation that the Holy Spirit uses even the natives of foreign lands who were commonly called as "barbarians". Kindness and a welcoming spirit can also be experienced even from other peoples who may not actually be sharing the faith of the believers in Jesus. The natives of the island of Malta have built a fire to keep warm the prisoners including Paul who were stranded there when their boat sunk in the midst of the storm, and it was raining and cold then.

As a church entrusted with a special ministry to the migrant workers and their families, we should realize the migrant workers' situation in foreign lands and the loneliness and worries that the families go through in enduring the longing and painful absence of their loved one. It is a sad reality sometimes that the church would even put pressure on the migrant workers by asking too much from them monetarily as contribution to certain church projects. They may just be assuming that they have acquired wonderful lives already in such foreign lands, and because they were paid higher, they must be rich. They, however, are forgetting the church's pastoral responsibility to care for them and their families. To live a life away from each loved one is not easy: it is not all the time that one parent's presence alone would be enough for the children to fill their needs in their growing years. They would always need the guiding presence of both father and mother through those years. Thus, the church must be there to give that comfort and spiritual nurture that would somehow provide the warmth and pastoral presence that they need. Just like what happened to Paul and the rest of the prisoners in Malta who may not be directly related and could even be strangers to the families of concerned migrant workers, we can be the islanders who would provide

fire and warmth for the family of the migrant workers and a more sympathetic understanding of the situation of the migrant workers who have been working in foreign lands just to provide for their respective families.

*Companion Guide for the Teachers and other End-users*

Migrant workers and their families compose a unique sector in Philippine society. Having found employment in foreign lands, they have opportunities to experience the best and the worst conditions in life. They are able to give a measure of prosperity to their families they never had before. The new circumstance affords them economic security and a higher social status in the future. At the same, it brings in new perils that are destructive of family cohesiveness, stability, and loyalty. All the while, the migrant worker-provider suffers from untold loneliness, insecurity, powerlessness, and loss of identity. This state of mind makes migrant workers gravely vulnerable to acts of indiscretion, misconduct, and even crimes of opportunity.

In this unusual state of vulnerability, the church should discover new ways of providing pastoral care to migrant workers and their families. In addition to traditional means of care, new programs such as support networks for OFW families, counseling, financial advice, etc. need to be set up.

More than that, however, the church is needed in contribute to an on-going wider critique of the government's development strategy that fosters overseas employment as a major locomotive of economic development. It is a strategy prescribed by powerful foreign governments to resource-rich but underdeveloped countries, which in reality serves the greed of giant transnational capital at the expense of the local populations. This strategy drives landless and small farmers to the cities where job-generating local manufacturing industries are abandoned in favor of the more lucrative economic activities like infrastructure projects, import-export, finance and banking, information and communications and entertainment. These types of industries may raise the nation's Gross National Product but makes only a minimal dent on a populous nation's massive problem of unemployment. This is the basic reality behind the mass exodus of Filipinos to find employment overseas.

Justice for the nation, for all sectors of Philippine society and for the OFWs in particular is for the church a matter of faith and loyalty to the Lord.

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## Nursery/Kindergarten/Younger Elementary Levels

### I. Objectives

At the end of the session, the learners are expected to:

1. identify the families with parents or relatives working abroad;
2. tell something about the families with overseas Filipino workers (OFWs); and
3. list ways of how the church can show care and kindness to the OFWs and their families left behind in the country.

### II. Concept: The church cares for people working in other countries.

**Materials:** The Holy Bible (preferably NRSV),

### III. Learning Experiences

#### A. Opening Worship

1. Welcome time
2. Opening prayer: "Dear God, we praise and thank you for our parents who brought us to Sunday school today. Thank you for our teachers, our classmates and friends. Help us to listen carefully to your word. This is our prayer in Jesus' name. Amen."
3. Opening song: "With Christ in My Vessel"  
With Christ in my vessel, I can smile at the storm,  
Smile at the storm, smile at the storm,  
With Christ in my vessel, I can smile at the storm,  
Until he takes me home.  
Sailing, I am sailing home (2X)  
With Christ in my vessel, I can smile at the storm,  
Until he takes me home.

Note: Tell the class to repeat the song and replace the words **my** with **your**, **I** with **you**, and **I am** with **you are**. Then ask the class to sing the song again and replace the words **my** with **our**, **I** with **we** and **I am** with **we are**.

#### B. Getting Ready

Tell the class to share what their parents do for a living. Call as many children as possible who will describe the work of their parents. Emphasize acceptance of their parents' work and express their respect for them regardless of their work. If there are OFWs among their parents, ask them some details such as when did they leave, what country do they work, and how they went there, by air or by sea.

#### C. Learning Time

1. Instruct the class to make paper boats. After making them, ask the class to say something about their paper boats. Provide each pupil a small wooden cross and have them paste it on their boat as they sing again the song "With Christ in My Vessel".
2. *Picture study.* Download pictures to tell the story on how Paul and his companions were welcomed by the natives of Malta based on Acts 27:1-6, 39-44, 28:1-2.

picture showing Paul being tried before King Agrippa

Paul was tried by King Agrippa of Judea because of his work for Christ.

The King sent him to Rome to face Caesar.

picture showing Paul in a ship sailing to Rome when a great storm came and the ship was wrecked

When Paul set sail to go to Rome, there came a great storm. It rained hard. The wind was so strong. The waves were so high. The ship was wrecked.

picture showing Paul and everyone else in the ship leaving the ship and landing in the island of Malta

All the people in the ship had to leave the ship to survive. Finally, they saw the island of Malta and decided to go there. So they landed in Malta.

picture showing the natives of Malta welcoming Paul and his companions

When the natives of Malta saw them, they took pity on them because they were wet and tired and hungry. It was raining hard and the weather was cold. They welcomed Paul and the other prisoners. They started a fire to keep them warm. They gave them food and shelter.

**D. Deepening Activity/Sharing Time**

1. Discuss the lesson.
  - a. What happened to Paul? (He was imprisoned.)
  - b. Where did Paul face his trial? (Before King Agrippa)
  - c. What was the decision of King Agrippa? (Paul had to be sent to Rome to speak before Caesar.)
  - d. What happened to Paul when they set sail? (Their ship was destroyed because of the great storm.)
  - e. Which island did they go to when their ship was destroyed? (Island of Malta)
  - f. How did they welcome Paul and his companions? (They started a fire to keep Paul and his companions dry. They gave them food and shelter.)
  - g. Why do you think the natives accepted Paul and his companions? (The natives were kind and thoughtful even to strangers.)

2. Recall the first activity related to OFWs. Tell the children about the programs of the local church in helping families of OFWs. If there are no church programs for migrant workers and their families, suggest ways by which these families can be helped by the church.

*E. Discovering the Biblical Truth*

Ask: How does the church care for people working in other countries and their families?

*F. Applying the Biblical Truth*

1. Teach the memory verse: "The natives showed us unusual kindness..." (Acts 28:2a)
2. **For N/K:** Give each child a red heart-shaped figure. Tell them to choose a classmate or any one whose family member is a migrant worker. Let them copy this: From (Name of child) to (name of receiver). Ask the children to decorate their hearts and be ready to share it with the person they have chosen.
3. **For YE:** Tell the children to make a book mark to a friend or a person whose family member is a migrant worker. Provide each child board cards, crayons, markers or other materials needed to decorate their book mark. Present the following sentences that they can choose from.
  - a. I can always be kind to you!
  - b. Being kind goes a long way!
  - c. I can be kind to someone today!
  - d. I'm kind to you. You are kind to me. We're two of a kind!
  - e. A kind heart does not age!
  - f. Kindness begins with me!

*G. Closing Worship*

1. Ask the children to recite the memory verse.
2. Offering
3. Closing songs: "Give Thanks" and a good-bye song
4. Closing prayer: "Dear God, help us to be kind always not only to our friends but to all who are in need. We pray for our classmates whose parent works abroad. Bless our classmates and their parents. Keep them safe and under your care always. In Jesus' name, this is our prayer. Amen."

## Middle and Older Elementary Levels

### I. Objectives

At the end of the session, the learners are expected to:

1. identify the families with parents or relatives working abroad
2. tell the things that the families left behind can do to support their relatives working abroad; and
3. list ways of showing care to the workers working abroad

### II. Concept: The church prays for and responds to people working in other countries.

**Materials:** The Holy Bible (preferably NRSV), worksheets

### III. Learning Experiences

#### A. Opening Worship

1. Welcome time
2. Opening prayer: "Thank you, Father, for allowing us to study your word. Thank you for giving us the opportunity to care for others. We need to pray for them and show our concern for their well-being. In Jesus' name, we pray. Amen."
3. Opening song: "With Christ in My Vessel"  
With Christ in my vessel, I can smile at the storm,  
Smile at the storm, smile at the storm,  
With Christ in my vessel, I can smile at the storm,  
Until he takes me home.  
Sailing, I am sailing home (2X)  
With Christ in my vessel, I can smile at the storm,  
Until he takes me home.  
Note: Tell the class to repeat the song and replace the words **my** with **your**, **I** with **you**, and **I am** with **you are**. Then ask the class to sing the song again and replace the words **my** with **our**, **I** with **we** and **I am** with **we are**.

#### B. Getting Ready

1. Prepare the class to play the game "If You Really Knew Me". Have the class form dyads. Tell them how the game is played. One of the partners will share something about himself or herself. The other partner will listen attentively to what the partner is saying. Listening attentively includes facing the person who is speaking, making eye contact, nodding or other physical responses to what is being said, taking notes, etc. After the first partner finishes talking, he or she will say, "If you really knew me, then say something about me (family information, school information, favorite/ least favorite things that they heard from the partner or something more they know about their partner). After the first encounter, reverse the role using the same procedure.
2. Ask the class how they felt during the activity and how important attentive listening is.

#### C. Learning Time

1. Tell the class to read the biblical references.
2. After reading Psalm 137:1-6, teach the song "By the Rivers of Babylon"  
By the rivers of Babylon, there we sat down.

Ye-eah we wept, when we remembered Zion.  
 When the wicked carried us away in captivity, required from us a song.  
 Now how shall we sing the Lord's song in a strange land .  
 Let the words of our mouth and the meditations of our heart,  
 Be acceptable in thy sight here tonight.

3. After reading Acts 28, present the following story and let the the class share their thoughts about each paragraph as they understood it.

**Paul Welcomed by the Malta Natives**

(Based on Acts 27:1-6, 39-44, 28:1-2)

Paul was imprisoned. He faced his trial before King Agrippa of Judea. But the king found nothing wrong with Paul. He decided to send Paul to Rome to speak before Caesar.

Thoughts: \_\_\_\_\_  
 \_\_\_\_\_

When Paul set sail to go to Rome, there came a great storm. It rained hard. The wind was so strong. The waves were so high. The ship was wrecked.

Thoughts: \_\_\_\_\_  
 \_\_\_\_\_

All the people in the ship had to leave the ship to survive. Finally, they saw the island of Malta and decided to go there. So they landed in Malta.

Thoughts: \_\_\_\_\_  
 \_\_\_\_\_

When the natives of Malta saw them, they took pity on them because they were wet and tired and hungry. It was raining hard and the weather was cold. They welcomed Paul and the other prisoners. They started a fire to keep them warm. They gave them food and shelter.

Thoughts: \_\_\_\_\_  
 \_\_\_\_\_

(God took care of Paul and his companions. Indeed, God takes care of God's people in many ways whatever time and wherever they are.)

*D. Deepening Activity/Sharing Time*

1. Ask the class to relate the song "By the Rivers of Babylon" with the Overseas Filipino Workers (OFWs). Compare the longings of the Israelites to go back to Jerusalem when they were taken captives in Babylon and the longings of migrant workers to be with their families back home. Let them share if they have friends or neighbors whose family workers work abroad and let them think of ways by which they can comfort them.
2. Let the class talk about the kindness of the natives of Malta when they welcomed Paul and his companions. Encourage them to use this story when they treat new acquaintances or classmates. Ask them if kindness can help them in treating others that they have just met or introduced to.

*E. Discovering the Biblical Truth*

Ask: What are the programs of the church for migrant workers and their families?  
 (The church can pray for and respond to the needs of migrant workers and their families.)



*F. Applying the Biblical Truth*

1. Teach the memory verse: "The natives showed us unusual kindness. Since it had begun to rain and was cold, they kindled a fire and welcomed all of us round it." (Acts 28:2)
2. Prepare a Kindness Bulletin Board (including friends and classmates whose family members are migrant workers). Let the class display their thoughts or artworks on the bulletin board. Call on each child to explain briefly his or her work. These are some sample things that they can do.
  - a. Read to a child.
  - b. Smile at a stranger.
  - c. Tutor immigrants.
  - d. Be a pen pal.
  - e. Tell a joke.
  - f. Start a community garden.
  - g. Send a thank you note.
  - h. Give clothes at a shelter.
  - i. Tend abused children.
  - j. Plant a tree.
  - k. Recycle.
  - l. Visit a sick neighbor.
  - m. Write friendly notes.
3. Emphasize that when we show kindness to others, we do not expect any favor or kindness from them.
4. Let this bulletin board be on display for a long time so that it becomes a reminder for children to express kindness any place and time.

*G. Closing Worship*

1. Tell the class to recite the memory verse.
2. Offering
3. Closing song: "By the Rivers of Babylon"
4. Closing prayer: "Dear God, help us to be kind always not only to our friends but to all who are in need. We pray for our classmates whose parent works abroad. Bless our classmates and their parents. Keep them safe and under your care always. In Jesus' name, this is our prayer. Amen."

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## Youth Level

### I. Objectives

At the end of the session, the learners are expected to:

1. describe the Israelites who were exiled in other countries;
2. identify the families with parents or relatives working abroad;
3. compare the lament of the Israelite captives in Babylon with what workers abroad suffer when far from their loved ones;
4. tell ways initiated by the church by which the families left in the country can continue to respond and minister to their needs and those of their families left behind in the country.

### II. Concept: The church responds and ministers to the needs of the families of the migrant workers.

**Materials:** The Holy Bible (preferably NRSV), worksheets

### III. Learning Experiences

#### A. *Opening Worship*

1. Welcome time
2. Opening prayer: Choose a youth who will lead the class in their prayer. Remind the class to include in their prayer the fruit of the Holy Spirit and its effect on their lives.
3. Opening song: "By the Rivers of Babylon"  
By the rivers of Babylon, there we sat down.  
Ye-eah we wept, when we remembered Zion.  
When the wicked carried us away in captivity, required from us a song.  
Now how shall we sing the Lord's song in a strange land.  
Let the words of our mouth and the meditations of our heart,  
Be acceptable in thy sight here tonight.

#### B. *Getting Ready*

*Technology use.* Ask the class to research on advocacy programs of GOs, NGOs, and other religious groups in the country that their local church can collaborate with in relation to basic rights of OFWs and corresponding programs to the migrant workers and family members left behind in the Philippines.

#### C. *Learning Time*

1. Divide the class into two groups and assign the first group the reading and discussion of Psalm 137:1-6 and the second group, Acts 27:1-6, 39-44, 28:1-2. Provide the following information to guide each group in their discussion.
2. Psalm 137:1-6. Tell the class that this psalm is an imprecatory psalm that invokes judgment, calamity, or curses, upon one's enemies or those perceived as the enemies of God.
  - a. *Verses 1-4.* The captives of Israel refuse to sing their sacred songs in a foreign land despite the demands of their Babylonian captors.
  - b. *Verses 2-6.* The psalmist makes an oath to offer the works of their hands to God and their tongues to exalt God always as their highest joy.
  - c. The group may make a creative presentation of the song "By the Rivers of Babylon"

3. Acts 27:1-6, 39-44, 28:1-2.
  - a. *Acts 27:1-6.* Paul and the other prisoners are handed to Julius, the centurion, who shows kindness to Paul. Paul and his companions are transferred to Rome.
  - b. *Acts 27:39-44.* The ship gets wrecked because of a strong typhoon and big waves. The officer of the ship wants to kill all the prisoners but Julius forbids the captain not to kill the prisoners in order to save Paul. Everyone in the ship reaches Malta safely.
  - c. *Acts 28:1-2.* The natives of Malta welcomes Paul and his companions. They give them food and lights a fire to keep them warm. They show kindness even to strangers.

*D. Deepening Activity/Sharing Time*

1. Tell each group to present their work before the class.
2. After the report, discuss the lesson and ask the following questions:
  - a. What similarity exists between the Israelite captives in Babylon with migrant workers in foreign lands? (The Israelites longed to go back to Jerusalem similar to the migrant workers who long to go back to their families back home. The Israelites could not even sing their sacred songs to the Lord in Babylon and the migrant workers could only cry out their homesickness for their loved ones.)
  - b. How can the church address the longings and pain of migrant workers in their community? (Refer to the advocacy programs that the class has researched on and have the students plan for possible collaboration.)
  - c. Comment on the kindness shown by Julius, the centurion and the natives of Malta to Paul and his companions.
  - d. Expand your imagination on how God addresses the problem of the Israelite captives and the prisoners, including Paul, during the strong typhoon and when they landed at Malta. How can we show kindness to new acquaintances or strangers? (Let the class list down all possible ways of showing kindness to others, especially to family members left behind by migrant workers.)

*E. Discovering the Biblical Truth*

Ask: How does the church respond and minister to the needs of the families of the migrant workers?

*F. Applying the Biblical Truth*

1. Teach the memory verse: "How could we sing the LORD's song in a foreign land? If I forget you, O Jerusalem, let my right hand wither! Let my tongue cling to the roof of my mouth, if I do not remember you, if I do not set Jerusalem above my highest joy." (Psalm 137:4-6)
2. Tell the class to react to the following quotations and explore how these quotes can guide them in showing kindness to others.
  - a. Kindness is a language which the deaf can hear and the blind can see (Mark Twain).
  - b. Be kind to unkind people—they need it the most (Ashliegh Brilliant).
  - c. To laugh often and much; to win the respect of intelligent people and the affection of children...to leave the world a better place...to know even one life has breathed easier because you have lived (Ralph Waldo Emerson).
  - d. Forget injuries, never forget kindnesses (Confucius).

- e. Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around (Leo F. Buscaglia).
- f. Kindness is never wasted. If it has no effect on the recipient, at least, it benefits the bestower (S. H. Simmons).

*G. Closing Worship*

1. Tell the class to express their thoughts on the memory verse.
2. Offering
3. Closing song: "By the Rivers of Babylon"
4. Closing prayer: "Dear Lord, as your stewards of the Gospel, help us to show kindness similar to how Julius, the centurion showed kindness to Paul and how the natives of Malta welcomed strangers in their land. As we are kind to others, may they find us as their "place of refuge" and may they appreciate how you have placed in our hearts the reason for caring for others and may they realize this as a blessing from you. In Christ's name, we pray. Amen."

## Adult Level

### I. Objectives

At the end of the session, the learners are expected to:

1. describe how the Israelites suffered during their exile in Babylon;
2. tell what they know about the living conditions of persons working abroad;
3. compare the lament of the exiled Israelites with what workers abroad suffer when far from their loved ones;
4. discuss how God's hand is present during the exile of the Israelites and the events surrounding Paul's trip on his way to Rome; and
5. participate in developing special ministries of the church where the migrant workers and the families that are left behind can be helped.

### II. Concept: The church undertakes special ministries to the migrant workers and their families.

**Materials:** The Holy Bible (preferably NRSV), worksheets

### III. Learning Experiences

#### A. Opening Worship

1. Welcome time
2. Opening prayer: Call on an adult leader who will lead the class in their prayer. Remind the class to include in their prayer the fruit of the Holy Spirit and its effect on their lives.
3. Opening song: "By the Rivers of Babylon"  
By the rivers of Babylon, there we sat down.  
Ye-eah we wept, when we remembered Zion.  
When the wicked carried us away in captivity, required from us a song.  
Now how shall we sing the Lord's song in a strange land.  
Let the words of our mouth and the meditations of our heart,  
Be acceptable in thy sight here tonight.

#### B. Getting Ready

Tell the class to share what they know about migrant workers (family members, neighbors, church members, co-workers). Brainstorm on how they can help the church in ministering to the needs of OFWs and their families. Record the agreements made and set them aside for later use.

#### C. Learning Time

1. Divide the class into two groups and assign the first group the reading and discussion of Psalm 137:1-6 and the second group, Acts 27:1-6, 39-44, 28:1-2. Provide the following information to guide each group in their discussion.
2. Psalm 137:1-6. Tell the class that this psalm is an imprecatory psalm that invokes judgment, calamity, or curses, upon one's enemies or those perceived as the enemies of God.
  - a. *Verses 1-4.* The captives of Israel refuse to sing their sacred songs in a foreign land despite the demands of their Babylonian captors.
  - b. *Verses 2-6.* The psalmist makes an oath to offer the works of their hands to God and their tongues to exalt God always as their highest joy.
3. Acts 27:1-6, 39-44, 28:1-2.
  - a. *Acts 27:1-6.* Paul and the other prisoners are handed to Julius, the centurion, who shows kindness to Paul. Paul and his companions are transferred to Rome.
  - b. *Acts 27:39-44.* The ship gets wrecked because of a strong typhoon and big

waves. The officer of the ship wants to kill all the prisoners but Julius forbids the captain not to kill the prisoners in order to save Paul. Everyone in the ship reached Malta safely.

- c. *Acts 28:1-2*. The natives of Malta welcomed Paul and his companions. They gave them food and lighted a fire to keep them warm. They showed kindness to strangers.

*D. Deepening Activity/Sharing Time*

1. Tell each group to present their work before the class.
2. After the report, discuss the lesson and ask the following questions:
  - a. What similarity exists between the Israelite captives in Babylon with migrant workers in foreign lands? (The Israelites longed to go back to Jerusalem similar to the migrant workers who long to go back to their families back home. The Israelites could not even sing their sacred songs to the Lord in Babylon and the migrant workers could only cry out their homesickness for their loved ones.)
  - b. How can the church address the longings and pain of migrant workers in their community? (Refer to the advocacy programs that the class has researched on and have the students plan for possible collaboration.)
  - c. Comment on the kindness shown by Julius, the centurion and the natives of Malta to Paul and his companions.
  - d. Expand your imagination on how God addressed the problem of the Israelite captives and the prisoners, including Paul, during the strong typhoon and when they landed at Malta. How can we show kindness to new acquaintances or strangers? (Let the class list down all possible ways of showing kindness to others, especially to family members left behind by migrant workers.)

*E. Discovering the Biblical Truth*

Ask: What special ministries does the church undertake for the migrant workers and their families? Why are these programs effective in strengthening the faith of church members?

*F. Applying the Biblical Truth*

1. Teach the memory verse: "How could we sing the LORD's song in a foreign land? If I forget you, O Jerusalem, let my right hand wither! Let my tongue cling to the roof of my mouth, if I do not remember you, if I do not set Jerusalem above my highest joy." (Psalm 137:4-6)
2. Tell the class to make action plans for the ways they have listed in the first activity. Let them group themselves according to their capacity and availability of time and other resources.

*G. Closing Worship*

1. Tell the class to express their thoughts on the memory verse
2. Offering
3. Closing song: "By the Rivers of Babylon"
4. Closing prayer: "Dear Lord, as your stewards of the Gospel, help us to show kindness similar to how Julius, the centurion showed kindness to Paul and how the natives of Malta welcomed strangers in their land. As we are kind to others, may they find us as their "place of refuge" and may they appreciate how you have placed in our hearts the reason for caring for others and may they realize this as a blessing from you. In Christ's name, we pray. Amen."