



ELCA World Hunger
Evangelical Lutheran Church in America
God's work. Our hands.

WELCOME!

Welcome to "On Earth As in Heaven," ELCA World Hunger's Vacation Bible School program for 2020!

The theme for this program comes from the Lord's Prayer, and each of the five days of the program focuses on a different petition from the prayer and a related Bible verse. In the Large Catechism, Martin Luther reminds readers that prayer is something "great and precious." To pray is to give voice to our needs and our trust in God, who meets them.

But to pray is much more than this too. In thanksgiving, prayer gives voice to the things that bring us together. In lament, prayer gives voice to the things that rend us apart. Theologian Karl Barth is believed to have said that **"to clasp the hands in prayer is the beginning of an uprising against the disorder of the world."** To pray is to lay bare the pain of the world and to trust God to transform it — and to strengthen us to be part of this transformation.

"On Earth As in Heaven" invites children and adults to (re-)experience the Lord's Prayer and to see the connections between prayer and service in the world. As the church prays and plays together, we also serve together and walk together toward a just world where all are fed. The stories for each day lift up churches and communities around the world who are prayerfully and powerfully doing their part in this work, while celebrating the diversity with which God has gifted the world.

The stories featured here represent a small sample of the ministries supported by gifts to ELCA World Hunger. The areas of work they represent align with five of the United Nations' Sustainable Development Goals: zero hunger, good health, gender equality, quality education, and peace and justice. As a member of the Lutheran World Federation, the ELCA is working with other churches to celebrate and deepen the many ways churches around the world are contributing to reaching these important goals. By using "On Earth As in Heaven," you are part of this effort! You can learn more about the Sustainable Development Goals on page 5 of this guide.

Each day of "On Earth As in Heaven" has large-group and small-group activities, including skits, games, crafts and snacks. In the appendix, there are also suggested activities for adults to follow along with the themes in study and short take-home activities for caregivers to engage children with after the end of each day. We encourage you to adapt these to fit your context. As you do, please prayerfully consider encouraging participants to support the work of ELCA World Hunger that helps make possible the ministries you will learn about this week.

Lastly, we owe many thanks to the leaders who used ELCA World Hunger's previous Vacation Bible School programs and shared their stories, photos and feedback. THANK YOU!

May God continue to bless your ministries and the ministries we share together.

Ryan P. Cumming, Ph.D.

Program Director, Hunger Education
ELCA World Hunger

Some of the 17 Sustainable Development Goals, including the five mentioned in this letter, will sound familiar – they align with work that churches around the world have been doing for many years. Guided by the goals, the Lutheran World Federation is calling on churches, including the ELCA, to deepen their efforts together. To learn more about this global initiative and ways your congregation can be part of this collective effort, visit <https://wakingthegiant.lutheranworld.org/>.



Look for pictures, graphics, posters, certificates and other materials online at [ELCA.org/hunger/resources](https://elca.org/hunger/resources). Just click on the "Hunger Ed" tab.

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WHAT ARE THE SDGS?

"On Earth As in Heaven" invites people of all ages to pray for God's transformation of the world — and to say "yes" to God's invitation to be part of it. ELCA World Hunger is responding to this invitation by joining with the churches of the Lutheran World Federation, a global communion of 148 churches, in "Waking the Giant," a special initiative to celebrate and deepen the ways churches around the world are helping achieve the United Nations' Sustainable Development Goals.

The Sustainable Development Goals, or the "Global Goals," are a blueprint for working toward a sustainable future for all, so that no one is left behind. The goals are interconnected and address issues such as poverty, inequality and care for the environment.

Churches and other faith communities have been working toward many of these goals for centuries, long before the United Nations crafted the list below — but we still have a long way to go. In "On Earth As in Heaven," each day will feature stories and activities that focus on one of the goals, lifting up the work ELCA World Hunger supports and inviting children and adults in your VBS to learn more.

The idea of the "Global Goals" may be hard for younger children to understand, but they can understand — in some pretty profound ways — ideas such as equality, fairness and caring for our neighbors. The stories and activities here focus on the goals highlighted on the next page. You can feel free to discuss the "Global Goals" as a specific platform or to use the stories and activities to address the broader ideas of equality, justice, fairness and love of neighbor, depending on the participants.

To learn more about the Global Goals and "Waking the Giant," please visit <https://wakingthegiant.lutheranworld.org/>.



Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.

Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.

**For the kingdom, the power,
and the glory are yours,
now and forever. Amen.**



DAY 1: ZERO HUNGER

FOCUS PRAYER

"Give us today our daily bread."

BIBLE STORY

The feeding of the 5,000 (Matthew 14:13-21)



DAY 2: GOOD HEALTH

FOCUS PRAYER

"Your will be done, on earth as in heaven."

BIBLE STORY

People lower their friend through a roof to Jesus (Luke 5:17-39)



DAY 3: GENDER EQUALITY

FOCUS PRAYER

"Your kingdom come."

BIBLE STORY

Mary Magdalene and Mary meet the resurrected Jesus (Matthew 28:1-15)



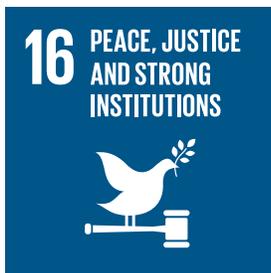
DAY 4: EDUCATION

FOCUS PRAYER

"Hallowed be your name."

BIBLE STORY

Jesus sends the disciples (Luke 9:1-2, 10-11)



DAY 5: PEACE

FOCUS PRAYER

"For the kingdom, the power, and the glory are yours, now and forever. Amen."

BIBLE STORY

Jesus appears to the disciples (Luke 24:36-49)

OVERVIEW OF DAILY ACTIVITIES

LARGE-GROUP OPENING

- Welcome and prayer
- Theme song*
- Opening skit
- Repeat the daily theme and focus prayer
- More songs*
- Sending*

ROTATIONS

Story time — This is a time for an adult to share with the children a story of a ministry supported by ELCA World Hunger. Included in story time are photos to share, facts about the featured country and a script for the storyteller.



Games — Every Vacation Bible School needs time for play! We've included some ideas of fun activities you can plan based on the size of your group and your available space.



Snack — Recipes are included for each day, related to the country highlighted in story time. Each day has an option for something to buy or something to make. Either will give the children a "taste" of the country or region highlighted in the story.



Crafts — Directions for each craft are included in the daily rotations. Like the other rotations, crafts are related to the country from story time.



Simulation station — The simulation station is a chance to learn more about the theme and Sustainable Development Goal of the day, and how our faith calls us to respond.



*Song tips included in the "Closing" tab.

LARGE-GROUP CLOSING

- Theme song and music
- Talking together — a review of the day
- Return to focus prayer
- Prayer and sending

Including everyone

The games and activities for each day can be adapted for children with diverse ability levels. To help your Vacation Bible School include children of all abilities, follow these general guidelines to adapt activities:

- 1) Talk with the child or the child's parents/guardians about strategies for helping the child feel comfortable.
- 2) Make adjustments only when necessary, and when you do, be sure to aim at increasing the child's participation, success and enjoyment. Help them feel like they have a say in making adjustments — or not making them.
- 3) Be fair in adapting activities. Certainly, try to make every child feel included, but be careful not to stigmatize or single out a child with a different ability level from others.
- 4) Plan ahead. Talk with parents/guardians about any special equipment that might be needed before the activity begins so that the child can participate from the very beginning.
- 5) If a child has specific dietary restrictions, do your best to make adjustments that help the child feel included rather than singled out.

(Adapted from CIRA Ontario.)



OPENING + SKIT

Start the day off right by welcoming families and friends, introducing the verse of the day and engaging participants in memorable skits that highlight the petition from the prayer for each day!

OPENING + SKIT

DAY 1: ZERO HUNGER

FOCUS PRAYER

"Give us today our daily bread."

WELCOME AND PRAYER

Welcome the children (and adults!) to the first day of "On Earth As in Heaven." You can use this time to introduce any information about the building or grounds, safety, or other helpful tips that visitors might need.



OPENING PRAYER

God, thank you for gathering us together to learn about you and your vision for the world. Feed us with your word and help us to feed each other. Amen.

During this time, introduce the theme of the program and give a brief overview of the day. For this first day, be sure to note the following things:

- 1) The theme of the week is "On Earth As in Heaven." Together, we will be learning about the Lord's Prayer and how God is using us to bring God's vision to life in the world. We will also learn about ELCA World Hunger, an important ministry of our church. ELCA World Hunger works with people in the United States and in other countries to ensure that everyone has enough food to eat, a safe place to live and the things they need for a healthy life.
- 2) We will also be learning about some of the United Nations' Sustainable Development Goals. The Sustainable Development Goals are 17 goals that countries around the world are working on together to end poverty.
- 3) Each day, we will also learn about a new country where ELCA World Hunger is working on projects related to one of the goals. We will learn about our neighbors in that country and some of the projects ELCA World Hunger supports to help our neighbors.
- 4) The schedule: Each day, we will gather together as a large group before going to our small groups. Most of the day, you will be with your small group, before coming back together at the end.



DAY 1 SKIT

Note: Sage will need a cape or other "superhero"-type costume that is easy to put on for this skit.

Emcee (E): Hello, everyone! Welcome to the first day of "On Earth As in Heaven" VBS. This week we're going to learn all about how we can be a part of God's work in making our world in God's vision. I have a special guest with me today: this is my friend Sage.

Sage (S): Hi, everyone! I'm so excited to be with you this week as we learn all about the Lord's Prayer and how God is at work on earth as in heaven!

E: I'm glad you're excited, Sage. I'm excited too. Why don't you share with our friends here what about the Lord's Prayer is so exciting for you.

S: I'd love to! First off, the Lord's Prayer is the prayer Jesus taught his disciples — that's us — to pray. We pray this prayer every Sunday during worship. It goes like this:
[Feel free to use the version most familiar to you and/or your community.]

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

THEME SONG

Also, it's the theme for the whole VBS. But, more than that, do you know why we say the Lord's Prayer?

E: I do. Praying is how God gets us ready to do God's work. It helps us open our minds to see how God is working in the world.

S: Wait! I know just how this works. *[Goes offstage and returns wearing cape or superhero costume.]* Ta-da! Prayer makes me a superhero, doing God's work in the world!

E: Um, not quite. More like prayer changes our hearts and minds to be open to do God's work.

S: Wait, so prayer doesn't make me a superhero?

E: No, but prayer does get us ready to look and listen for God at work. Take our prayer for today, for example: "Give us today our daily bread."

S: Oh, I know that one. That means we pray for food for everyone. That's easy. Prayer gets us ready to eat.

E: I thought I was the leader here! Yes, we're praying for bread, obviously.

S: You are the leader, but sometimes you overthink things. Here it is, really simple. People need food, right? God wants everyone to have enough to eat?

E: Yes.

S: So, one of the things we pray for is just that. We want everyone in the world to have enough to eat.

E: I see the connection. Because when we pray "Give us this day our daily bread," we're praying for bread. But not just bread and not just for us.

S: Exactly! But doesn't God give us everything we need already? Why pray?

E: We pray because we're asking God to help us see how God provides for all our needs and for everyone else's needs too. Praying for our daily bread helps us see what we truly need and what we could share. In our small groups today we're going to hear about the time the disciples were worried because Jesus asked them to feed 5,000 people and all they had were five loaves and two fish. But Jesus took the food and blessed it, and when the disciples passed it around, there was enough for leftovers.

S: Exactly! Today we're going to talk about how we can share what we have as the disciples did. Even if we don't have very much, we all have something we can share. There's a lot more to daily bread than just food, and we all have something we can share.

E: Wow! Thanks, Sage, for sharing.

S: Thank you, and thanks to all of you as well. I can't wait to see what fun we have this week. *[Sage leaves.]*



Review of the Day 1 Focus Prayer and Sustainable Development Goal

The prayer today is about sharing. We are learning about the goal of having zero hunger in the world and about some of the projects ELCA World Hunger is working on to help end hunger. The focus prayer for daily bread reminds us that God provides for all our needs, not just food, and that if we work together, there is enough for everyone.

CLOSING SONGS



CLOSING PRAYER

Good and gracious God, thank you for bringing us together to have fun, pray, play and learn about how to make the world better for everyone. Help us this week to make new friends, learn from each other and learn about you. Amen.

DISMISSAL TO SMALL-GROUP TIME

LARGE-GROUP OPENING + SKIT

DAY 2: GOOD HEALTH

FOCUS PRAYER

"Your will be done, on earth as in heaven."

WELCOME AND PRAYER

Welcome the children (and adults!) to the second day of "On Earth As in Heaven." You can use this time to remind folks of any information about the building or grounds, safety, or other helpful tips that new visitors might need. You can also use this time to refer to Day 1, to ask if children remember what they learned the day before and to briefly introduce the theme for Day 2.



OPENING PRAYER

Healing God, thank you for bringing us here for another day of learning, laughing and fun. As we learn about health, keep us healthy and help us build healthy friendships. Amen.

THEME SONG



DAY 2 SKIT

Emcee (E): Hello, and welcome to our second day at "On Earth As in Heaven" VBS. I hope you all are well-rested for another fun day. I see my friend Sage is back as well. Hi, Sage.

Sage (S): Hi! Wow, yesterday was great, learning about daily bread. What part of the prayer are we learning about today?

E: Today we're focusing on the line "Your will be done, on earth as in heaven." What do you think the will of God is?

S: When you say you will do something, it means you're going to do it. So are we asking God to do what God said God would do?

E: Yes, that's right. When we pray for God's will to be done, we're asking God to make the world the way God would want it to be. *[Turn toward audience and ask:]* What do you think that sort of a world would be like?

S: Those are some great answers! Let me try. So, yesterday we talked about hunger and sharing. I think God would want for no one to be hungry and for us to share. And for no one to be sick and need medicine and not be able to get it. I think God would want us to have a good education and for everyone to be treated equally and for us all to get along and ... Hey! Those are all the themes for the week!

E: Ha! You're right! When we pray, "Your will be done, on earth as in heaven," we're asking God to bring God's kingdom to earth, to make the world the way God wants it to be. And like we talked about yesterday, we pray because prayer changes us. Prayer is how God shows us how we can be part of God's work.

S: You said yesterday it was sort of like being a superhero.

E: No, that's not it. It's not that flashy, but it is more powerful. You don't have to wear a special costume to do God's work.

- S:** I guess it's like charging a phone to do its work. Plug it in, and bang! It's ready to work.
- E:** Yeah, you might be onto something there.
- S:** Hey, what if God's cell phone battery died and God couldn't hear our prayers anymore? Does God have a giant charger?
- E:** You don't need a phone to talk to God; you can talk to God whenever you want, and God will always hear you.
- S:** Really? Because sometimes when I'm talking to God, it feels like God's phone might be dead. And that worries me a little bit. Does God check God's messages after charging it up?
- E:** Don't worry; God's phone doesn't even have a battery.
- S:** God's phone doesn't have a battery! That's even worse! So what happens to my prayers then?
- E:** No, no, that's not what I meant. What I meant was God always hears our prayers. It's like a phone you never have to charge. Yes, sometimes it can feel as if God is taking a long time to respond, but that's why it's great to pray with other people, as we do at church or here at VBS. That way you have someone else who can remind you that God always hears you, and you can remind them that God hears them too.
- S:** Oh, I see. Like sometimes when I see someone who's sad, I can tell them that God loves them and so do I, and they feel better.
- E:** Yep. And you know what else, that's also a way that God is using you to do God's will and help that other person not feel so sad.
- S:** Wow, that's cool. I can't wait to get to the rest of the day and see how else God can use me to do God's will. Thank you, and thanks, everybody!
- E:** Bye, Sage.
- S:** Bye. *[Sage leaves.]*



Review of the Day 2 Focus Prayer and Sustainable Development Goal

The prayer for today is "Your will be done, on earth as in heaven." We are learning about good health and how ELCA World Hunger is working on projects to help people get and stay healthy. The focus prayer that God's will be done reminds us that God's will for the world is that everyone can live a healthy life.

CLOSING SONGS



CLOSING PRAYER

Dear God, thank you that you are always with us. Thank you for all the people you put in our lives to remind us of your love. Help us today to learn how to be a sign of your love to others. Amen.

DISMISSAL TO SMALL-GROUP TIME

NOTES

LARGE-GROUP OPENING + SKIT

DAY 3: GENDER EQUALITY

FOCUS PRAYER

"Your kingdom come."

WELCOME AND PRAYER

Welcome the children (and adults!) to the third day of "On Earth As in Heaven." You can use this time to remind folks of any information about the building or grounds, safety, or other helpful tips that new visitors might need. You can also use this time to refresh people's memories about the last two days and briefly introduce the theme for Day 3.



OPENING PRAYER

God, thank you for bringing us here again to learn about your world. Help us see the gifts of each person so that we may continue to grow in friendship. Amen.

THEME SONG



DAY 3 SKIT

Emcee (E): Hey, welcome back to another great day at "On Earth As in Heaven" VBS. Yesterday Sage seemed a little worried about whether God's phone needed to charge. I hope Sage is feeling better today. And here they are now. Hi, Sage.

Sage (S): Hi.

E: Sage, you look worried. What's wrong?

S: Well, today we are praying for God's kingdom to come. I've been thinking about this God's kingdom thing, and I've got a question. If it's a kingdom, and kings are boys, is everyone allowed?

E: Of course, everyone is allowed! And not just allowed, but welcomed, encouraged, wanted. What makes you ask?

S: There are these kids that I know, and they can be kind of mean sometimes. They love to play kingdom and say kings are boys, so only boys can be in a kingdom. And I just don't know how I feel about that.

E: I feel kind of sad for them. Think of all the amazing people they're missing out on being friends with.

S: Yeah, but still. It's called a kingdom. We pray for God's kingdom to come. What if you're not a boy?

E: That's more of a word problem than it is a God problem, I think. There isn't really a good word for what we're describing. We call it a kingdom, but it's more like a place where people follow God and love each other. And it's definitely for everyone.

S: Are you sure? Because the apostles were all boys. At least, they all had boy names.

E: They did, that's true. But there were other disciples of Jesus who also had important jobs to do. Have you heard of Mary Magdalene?

S: Mary Magdalene, wasn't she the one who went to Jesus' tomb after he died, and an angel told her he wasn't there because he'd been raised?

E: She was. Mary Magdalene and the other Mary. And do you remember what the angel told them to do?

S: No.

E: The angel told them to go and tell the other disciples that Jesus had been raised. And while they were going to do that, Jesus met them, and they worshiped him.

S: Wow, so Mary Magdalene and the other Mary were the first to see Jesus alive again. They were the first people to spread the good news that Jesus was alive to the world!

LARGE-GROUP OPENING + SKIT

DAY 4: QUALITY EDUCATION

FOCUS PRAYER

"Hallowed be your name."

WELCOME AND PRAYER

Welcome the children (and adults!) to the fourth day of "On Earth As in Heaven." Now is a good time for any announcements at the beginning of the day or to refresh any building and grounds information, safety, or other tips that still need highlighting. This would also be a good time to invite the children to share highlights from the previous day and to briefly introduce the theme for Day 4.



OPENING PRAYER

Guiding God, thank you for the Holy Spirit, who leads us in your love. Show us how you are calling us to learn and be leaders in your world. Amen.

THEME SONG



DAY 4 SKIT

Emcee (E): Hi everyone! I hope you all had a great night's sleep and are ready for another fun day at "On Earth As in Heaven" VBS. Our friend Sage has brought some really great questions the past few days as we've been digging into the Lord's Prayer. I wonder what Sage will come up with today. Hi, Sage.

Sage (S): Hi!

- E:** How are you today? Are you ready for another fun day at VBS?
- S:** Um, I don't know ...
- E:** What do you mean, you don't know? Haven't you had fun the other days?
- S:** Yes! I've had a great time! But it's Day 4, and Day 4s are scary.

E: Day 4s are scary?

S: Yep! It's like the pattern of VBS. Why else would we be learning about *[drops voice dramatically]* "the hallows."

E: The hallows?

S: Today's prayer is "Hallowed be your name." And I don't know what a hallows is, but it sounds scary!

E: Oh! No, not the hallows, like Halloween and other scary things. Hallowed. It means "holy." When we pray, "Hallowed be your name," we're praying that God's name is holy.

S: Oh, I get it! That's not scary at all. But it is annoying. You know, I had a pair of shoes that were holey. I would walk around and water would get in my shoes. *[To audience:]* Did that ever happen to you?

E: *[Interrupts.]* No, not that kind of holey either. Holy, like sacred. It means something is a special part of God's work.

S: There seem to be a lot of holes in your explanation. So "hallows" means "holy," right? But not "holey" like my old shoes.

E: Yep, that's right so far.

S: And "holy" means "special." So, we're praying for God to be special. But God already is special! Why would we need to pray that?

E: Let me try again. When we pray that God's name be made holy, we're saying that we love God and we're asking for God to use us to love others. Today, we're going to read about how Jesus sent the disciples out to teach and help other people. After they had traveled with him and learned from him, he sent them out to do God's work. They were given a special part to play in God's plan for the world.

LARGE-GROUP OPENING + SKIT

DAY 5: PEACE

FOCUS PRAYER

"For the kingdom, the power, and the glory are yours, now and forever. Amen."

WELCOME AND PRAYER

The prayer for today is "The kingdom, the power, and the glory are yours, now and forever. Amen." Today we're learning about peace and peacemaking and how all of these goals build peace in God's world. We will also be learning about ELCA World Hunger projects that help make peace.



OPENING PRAYER

Glorious God, thank you for the amazing community you have created among us this week. Thanks for the friends we have made, the fun we have had and the things we have learned. Lead us into this last day of learning and growing in you. Amen.

THEME SONG



DAY 5 SKIT

Emcee (E): Hello! Welcome back. Today is the last day of "On Earth As in Heaven" VBS. It's been so much fun playing and learning with you this week. Have you had fun, Sage?

Sage (S): I have! I can't believe it's Amen day already.

E: Amen day?

S: Yeah, Amen day. "For the kingdom, the power, and the glory are yours, now and forever. Amen." And it's over.

E: Oh, you mean "Amen day" like the last day.

S: Yeah, that's what "Amen" means, doesn't it? It's like a churchy way of saying "The End."

E: We do end prayers with "Amen." But it's not

because it's the end. "Amen" means "Yes, it is going to come about just like this." We say "Amen" because we're finishing our prayer knowing that God hears our prayers.

S: So Amen is more like "The Beginning" than "The End?"

E: Actually, I'd never thought about it that way before, but you're right. When we say "Amen," what we're saying is we know God will do what God will do.

S: That's cool! But we've prayed about some big things this week. Like ending hunger and making sure people are healthy and making new friends. I still have a lot of learning left to do, and sometimes I have trouble having peace with my brother, so how can we say "Amen" when the things we've prayed about are so big and far away?

E: When the things we're praying for are big and far away is the exact right time to say "Amen." Because what we're saying is, even though we don't know how God will do these things, God does. So we say "Amen" trusting that, as the prayer said, "The kingdom, the power, and the glory are God's, now and forever." We can trust that God has a plan and we're part of it. We can try something because we know that God is in control and God will make it turn out as God has planned. It just might be in God's time, not ours.

S: I like that. That makes me feel hopeful. Like I can go out and really make a difference.

E: I'm glad it makes you feel that way, Sage, because you can make a difference. All of us can. God created us that way, each of us different because each of us brings different gifts for the world. We just have to work together and trust God. It's a big job,



SMALL-GROUP TIME

Dive into scripture in small groups and share in conversation about God's love for us and our call to love the neighbor.

DAY ONE: SMALL-GROUP TIME

LESSON FOCUS

God gives us everything we need.

When we share what we have, there is enough for everyone.

OPENER: I CAN SHARE

The theme for today is all about sharing. Open the small-group time together with a name game about sharing. Invite the children to introduce themselves and say something they can share that starts with the same letter as their first name. For example, "My name is Sarah, and I can share string cheese," or "My name is Karl, and I can share kindness." After a person introduces themselves, have the group respond, "Thanks for sharing [item, name]." "Thanks for sharing string cheese, Sarah" or "Thanks for sharing kindness, Karl." (NOTE: For nonspellers, allow a variety of responses of what they can share.)

CONNECTING IT UP: VBS DAILY BREAD

Since this is the first time the group will be meeting, it is a good time to create some guidelines for how the group will be together. Draw a large circle on a poster board. Invite the group to suggest things they would like to have happen during the week. Suggestions include: having fun, listening to each other, learning new things, making new friends, etc. Write those things inside the circle. Then have the group suggest things they don't want to have happen. Write those things outside of the circle. Invite the group to talk about how they can support each other in making the things inside the circle happen this week. Then have the group sign the poster board as a symbol of the agreement to support each other in living into the things inside the circle.



ENGAGING SCRIPTURE: Matthew 14:15-21

Read together Matthew 14:15-21.

- What did the people need?
- Why did the disciples tell Jesus to send the people away?
- What did Jesus tell the disciples to do?
- How would you have felt if you were a disciple and Jesus told you to feed the crowd with the five loaves and two fish?
- How do you think the disciples felt when they fed the whole crowd?

ENGAGING THE LORD'S PRAYER: "GIVE US TODAY OUR DAILY BREAD"

This week we're focusing on the Lord's Prayer. Today during opening time, Sage and the Emcee talked about what the Lord's Prayer is. Who remembers what they talked about?

Affirm all answers. Lead/guide the conversation to include:

- *The Lord's Prayer is the prayer Jesus taught his disciples to pray.*
- *We pray this prayer during worship (but we can pray it anytime we want).*
- *This prayer helps us to look for the ways God is working in the world.*

Today the section we're focusing on is the line "Give us today our daily bread." In the skit today, Sage and the Emcee talked about how our "daily bread" is more than just bread but a prayer that God will meet all of our needs.

- *What sort of things might be included in "daily bread"? What are the kinds of things we need each day to be happy, healthy and safe? [Examples: Shelter, clothes, family, friends, love, pets, etc. Allow a variety of responses.]*
- *Who helps you get your "daily bread"? [Parents or guardians who feed us and love us; the helpers who provide snacks at VBS; doctors, nurses and other caregivers; friends who make us smile. Again, the possible answers are endless.]*
- *What are some ways that you help others get their "daily bread"?*



CLOSING PRAYER

Dear God, thank you for giving us everything we need and friends to share with. Help us this week, if we need help, to be able to ask and, if we have something to share, to be able to share it with each other. Amen.

ENGAGING THE LORD'S PRAYER: YOUNGER CHILDREN

Younger children (and older children, in some cases) may not be familiar with the Lord's Prayer. This is a good time to start teaching the prayer to them. This exercise can work very well if there is a poster or display of the words of the prayer so children can see them.

The theme for VBS this week comes from the Lord's Prayer. This is a special kind of prayer that Jesus taught people to pray. It goes like this [use the translation most common in your congregation]:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

What do you think it means to pray?

What kinds of things do you pray for?

If you pray with your family, what is a prayer you use?

In the Lord's Prayer, we ask God for a lot of different things. Let me read it again, and you try to listen for some things we ask for. [Read the prayer again, slowly.]
What are some things we ask for in the prayer?

Take some time to repeat together the Lord's Prayer. For young children new to the prayer, helping them recognize key words, rather than memorize the entire thing, is a good first step for this day.

DAY TWO: SMALL-GROUP TIME

LESSON FOCUS

God can use us to heal each other.

LORD'S PRAYER

Open each small-group session by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your congregation:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

OPENER: SOCK TOSS

In the Bible story, the men faced a problem of how to get their friend the healing he needed, and they had to work together to solve it. Use this opening game to both practice teamwork and reinforce names. You need a few pairs of socks rolled into balls (you can also use Koosh balls, stress balls or other small, soft objects). Stand in a circle. Before you begin, go around the circle and refresh everyone's name. This is especially important if you have added anyone new since yesterday. One person starts with a sock ball. They are to call out the name of someone else and then toss it to that person. The person who catches it calls out someone else's name, and tosses it to them. This continues until everyone has had a chance to receive the sock ball. The last person who gets called calls the name of the person who started the tossing and tosses it to them, completing the circuit.

Here's where it gets fun. Start the circuit over again, with each person calling the name of the same person they called before. Try to pick up the speed and see how fast you can get through the entire group. Do this a few times and then, for added difficulty, add another sock ball to the mix once the first one is going. See how fast you can go and how many balls you can get going before chaos ensues.

ENGAGING SCRIPTURE: LUKE 5:17-39

Read together Luke 5:17-39.



- Why couldn't the men get their friend to Jesus?
- What did they do to solve the problem?
- Have you ever tried to help someone and discovered that you didn't know how?
- Did someone help you solve the problem?
- What are some ways you might help someone who needs healing?

DAY THREE: SMALL-GROUP TIME

LESSON FOCUS

God created each of us with different skills, gifts, likes and talents. None of us has to be good at everything, because everyone is good at a different thing.

LORD'S PRAYER

Open each small-group session by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your congregation:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.

Give us today our daily bread.

Forgive us our sins
as we forgive those
who sin against us.

Save us from the time of trial
and deliver us from evil.

For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

OPENER: FAVORITES

The purpose of this activity is to see who in the group has similar likes and dislikes. The leader will call out a category, and group members will find others who share the same favorite thing. Categories could include favorite:

- color (red, blue, green, purple)
- animal (cat, dog, bird, fish, lobster)
- dessert (cake, candy, ice cream)
- food (pizza, burrito, falafel)
- season (spring, summer, fall, winter)
- subject in school (reading, science, math, PE)

Play a few rounds until a good mix of groups has been formed.



ENGAGING SCRIPTURE: Matthew 28:1-10

Read together Matthew 28:1-10.

- What did the angel tell Mary Magdalene and the other Mary to do? *[Go and tell the disciples Jesus had been raised.]*
- Why do you think the angel told Mary Magdalene and the other Mary to do this? What special skills or gifts might they have had? *[They were early risers and were at the tomb; they were fast runners and the angel needed someone who could run quickly; they were good at spreading good news and the angel needed people who were good at talking and sharing – there are lots of possible answers.]*
- What special skills or gifts do you have that make you good at sharing the good news of Jesus? *[Good at talking, listening, making people feel better, giving hugs, sharing with a sibling, etc.]*
- Did someone in the group share something that they're good at and you're not as good at? Reflect on how great it is that we all don't have to be good at everything, because everyone is good at a different thing.

ENGAGING THE LORD'S PRAYER: "YOUR KINGDOM COME"

In the skit today, Sage and the Emcee talked about how another way to think of God's kingdom is a reign or a country. Imagine what the country of God might be like.

- What might it be like to live in God's country?
- How would you describe the people who live there?
- Who would be welcome in God's country?
- Have you felt a time or place that felt like God's country? What did that feel like?



CLOSING PRAYER

Thank you, God, for creating each of us different and special. Help us today to share our gifts and to be open to others sharing their gifts with us. Amen.

DAY FOUR: SMALL-GROUP TIME

LESSON FOCUS

Jesus taught the disciples so they could share in Jesus' own work. Each of us has things to learn and things we can teach each other.

LORD'S PRAYER

Open each small-group session by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your congregation:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

OPENER: FAVORITES

The group members stand in a circle, with one person holding the end of a ball of twine. The person with the ball of twine starts the sentence "I know how to ..." and fills in something they know how to do. That thing could be anything from "tell a joke" to "make someone smile" to "run really fast." After the person has said something they know how to do, anyone in the circle who would like to know how to do that thing, or learn how to do that thing better, raises their hand. The person then tosses the ball of twine to one of the people with a hand raised, taking care to hold onto the end of the twine. The person who caught the ball of twine then finishes the sentence "I know how to ..." and tosses the ball to someone who wants to learn what the first person knows how to do, again taking care to keep hold of the twine while tossing it. Continue until everyone in the circle is holding on to the twine. Notice how everyone in the circle has something to learn and something to teach.



ENGAGING SCRIPTURE: Luke 9:1-6, 10-11

Read Luke 9:1-6, 10-11 together.

Vocab lesson: To be a disciple means to learn from someone so that you might follow in that person's work and live as that person lives.

- The ninth chapter of Luke is about the middle of the Gospel and the middle of Jesus' ministry of teaching and healing. This means the disciples have already been traveling with Jesus for a while. They have heard Jesus teach them through stories and parables, and they have seen him perform miracles like healing people who were sick, calming a storm and feeding 5,000 people. When you have learned a new thing, how did you learn it?
- When you are trying to share something you know with someone else, how do you teach that person?
- How did the disciples learn from Jesus? *[Examples: parables, healings, teaching.]*
- Who teaches you new things?
- How do you learn about Jesus?
- How do you think the disciples felt when Jesus sent them out to do what he'd taught them?
- How do you think they felt when they came back and shared all that they had done?

ENGAGING THE LORD'S PRAYER: "HALLOWED BE YOUR NAME"

In the skit today, Sage and the emcee talked about how "hallowed" means to be set apart or holy. When we pray that God's name is holy, we are praying not only that God's name be holy, because we know God's name is holy, but that we would also be made holy, that we also get to do God's work.

- What gifts has God given you to do God's work? *[Examples: Are you a good friend or a good listener, or really good at helping a sibling with math homework?]*
- What gifts have you noticed in other members of your small group this week?

ENGAGING THE LORD'S PRAYER: YOUNGER CHILDREN

In the skit today, we learned about the word "hallowed." To be hallowed means to be holy or set apart. To be holy or set apart means to be a special part of God's work in the world.

In a circle, share with the children your favorite toy or stuffed animal. Invite the children to talk about their favorite toy or stuffed animal. What kind of toy is it? Do they remember where they got it? What makes it special?

We aren't toys, but we are special to God, set apart to be part of God's work in the world. When we pray, "Hallowed be your name," we are asking God to help us do this. Maybe that means God has made us extra helpful to other people. Or maybe that means God has given us talents to care for nature, to help take care of the world around us. Each of us has special gifts that help us be important parts of God's world. But even more than that, God loves us and makes us holy just because God made us, before we do anything. Our prayer is asking God to make us holy, but it is also a reminder to us that we are special to God.



CLOSING PRAYER

Thank you, God, for giving us so much to learn and so much we can teach. Help us to be open, to share what we know and to learn from each other, so that we can share your love with the world. Amen.

DAY FIVE: SMALL-GROUP TIME

LESSON FOCUS

We have learned about a lot of needs this week and a lot of ways to help meet those needs. On this last day, we remember that God loves us and everyone in the world and that God is always with us.



LORD'S PRAYER

Open each small-group session by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your congregation:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

OPENER: AFFIRMATION CIRCLE

One person sits in the center of the circle, while the others share a fun memory or thing they like about the person in the middle. Rotate the person in the middle until everyone in the group has the opportunity to be affirmed.

ENGAGING SCRIPTURE: Luke 24:36-49

Read Luke 24:36-49 together.

Questions for older children:

- What do you think about when you hear the word "peace"? [*Safety, no one hurting anyone else, calm; affirm all answers.*]
- When Jesus first appeared to the disciples in this story, he told them, "Peace be with you." Why might he have greeted them like this? [*He knew they were scared and didn't want them to be scared, he wanted them to have peace; affirm all answers.*]
- But even though Jesus said, "Peace be with you," the disciples were still surprised. Why? [*They weren't expecting to see Jesus, they thought he was dead.*]
- To comfort them, Jesus showed them his hands and his feet and invited them to touch him so they could believe he really was with them. When the disciples realized it was really Jesus, they were very happy and comforted, even though they were still a little bit nervous and scared. When you are nervous or scared, is there someone who (or some place that) makes you feel safe and at peace? What about that person makes you feel peaceful?
- After Jesus comforted the disciples, he told them he was sending them out to tell others of all they had seen and learned from Jesus. How do you think the disciples felt being given such a big task? [*Proud, scared, excited; affirm all answers.*]
- Have you ever comforted someone who was sad or scared and helped them feel better? What did you do to bring peace to that person?



ENGAGING SCRIPTURE

Continued...

Questions for younger children:

- What do you think "peace" means? Why do you think Jesus said, "Peace be with you"?
- The disciples were pretty surprised to see Jesus. They may even have been a little scared. When was a time you were scared?
- How does Jesus help them not be scared?
- How can we help other people not be scared or sad? How can we help them be "at peace"?

ENGAGING THE LORD'S PRAYER: "FOR THE KINGDOM, THE POWER, AND THE GLORY ARE YOURS, NOW AND FOREVER. AMEN."

The end of the Lord's Prayer reminds us that, whatever we pray for, we can trust that God loves us, that God is always with us and that everything and everyone belongs to God. This week in VBS we have learned about some big problems with big needs.

- What are some of the challenges we prayed for God to help with this week? [*Hunger, health, equality, education, peace.*]
- What are some of the ways we learned that God is at work through our church to solve those problems? [*Giving animals and training to families in Mexico so they can grow food for their families and communities, helping treat and prevent malaria in Zimbabwe, teaching girls in Guatemala how to be leaders, giving kids in the U.S. the food and supplies they need to succeed in school.*]
- How have you seen God at work this week? How have you seen God at work in you? How have you seen God at work in others?



CLOSING PRAYER

Dear God, thank you for this great week of VBS and this last fun day together. Be with us today as we learn about how to put everything we've learned into action to build the neighborhood of God. Amen.



STORY TIME

Share real stories of our neighbors who are doing their part in God's work in the world, accompanied by ELCA World Hunger, and learn more about the beautiful communities in which they live!

STORY TIME

STORY TIME STATION — DAY 1

FOCUS PRAYER

"Give us today our daily bread."

On pages 51 and 52, you will find a map of the world. This can be used for a quick opening activity at the start of each story time rotation. This will help children see the many places in the world where God is at work and will tie together the stories from each day. If you will be seeing different groups in the rotation, you may want to make a copy for each group so that each can have their own map in order to follow with you during story time.

Open your story time by telling the children that the ELCA works with neighbors all over the world. Holding up the map, ask them to find the country or region on the map. (Most may not be able to do this accurately.) Show them the correct location and then color it in, highlight it with a sticker or mark it in some other way. For older kids, you can share some of the facts about each country or region. If you do this each day, by the end of the week you will have five countries or regions marked on the map.



MAKE THE CONNECTION

The theme for today is "Give us today our daily bread." But who is the "us"? Sometimes, it's easy to think that the people we are praying for are only our friends, our family or even just ourselves. But when we pray the Lord's Prayer, we are asking God to give daily bread to all of "us" — all our neighbors around the world! Today's station tells the story of one community that the ELCA prays for and works with to help end hunger.

FACTS ABOUT MEXICO

- The official name of the country is the United Mexican States.
- The nation's symbol is the golden eagle and is featured on Mexico's flag.
- People have lived in the area that is Mexico for at least 13,000 years — and maybe as many as 23,000 years.
- At one point, all or part of eight U.S. states were part of Mexico: Arizona, California, Colorado, Nevada, New Mexico, Texas, Utah and Wyoming.



Where does your family get food?

Have you ever grown your own food?

If so, what did you grow?

What kind of foods can we grow in a garden or on a small farm?

Farming and gardening are special jobs in God's world. We know that God provides everything we need — our "daily bread" — but we also believe that God provides this through the work of other people, especially farmers and gardeners who grow food. Growing food is part of God's work in the world.

Our church works with farmers and gardeners all over the world to help them grow food to feed themselves, their families and their neighbors. *[Note: If your church has a community garden, this would be a great place to talk about it with the children!]* One of the places where our church is working with our farming neighbors is in the state of Guerrero *[GEH-rair-row]*, Mexico. The town of Illano de las Pierdas *[ee-YA-no day lahs pe-AIR-das]* is in the mountains of Mexico, and it isn't always easy for the people living there to get the food they need. Even growing their own food can be hard sometimes.

What things do you need to grow your own food? *[Seeds, water and sun.]*

What about to keep animals out of your garden? *[Fencing.]*

What kind of tools might you need in a garden?

What if you raise animals? Where would you keep them? *[Pens, chicken coops, etc.]*

It takes a lot to run a farm or a garden, and sometimes our neighbors don't have all the things they need to do it.

In Mexico,

our church is working with an organization called Amextra, which is helping some of the people in Illano de las Pierdas get the things they need to grow their own food. This *[photo 1]* is Ignacio. Through Amextra and ELCA World Hunger, he received seeds, fencing and a watering hose to build a vegetable garden in his own backyard. What vegetables is he holding? *[Radishes.]* In his garden, he raises radishes, potatoes, beets and cabbage. His family eats the vegetables and sells any extra at the market. This way, they have food to help them stay healthy and money to buy other things they need. Amextra also helped him learn how to keep his garden healthy by weeding and watering.

Children need lots of vegetables to grow healthy and strong. But they also need protein that comes from nuts, eggs, milk, yogurt and, often, meat. This picture *[photo 2]* is of Imelda and her sister Esmeralda. They live in the community too. Their mother works hard to get them the food they need, but they often did not have enough protein for their bones and muscles to grow. By working with Amextra and ELCA World Hunger, though, Imelda, Esmeralda and their mother, Marcelina, received six chickens and materials to build a chicken coop for the animals to live in. Amextra also helped them learn how to raise chickens. Now, they can have eggs anytime, and they even have enough left over to sell. That way, like Ignacio, they can have money to buy other things they need.

When we have enough good food to eat, we can grow up healthy and strong. And when we work together as church, we can make sure our neighbors have enough good food to eat too. This is one way God helps provide our daily bread: through the gifts of soil, seeds, sun, plants and animals, and through people such as Ignacio, Marcelina, Imelda, Esmeralda — and you!

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME STATION — DAY 2

FOCUS PRAYER

"Your will be done,
on earth as in heaven."

This story is about a ministry in Zimbabwe. If you are using the map activity for the storyteller station (see the note for the Day 1 story), help the children find and mark Zimbabwe on the map. Be sure to teach the children the name of the country and share some of the facts below.



MAKE THE CONNECTION

The theme for today is "Your will be done, on earth as in heaven." God's "will" for the world is sort of like God's plan for the world, and we know this plan is for good things for all creation. When we pray this, we are asking God to shape the world according to this good plan. We are also asking God to help us remember God's good plans. Part of God's plan for the world is for everyone to be healthy and able to enjoy God's creation. But part of God's will, too, is that if our neighbor is sick or hurt, we will stay with and help him or her. In today's story, we will hear about how one church is helping people stay healthy — and helping people who are sick know that they are not alone.

FACTS ABOUT ZIMBABWE

- Zimbabwe is home to Victoria Falls, the largest waterfall in the world (twice as high as Niagara Falls!). The noise of the water is so loud that it can be heard more than 20 miles away.
- Zimbabwe has 16 official languages.
- "Zimbabwe" means "great house of stone" in the Shona language.
- Zimbabwe has a big population of elephants. There is about one elephant for every 400 people in the country.



[Show children photo 1.]

What is this? [A mosquito.]

Have you ever been stung by a mosquito?

What happens when you get a mosquito bite?

Mosquitoes can be pretty annoying when their bites make us itch. But did you know that in some areas of the world mosquitoes can also make people sick? In some countries, mosquitoes can carry a disease called malaria. Malaria can feel a bit like the flu. People with malaria can have fevers and feel pretty sick. In the country of Zimbabwe, malaria is a big problem, especially for young children and older adults. In some cases, people can die from malaria.

What are some things you can't do when you are sick?

Who helps take care of you when you're sick?

For people in Zimbabwe and other countries where malaria is a problem, being sick means you can't work or go to school. If you are a parent or caregiver and your child is sick, you also might have to pay a lot of money to make sure your child can get healthy. That is why malaria can make it harder for people to feed themselves and their families. If they have malaria, adults can't work to grow food on their farms or to make money to buy food. And if their children are sick, they might have to pay for treatment and the children might miss out on time in school or time with their friends.

But there is some good news. Malaria can be prevented, and if someone has malaria, it can be treated with medicine. That way, the person can be healthy and have a better chance of not going hungry. Our church is working with churches in countries such as Zimbabwe to stop malaria and help people get the treatment they need to be healthy.

In the village of Burure [*buh-ROO-ray*], the Evangelical Lutheran Church in Zimbabwe is doing just that with support from ELCA World Hunger. The church supports a health clinic where people can be treated for malaria, and the church is helping train people to be health workers to help people learn how to stop malaria. [*Photo 2 – villagers from Burure.*]

Jairos [*HIGH-ros*] is one of the health workers in the village. He teaches people in Burure and the villages nearby how to prevent malaria.

PHOTO 1



PHOTO 2



If malaria spreads from mosquito bites, what might be some ways that people can keep themselves from getting malaria?

In places such as Zimbabwe, workers might spray around homes to get rid of mosquitoes. Or people might put nets over their beds so that mosquitoes can't sting them while they are sleeping. These are important ways to stop the spread of malaria and keep people healthy.

But Jairos knows that being healthy means more than just spraying for mosquitoes and having bed nets. One of the ways that people can stay healthy is by earning money through work so that they can afford good food that helps bodies fight sickness, improvements to their houses that can keep bugs out, bed nets to stop mosquitoes at night and medical care if someone in the family does get sick.

So one of the other things the church in Zimbabwe is doing is working with people to help them earn money. Working together, some of the women join groups where they put all of their money together and use the money to make more money. They plant vegetable gardens, they harvest honey from beehives and they sell the honey and the things they grow to make money that they share with everyone in the group. Then they can use this money to buy bed nets, pay school fees for their children and buy animals like goats and hens that can provide extra food for their families. They can also use the money to make improvements to their homes or to pay for medical care.

Malaria is a pretty bad disease, but people like Jairos and the women in Burure are working hard to stop it. And with their hard work and the support of churches like ours and the Evangelical Lutheran Church in Zimbabwe, we can make sure that everyone has a chance to be healthy.

STORY TIME

STORY TIME STATION — DAY 3

FOCUS PRAYER
"Your kingdom come."

This story is about a ministry in Guatemala. If you are using the map activity for the storyteller station (see the note for the Day 1 story), help the children find and mark Guatemala on the map. Be sure to teach the children the name of the country and share some of the facts listed on the right.



CHECK OUT THE VIDEO!

Visit <https://vimeo.com/329648156> to watch ELCA World Hunger's video of this project. The video has subtitles, so it is most appropriate for children of reading age.

FACTS ABOUT GUATEMALA

- Guatemala has 30 volcanoes, three of which are still active.
- Lake Atitlán in Guatemala is the deepest lake in Central America. It was formed 84,000 years ago when a volcano exploded and collapsed.
- Guatemala was once home to the Mayan civilization, and pyramids from the Maya are still standing in the country. Mayans were very advanced in math and may have developed the idea of "zero."
- The mountains, lowlands, forests and beaches of Guatemala make it home to a wide variety of plants and animals, including jaguars, ocelots, monkeys and the rare quetzal [KWAYT-zel] bird. [Note: Pictures of this colorful bird can be found online.]



MAKE THE CONNECTION

The theme for today is "Your kingdom come." When we pray for God's "kingdom" to come, we are praying for God to lead us and our world to faith in God and love for each other. Sometimes, though, the ways we talk about God can make it seem that only certain people can be part of — or leaders in — God's world. But we know that God calls everyone to be part of — and leaders in — God's world, loving and serving each other with the gifts and talents God has given us. In this story, we will learn about one church that is helping its neighbors, and us, see that, in God's world, everyone matters, and everyone should have a chance to learn, grow and lead.

What does it mean to be a leader?

Who are some of the leaders you look up to, maybe at home or at school or in your community?

Can anyone be a leader in your community? What do you think a leader needs to be a good leader?

Leaders can look or act in a lot of different ways. One thing all leaders need, though, is education, so they know how to help in their community. But not everyone is able to go to school in every community. Sometimes schools are really far away, and it is hard to get to them.

Sometimes families have to pay school fees that they can't afford, so their children can't go to school. And sometimes, even when children can go to school, only some children are allowed to attend.

For some girls in **Guatemala**, going to school is not always a possibility. In some villages, the schools are too far away for their families to take them there. Even where there is a school, sometimes only the boys get to go. While many of the boys in these communities get to go to school, girls often have to stay home to cook and clean, care for siblings or take care of their fathers or husbands.

Yes, husbands! For some of the girls, getting married at a young age is part of life — even when they are as young as 12 or 13 years old.

For girls around the world, getting the chance to go to school can seem like a dream. While they can still be important people in the community and have skills and gifts to share with their neighbors, an education can help them learn how to use their skills and gifts — and develop new ones.



What kinds of things have you learned at school?

What have you learned to do because of school?

For younger children who may not have attended school or have difficulty responding, ask: What things do you think you will learn at school? What are you looking forward to learning? What kinds of things have adults helped you learn already?

How might going to school help girls become leaders in their communities? What might happen if you couldn't go to school?

The Augustinian Lutheran Church of Guatemala knows, as we do, that God calls all kinds of people to be leaders — people of different genders, communities, ages, languages and more. Each of us has a part to play in God's world, and making sure education is there for everyone is one way to show our neighbors that God loves and has a plan for all kinds of people.

That is why the Augustinian Lutheran Church of Guatemala (ILAG in Spanish) is working with people in local communities

UNDERSTANDING CHILD MARRIAGE

In some of the communities described in this story, girls are compelled to get married at young ages. Child marriage is a tradition sometimes passed on through generations as a way to secure and protect communities. In these traditions, girls are viewed as property, like precious jewels or land, and so they are married off to help pay for debt. While reinforced by tradition, poverty can also be a driving force. No matter the cause, the negative effects of early marriage on girls' health and safety are well-documented. Girls should have the same rights as boys, but girls who marry at an early age are unable to go to school and, later on, are less likely to be able to earn money to provide for themselves and their families. Many women and girls are also unaware of their rights. Increasing opportunities for their education and growth is a key way to protect the rights of girls and women, prevent some of these consequences and break the cycle of intergenerational poverty. When discussing this story with young children, it is important to remember that, while some individuals and communities continue to practice child marriage, many are working hard to end it.

to make sure everyone, no matter their gender, has the chance to get an education. With local leaders and parents and support from ELCA World Hunger, the church started the MILAGRO [MEE-la-gro] Women's Education Center for young women from rural communities. Here, young women and girls continue their education and learn other skills, such as baking, carpentry, music, masonry and gardening. These skills will help them earn money when they get older. This photo [photo 1] shows some of the girls at MILAGRO.

One of the biggest changes the MILAGRO center makes, though, is helping the girls uncover and develop their skills and talents. Pastor Karen Castillo [photo 2], the president of ILAG, says that the church tells the girls "they have intelligence, they are worthy, valuable, capable, they have gifts that they can discover. ...We tell them that life has better things for them." At the MILAGRO center, the girls learn that they

are important people in the community. Because of the MILAGRO center, other people in the community learn that everyone, no matter their gender, has the right to go to school — and to be a leader in their community.

An education can mean that girls will have the chance to get good jobs when they get older. So going to school is the first step in making sure that the girls and their future families have enough food to eat and money for the other things they need. And the whole community benefits from the skills and gifts the girls discover through education.

How do you think the girls will change because of the MILAGRO center?

How will the community change as girls learn more and are seen as leaders?

How are you going to change your community as a leader?

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME STATION — DAY 4

FOCUS PRAYER

"Hallowed be your name."



This story is about two ministries in the United States. If you are using the map activity for the storyteller station (see the note for the Day 1 story), help the children find and mark either the United States or the states of Ohio and Texas on the map. Share some of the facts below.

MARK THE STATES OR THE COUNTRY?

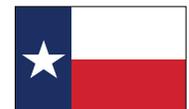
In the other stories this week, only the countries are marked rather than the states or districts of the countries. One thing that is important to remember is that other countries are filled with as much diversity as our own. This can be difficult for children and adults to remember when learning about countries other than their own. With older children, reminding them that all countries have different cultures and communities within them can be a teachable moment to help them appreciate the diversity within countries other than their own.



MAKE THE CONNECTION

The theme for today is "hallowed be your name." In this petition of the Lord's Prayer, we pray that God's name will be holy in our lives — that we will honor God with lives of faith and service. Keeping God's name "hallowed" in our lives is about more than words. It means being the people God is calling us to be. In the storyteller station today, we will hear two stories about congregations helping young people in their community get the education they need so that they will be able to be the leaders God is calling them to be.

FACTS ABOUT OHIO AND TEXAS



- Eight U.S. presidents have come from Ohio.
- The name "Ohio" comes from an Iroquois word that means "great river."
- Oberlin College in Ohio was the first college to admit African American students, in 1835, and women, in 1837.
- Texas is the second-largest state in the United States.
- The state motto of Texas is "friendship."
- Before it became part of the United States, Texas was an independent country.

What grade are you going to be in in school next year?

What is your favorite subject in school?

School can be a lot of fun, and we can learn about all sorts of things there. The person who founded our church, Martin Luther, thought school was pretty important. He told parents that they should do everything they could to make sure their children got a good education, and he told the government to provide schools for everyone, to make sure all people could learn and grow. That way, when they got older, they could be good members of the community.

Education is still important to the Lutheran church.

For younger children who may not be in school yet, ask questions such as: Are you looking forward to going to school? What do you think you will do? What are you excited to learn about?

DID YOU KNOW?

Martin Luther was an early advocate for girls' education.

We know that we can do a lot with an education. The more we know about the world,

the more ways we can help each other in it.

Going to school is only the first step, though. If you've ever gone to school when you were tired or hungry, you know it can be hard to pay attention and learn from the teacher. For some children in the United States and other parts of the world, going to school hungry happens a lot. This makes it hard for them to learn and do their schoolwork. But when they have enough to eat, children can do well in school, learn and grow.

In the city of Akron, Ohio, Holy Trinity Lutheran Church hosts DLM Food and Resources, which helps provide food to children and their families in the community with support from ELCA World Hunger. *[Photo 1.]*

What do you think "DLM" might stand for? *[Allow for creative responses. You may want to write the letters on a board or piece of paper for younger children.]*

Well, DLM at Holy Trinity actually stands for two things. First, it stands for "Dare to Love More."

To "dare" means to have courage. **What do you think it might mean to "dare to love more"?**

For the people at Holy Trinity in Akron, daring to love more means doing everything they can to help the children and families in their community.

DLM also means something else. DLM are the initials of a member of the church who died. Her name was Debra, and she cared a lot about the children in her community. She worked with the local school to start a program that would help children whose families were experiencing homelessness. The program provided a lot of things for children and their families, but they also needed a place where they could get food to make sure that the children had enough to eat.

Other members of Holy Trinity, to remember Debra and all she did to help the children at the school, made donations to start DLM, a food pantry that provides free food to families who cannot afford enough food. When the school hears about a student whose family might not have enough food, the school sends them to DLM, where they can get the food they need. About 300 people come to the food pantry each month to get healthy food. While the adults get food, the children at DLM play games and read books. Because of the programs at the school and the food pantry, the children and their families feel "seen, heard and loved." And that makes a big difference.

Do you think it would be hard to pay attention in school if you were hungry? How do you think having enough food helps the children in Akron?

By having enough food, children can learn and grow in school. But school isn't the only place we learn.

What are some things you have learned outside of school, maybe from parents or at church?

Getting an education doesn't just happen in school, and it isn't just about learning math or reading. Learning happens in a lot of other places too. Sometimes we can learn about being a leader or helping other people at places such as church.

This [photo 2] is Rosa. Rosa lives in Texas, and she is passionate about ending hunger. When she was growing up, her family sometimes didn't have enough money for food. Now, as a young adult, Rosa wants to make sure that other families don't have to experience that.

To help end hunger, Rosa works with Emanuel Lutheran Church in a community center where children and families can get food, school supplies and other things they need. Two ministries of the ELCA are working together to help Rosa and the people at Emanuel end hunger in their community. The Horizon program and ELCA World Hunger teamed up to help Rosa learn and grow as a leader in her community. Because of her work, Rosa was able to help the church get support from ELCA World Hunger for its pantry to help serve even more people in their community.

Rosa's passion and hard work are helping Emanuel's community programs grow. By learning more from the Horizon program and ELCA World Hunger, she will be able to make her dream of a world without hunger a reality.

Ending hunger means making sure everyone has enough food for a healthy life. But it also means making sure children are able to learn

and grow as students in school and as leaders in their church. Ministries like Dare to Love More help by making sure children have the food they need to do well in school. Ministries like the Horizon program and ELCA World Hunger do their part too by helping people like Rosa develop into the leaders God is calling them to be.

Who are some leaders you look up to? What kinds of things can we learn from them?

How can you be a leader to help your neighbors?

God calls all of us to be leaders in different ways. Learning from people at school, at church or in our neighborhood can help us be the leaders God is calling us to be too!

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME STATION — DAY 5

FOCUS PRAYER

"For the kingdom, the power, and the glory are yours, now and forever. Amen."

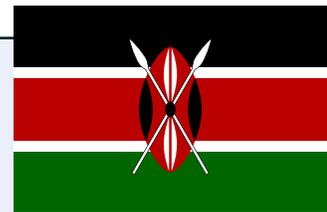
This story is about a ministry in Kenya. If you are using the map activity for the storyteller station (see the note for the Day 1 story), help the children find and mark Kenya on the map. Be sure to teach the children the name of the country as well as how to say it, and share some of the facts below.

MAKE THE CONNECTION

The theme for today is "For the kingdom, the power, and the glory are yours, now and forever. Amen." Sometimes, it can be hard to remember that the world we live in is God's world and that God wants us to share it with each other. When we act as if the world is our own, or when we think that we should be in control, we can act in ways that are hurtful toward other people. When we pray this part of the Lord's Prayer, though, we ask God to help us remember that God loves all our neighbors and that we are called to care for each other, share with each other and celebrate the ways God has made us different from each other.

FACTS ABOUT KENYA

- More than 48 million people live in Kenya.
- More than 60 languages are spoken in Kenya, although English and Swahili are used most.
- Coffee is big business in Kenya. The country is the world's third largest producer of coffee, but many Kenyans prefer to drink tea.
- Kenya was home to Wangari Maathai, the first African woman to win a Nobel Peace Prize. (Wangari was awarded the medal in 2004 and died in 2011.)



What does "peace" mean?

What do you think it means to be "at peace"?

Peace is an important part of God's plan for the world. In fact, God promises peace for all of God's creation. Peace is also an important part of ending hunger. When we are in a fight or disagreement with friends or neighbors, it can be difficult to work together. When people from two different groups don't like each other and say bad things about each other, it can be difficult to trust. And trusting each other and working together are really important for ending hunger. In more extreme cases, when there is violence or when people are not safe, it can be hard to get enough food to feed themselves or their families. When there is war, roads or markets might close. Other types of conflict might make people scared to leave their homes. If they are farmers, their fields or buildings may be destroyed.

In Kenya, the Kenya Evangelical Lutheran Church is training young people to be peace-builders in their communities. One of those young people is Halima Mahad [*ha-LEE-ma Ma-HAD*]. Halima is 24 years old, and she lives in Kalkacha village. She is a member of a tribe called Orma. The Orma and another tribe, the Pokomos, have had conflicts for a long time. Both tribes are farmers, and they have fought over water and land. The violence in Halima's village was pretty bad. Some of her neighbors' houses were destroyed, and their animals were attacked. When she was younger, Halima's mother's house was burned down.

The Kenya Evangelical Lutheran Church invited Halima and other young people to a workshop to learn how to share the message of peace with others. Halima learned how to help other people live peacefully with their neighbors. She even earned a certificate so she can get a job as a peace-builder. She says, "I have been talking to many people in my community about peace and encouraging them to [talk together] ... whenever something bad happens."

How do you think Halima might help her neighbors now? How might her village change because of her work?

Teaching young people such as Halima to be peace-builders is only part of the work the church is doing in Kenya. By bringing people together, the church is helping them learn from each other and encourage others to solve problems in peaceful ways. This will help make communities such as Halima's village safer for everyone.

To help people see the importance of peace, the church also took part in a race that helped raise awareness about the need for peace and helped the community remember people who were hurt or who died because of violence.

[*Photo 1.*] In Kenya, dancing is one way people tell stories and share with one another.

At another event, Kenyan dancers helped celebrate peace-building too. [*Photo 2.*]

Whether we are dancing for peace, running for peace or learning about how to make peace with others, the church can be an important part of ending violence and war in the world.

What are some ways we can handle disagreement peacefully? What are some ways we can make sure other people are safe?

Making sure people have enough to eat is part of ending hunger. But another part is making sure that people respect each other and treat each other kindly so that everyone can be safe and happy. God's plan for the world is to make sure everyone has enough food — but God's plan is also making sure that everyone is treated with respect and kindness so that the whole community works together.

By working with people such as Halima, the Kenya Evangelical Lutheran Church and the ELCA are taking part in God's promise of making the world a safe, peaceful place for everyone.

PHOTO 1



PHOTO 2



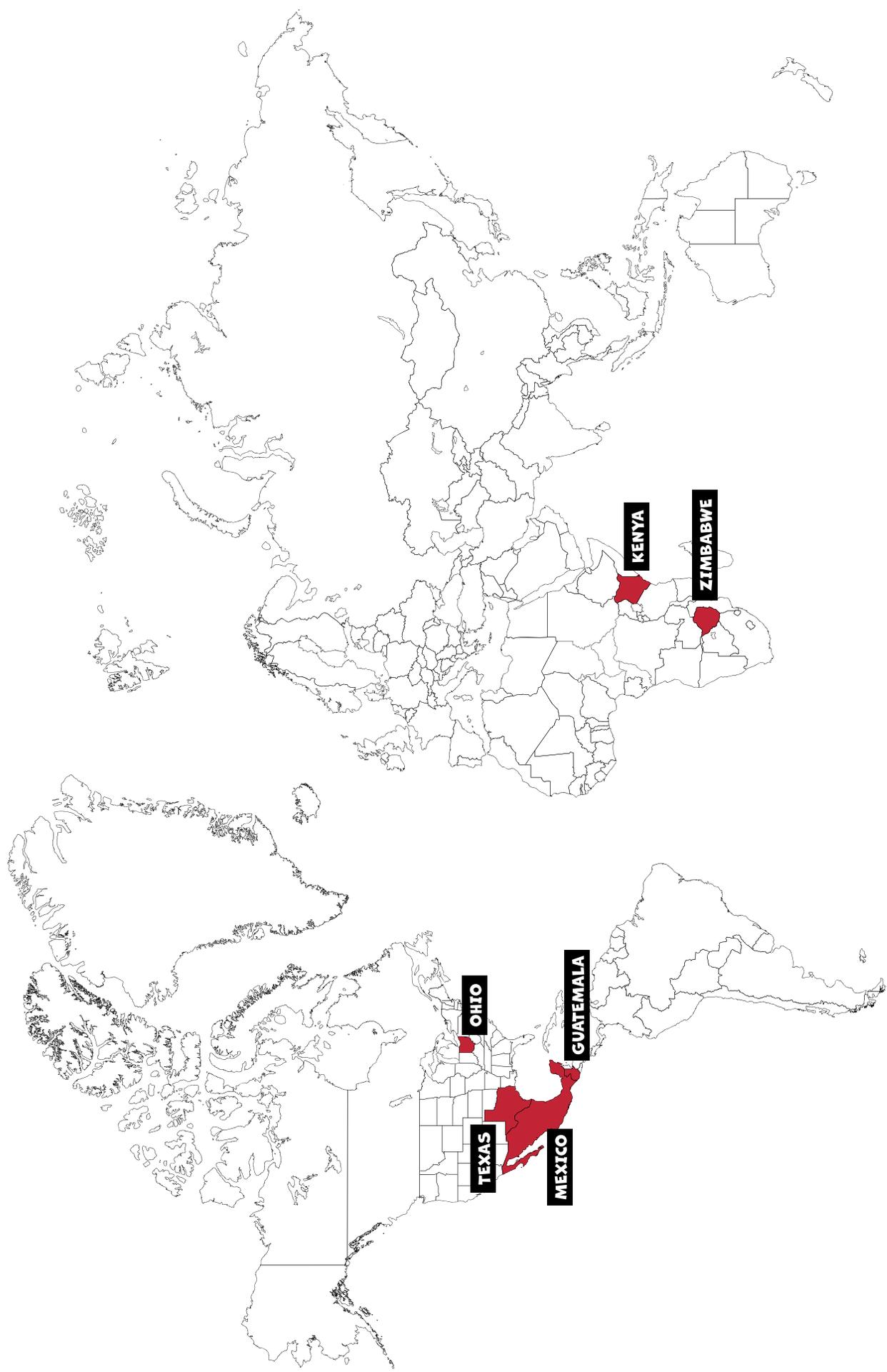
PHOTO 3

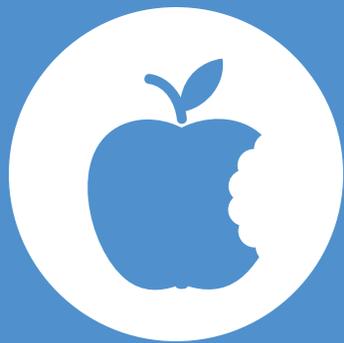


STORYTIME MAP



STORYTIME KEY





SNACKS

Experience a taste of each country featured
in the stories throughout the week!



DAY 1: SNACK

SOMETHING TO MAKE (SIMPLE)



Elote (AY-low-tay), Mexican Street Corn

Corn is native to the Americas and has been a staple food for millennia. Elote — grilled corn on the cob topped with butter, cheese and spices — is a delicious and easy way to enjoy this tasty staple.

INGREDIENTS:

Ear of corn (or half an ear for younger kids) for each person

Topping Ingredients (for six ears of corn):

1/4 cup mayonnaise

1/4 cup sour cream or Mexican crema

2 garlic cloves, minced

1/2 cup queso fresco or cotija cheese crumbles (if you cannot find these, parmesan or feta are good substitutes)

1 teaspoon chili powder

1/2 teaspoon cayenne pepper (optional; some kids are very sensitive to spice)

1/2 cup cilantro, finely chopped

1 teaspoon salt

lime wedges

DIRECTIONS:

- 1) Combine mayonnaise, sour cream and garlic in a small bowl.
- 2) Spread cheese on a plate.
- 3) Combine chili powder, cayenne (if using) and salt in a small bowl.
- 4) Grill corn over high heat directly on the grill for about 10 minutes, until cooked and lightly charred. (Note: You can boil the corn if that's easier.)
- 5) Brush hot corn with the mayonnaise mixture, roll in the cheese crumbles and sprinkle with spice mixture and cilantro.
- 6) Squeeze lime over corn and enjoy immediately.

SOMETHING TO MAKE (COMPLICATED)



Green Pozole (po-ZOLE)

Pozole, a stew made from hominy (processed corn kernels) is a traditional dish across all of Mexico. Pozole can be made from many ingredients and corn in many colors. Green pozole, made with tomatillos and poblano peppers, is the traditional preparation in the state of Guerrero, where Marcelina and her daughters live.

Recipe makes about 10 one-cup servings

INGREDIENTS:

10 tomatillos (about 1 pound)

2 poblanos

2 medium onions

2 jalapeños (optional; even with the jalapeños this dish is not spicy, but some kids are very cautious about spice)

4 garlic cloves

1/2 bunch cilantro

1-2 cans hominy (28 ounces)

2 quarts stock

1 teaspoon oregano

1 teaspoon salt

black pepper (to taste)

DIRECTIONS:

- 1) Preheat oven to 400 F. Oil a 9x13" baking sheet.
- 2) Husk and rinse tomatillos. Split them in half and place cut side down on baking sheet.
- 3) Rinse, split and deseed poblanos. Place cut side down on baking sheet.
- 4) Roast tomatillos and poblanos for 30 minutes. Check after 15 minutes. If tomatillos are breaking down, remove and return poblanos to oven for remaining time.
- 5) Meanwhile, peel and dice onions, de-stem and dice jalapeños, peel and mince garlic, rinse cilantro. Add to a soup pot with the stock and bring to a simmer.
- 6) When tomatillos and poblanos are done, allow poblanos to cool briefly, then pull off as much of the skin as you can and add poblanos and tomatillos to pot.
- 7) Blend contents of pot using an immersible blender or in a blender in batches.
- 8) Return to pot and add oregano, salt and pepper.
- 9) Drain and rinse hominy and add to pot.
- 10) Bring to a simmer and cook 15 minutes or until hominy is heated through.
- 11) Serve with a squeeze of lime.

SOMETHING TO BUY

Torrijas (tor-RAY-has)

Torrijas is the Latin American cousin of French toast. Traditionally served during Holy Week, it is made of slices of bread soaked in sweetened milk and fried. French toast sticks from the freezer aisle are a close approximation.



DAY 2: SNACK

SOMETHING TO BUY



Biltong (Beef Jerky)

Biltong is dried, cured meat. Originally a way to preserve meat in the days before refrigeration, it is still a popular snack across much of southern Africa. American beef jerky is a close approximation to biltong, though it differs in several ways. Biltong is much thicker than jerky, an inch or more wide. It is cured with vinegar and spices while dried, unlike jerky, which is dried with just salt. Also, jerky is frequently smoked, while biltong is never smoked.

SOMETHING TO BUY



Papaya

Many of the fruits and vegetables indigenous to Zimbabwe are hard to find in the United States. One of the easier-to-find fruits is papaya. Papaya (or pawpaw) is not indigenous to Zimbabwe, but it is a popular fruit for farmers in the country. To eat a papaya, cut the fruit in half and remove the seeds. (The seeds are edible, but they have a bitter taste.) Use a spoon or knife to remove the fruit from the rind. Cut into slices or chunks to serve.

SOMETHING TO MAKE (SIMPLE)



Sadza With Tsunga (sad-ZA with t-SUN-ga)

Sadza is a thick, pastelike porridge made of mealie-meal (white cornmeal). The staple dish of Zimbabwe, sadzanenyama nemuriwo (sadza, meat and leafy vegetables) is eaten by most people almost every day for lunch, dinner or both. This recipe pairs sadza with sautéed greens, but for more of a lunch, you could add a stewed, boiled or grilled meat, or for a snack, it could go with peanut butter (be cautious of food allergies), jam or buttermilk.

Recipe makes about 10 servings.

SADZA

INGREDIENTS:

- 3 cups boiling water
- 1 cup cold water
- 2-1/2 cups white cornmeal

DIRECTIONS:

- 1) In a medium pot, make a paste using the cold water and 1/2 cup of the cornmeal.
- 2) Slowly add the boiling water, stirring well to prevent lumps.
- 3) Heat at medium heat, stirring constantly, until the mixture begins to thicken.
- 4) Lower the heat, cover the pot and let simmer 15 minutes.
- 5) Remove the lid and gradually add the remaining cornmeal, stirring to prevent lumps. It will become very thick and hard to stir.
- 6) Heat thoroughly on low for several minutes, covered.

TSUNGA (MUSTARD GREENS)

INGREDIENTS:

- 2 bunches chopped mustard greens (spinach, collard greens or another leafy green could substitute)
- 4 cups mushrooms, julienned
- 2 teaspoons garlic, minced
- 2 tablespoons Worcestershire sauce
- 1-1/2 teaspoon salt
- 6 tablespoons oil

DIRECTIONS:

- 1) Heat oil in a large frying pan.
- 2) Add mushrooms, garlic, Worcestershire and 1/2 teaspoon salt, and sauté until mushrooms are golden brown.
- 3) Add greens and remaining 1 teaspoon salt, sauté until greens are bright green and just cooked, about three minutes.



DAY 3: SNACK

SOMETHING TO MAKE



Frijoles Negros Volteados

(nay-GROS vol-TEH-ah-dos), Refried Black Beans

Guatemalan food draws from traditional Mayan foods such as corn, black beans and fresh tropical fruits such as avocados, mangoes, papayas and bananas. Rice, eggs and cheese are also staples.

INGREDIENTS:

2 cups dried black beans or 3 cans black beans
1 tablespoon black pepper
1 tablespoon salt
1 teaspoon oregano
1/2 teaspoon chili flakes
1 teaspoon granulated onion
1 teaspoon garlic powder
1/2 teaspoon baking soda
4 cups water (if using dried beans)
1 finely chopped white onion
1 tablespoon olive oil
tortillas

DIRECTIONS (FOR DRIED BEANS):

- 1) Add all of the ingredients except the onion and olive oil to a pot, bring to a boil, cover, then turn off and let sit for 30 minutes.
- 2) Return beans to a boil, then simmer over low heat for an hour or more, until the beans are tender.
- 3) In a small frying pan, heat the oil and sauté the onions until translucent.
- 4) Add onions to the beans and their cooking liquid and puree until smooth.
- 5) Heat more oil in the skillet, pour in the pureed bean mixture and cook on low until the puree is thick enough that you can "roll" it. Garnish with cilantro and/or more onions and serve with warm tortillas, cheese, guacamole (recipe below) and/or sour cream.

SOMETHING TO MAKE



Guacamole

INGREDIENTS:

1 ripe avocado
1 teaspoon chicken bouillon (or 1 cube chicken bouillon)
1 to 2 cloves garlic, minced
Tomatoes and onions, chopped, to taste (optional)

DIRECTIONS:

- 1) Slice avocado in half, remove pit, scrape flesh into a bowl, and thoroughly mash.
 - 2) Stir in garlic and mix well.
 - 3) Add tomatoes and onions to taste.
- Serve with tortillas or tortilla chips.

SOMETHING TO BUY



Tropical Fruits

Tropical fruits grow well in Guatemala's lush, wet climate. Serve familiar fruits such as bananas, showing pictures of bananas on trees to give children an idea of what they look like as they are growing. Or use the opportunity to introduce a fruit the children might not have experienced, such as mangoes or papayas. Sliced green mango seasoned with lime and chili powder is a popular street food.



DAY 4: SNACK

SOMETHING TO MAKE



Tex-Mex Fajitas

Tex-Mex is a fusion of American and Mexican dishes. The style originated along the Texas-Mexico border and has spread across the Southwest. Tex-Mex is similar to Mexican but uses some ingredients not generally found in Mexico, like shredded cheese, cumin, bell peppers and flour tortillas. Chili con queso (a spicy melted cheese sauce also called simply "queso"), nachos, crispy tacos and fajitas are all uniquely Tex-Mex.

INGREDIENTS:

- 8 small flour tortillas
- 1 onion, thinly sliced and quartered
- 4 bell peppers, thickly sliced
- 8 ounces button mushrooms
- 3 cloves garlic, minced
- 2 tablespoons oil
- 1-1/4 teaspoon chili powder
- 3/4 teaspoon cumin
- 3/4 teaspoon salt
- 1/2 teaspoon smoked paprika

Optional additional toppings such as refried beans, shredded cheese, sour cream, salsa, etc.

DIRECTIONS:

- 1) Warm the tortillas — Heat oven to 350 F, wrap tortillas in aluminum foil, and place in oven for 15-20 minutes while the fajitas cook.
- 2) Heat oil in large skillet or frying pan. When hot, add onion, bell peppers, chili powder, cumin, salt and paprika. Cook until bell peppers start to soften, about five minutes.
- 3) Add mushrooms and garlic and continue to cook until mushrooms soften, about five to seven more minutes.
- 4) Serve in warmed tortillas with whatever toppings you choose.

SOMETHING TO MAKE



Buckeyes

Ohio is famous for its buckeye trees. And for its buckeye candy, a chocolate-dipped peanut butter ball that looks a bit like the nut from a buckeye tree. Note: be aware of food allergies before choosing to serve this snack.

INGREDIENTS:

- 1-1/2 cup peanut butter
- 1/2 cup butter, softened
- 1/2 teaspoon vanilla
- 4 cups powdered sugar
- 3 cups semisweet chocolate chips
- 1 tablespoon shortening or coconut oil

DIRECTIONS:

- 1) Combine peanut butter, butter and vanilla in a mixer.
- 2) Slowly add powdered sugar until well combined.
- 3) Chill mixture for 30 minutes.
- 4) Roll mixture into small balls, place on a cookie sheet lined with parchment paper, and chill another 30 minutes.
- 5) Combine chocolate and shortening in a small bowl and microwave or heat slowly until melted.
- 6) Place a toothpick in each peanut butter ball, dip in chocolate, leaving a little peanut butter visible at the top, and return to parchment-lined cookie sheet. Chill until chocolate is hardened.

SOMETHING TO BUY



Chips and Salsa (or Chili Con Queso, or Guacamole)

Chips and salsa are the quintessential start to a Tex-Mex meal. Chili con queso (spicy cheese sauce) is available in the international section of most grocery stores, or in the chip aisle.



Peanut Butter Cups

The shape is wrong for a buckeye, but the flavors are right. Be conscious of any nut allergies in the group before choosing to serve this snack.



DAY 5: SNACK

SOMETHING TO MAKE



Githeri (gi-TER-ee)

Kenya is a very diverse country, and each tribe has a specific meal as its main staple dish. But while the preparation styles vary, most dishes draw from Kenya's rich farmland for kale, spinach, beans, potatoes, cabbage, beef and goat meat. Near the coast, fish from the Indian Ocean is also popular. Githeri is a staple dish of the Gikuyu, Meru and Embu people of central Kenya and the Kambu people of eastern Kenya.

INGREDIENTS:

- 1 tablespoon oil
- 1 medium onion, chopped
- 3 cloves garlic, minced
- 1 tablespoon curry powder
- 1 large bunch kale or other greens, chopped
- 4 cups (28-ounce can) diced or crushed tomatoes
- 2 cups corn
- 2 cups cooked beans (14-ounce can, drained)
- salt and pepper to taste
- 1 lemon

DIRECTIONS:

- 1) Heat oil in a medium pot. Sauté onions until translucent, about three minutes, then add garlic and curry powder.
- 2) Add all remaining ingredients except salt, pepper and lemon juice.
- 3) Bring to a boil, then cover, reduce heat and simmer until greens are cooked and bright green, about 20 minutes.
- 4) Season to taste with salt, pepper and lemon juice.

SOMETHING TO BUY



Chai and Doughnut Holes

While known in America for its coffee production, Kenya is also renowned for its tea, and most Kenyans are tea drinkers. Chai — tea boiled with milk, sugar and spices — is the drink of choice for many Kenyans. Find premade chai in the beverage section of the grocery store or make your own with teabags and milk. Maandazi (man-DA-zee) — a spicy, yeasty fried bread — is similar to a doughnut hole. Kenyans eat this for breakfast (kiamsha kinywa) or as a light snack for morning tea (chai ya saa nne) or afternoon tea (chai ya saa kumi).



CRAFTS

Make it, take it and learn more about
our neighbors in God's world!



DAY 1: CRAFT

Amate (a-MAHT-ay) Painting

SUPPLIES:

Brown paper bags cut into rectangles
Paint
Paint brushes
Black markers

DIRECTIONS:

- 1) Start by showing some real amate paintings. A quick internet search for amate paintings will give you lots of options. Notice some of the common images in the paintings, such as birds, flowers and landscapes. Note how the paintings use bright colors within thick black lines and often do not have any background color.
- 2) Crush up and smooth the paper-bag rectangles several times to get a softened, broken-down appearance that is similar to amate paper. Note: Younger kids can skip this step and paint on the flat bag, but crushing the bag is pretty fun.
- 3) Using the black markers, draw flowers, birds, animals or landscapes on the bag. Note: For younger kids, an adult can either pre-draw images or help kids draw.
- 4) Use brightly colored paint to fill in the drawings.



CRAFT CONNECTION

Amate is a traditional type of paper made from tree bark. The paper has been made since the first century. Nahuatl artists in Guerrero have revived this ancient practice by using the paper for a traditional style of painting, which is also called amate.



DAY 2: CRAFT



Soap Carving

SUPPLIES:

Full-size bars of soap
(Ivory soap works well)
Craft sticks — for older kids,
the sticks can be cut into a
point for details

DIRECTIONS:

- 1) Start by showing children images of Zimbabwean stone sculptures.
- 2) Use the tip of the craft stick to draw a simple design on one side of the bar of soap.
- 3) Use the edge of the craft stick to shave pieces of soap away from the shape you drew — be sure to emphasize safe knife skills and always carve away from your body.
- 4) As you get closer to the desired shape, you can shave away smaller shavings or use the tip to add detail.

CRAFT CONNECTION

Sculptures carved out of the soapstone deposits in the eastern mountains of Zimbabwe are one of the nation's best-known art forms. Many stone sculptures are on display in the Chapungu Sculpture Park in Harare, Zimbabwe, and in its American location in Loveland, Colorado. There is also a permanent display of Zimbabwean sculptures in the Hartsfield-Jackson Atlanta International Airport.



DAY 3: CRAFT

Straw Woven Bracelet



SUPPLIES:

3-5 straws per child (reuse these for each group)

Yarn

Tape (to hold straws in place while weaving)

Small piece of cardboard (one per child)

Scissors

DIRECTIONS:

- 1) Show children images of traditional Guatemalan textiles. Note the vibrant colors and bold patterns.
- 2) Cut three pieces of yarn, each approximately two feet long.
- 3) Tie the three pieces of yarn together near the top. Thread a straw along each strand of yarn. Note: The straws act as the loom. If you're using bendy straws, it may help to cut the bendy part off before you begin.
- 4) Choose the color yarn you'd like to weave with. (Note: Gradated yarn works well.) Wrap five to eight feet of the yarn around the small piece of cardboard. In addition to holding your weaving yarn, the cardboard will act as a shuttle and help move your yarn into place.
- 5) Tie the loose end of the weaving yarn to the knot of the three pieces of yarn and secure the end to a table with a piece of tape.
- 6) Use the cardboard shuttle to weave the yarn over the first straw, under the second, over the third, continuing to weave back and forth. Use your finger to push the yarn against the top of the loom, keeping the rows tight together.
- 7) Once your project is long enough, carefully slide the straws down and off the yarn, one at a time. You need to hold the weaving in place so it doesn't unravel.
- 8) Tie the loose ends of yarn together to secure it.
- 9) Cut off extra yarn, leaving enough of a string to tie the two ends together to form a bracelet.

CRAFT CONNECTION

Woven textiles are one of Guatemala's most popular and well-known art forms and one of its major exports. These woven bracelets give kids a simple introduction to the art of weaving.

Fun addition: If you have a weaver in your congregation, invite that person to share with the children their own experiences with weaving.



DAY 4: CRAFT



Back-to-School Supplies

PENCIL HOLDER

SUPPLIES:

Empty can — thoroughly washed and dried, with no sharp edges

Paper

Glue or hot glue

Scissors

Markers, crayons, colored pencils

Optional other decorations such as foam cutouts, washi tape, glitter, etc.

DIRECTIONS:

- 1) Cut paper to fit around the can.
- 2) Decorate with markers, foam cutouts, etc.
- 3) Glue or hot-glue the decorated paper to the can.

BOOKMARKS

SUPPLIES:

Card stock

Scissors

Hole punch

Yarn

Markers, crayons, colored pencils

Optional other decorations such as foam cutouts, washi tape, glitter, etc.

DIRECTIONS:

- 1) Cut card stock into rectangles. Punch a hole in the top center.
- 2) Decorate with markers, crayons or other optional decorations.
- 3) Thread yarn through hole and tie off.

CRAFT CONNECTION

All of the stories from today are about making sure people have everything they need to do well in school and learn to be leaders in their community and the world. These crafts are all about helping the children in VBS be ready to go back to their schools so they can learn to be leaders.



DAY 5: CRAFT

Tissue-box Guitar

To reduce waste, ask the congregation to save empty tissue boxes and paper-towel rolls prior to your VBS.

SUPPLIES:

- Empty rectangular tissue box
- Scissors or craft knife
- Empty paper-towel roll
- Rubber bands
- Tape
- Markers, stickers, etc. (for decorating)
- Optional: Index cards

DIRECTIONS:

- 1) Cut around the opening to remove the plastic that holds the tissue. This also makes a wider opening to strum across.
- 2) On the narrow side, trace around the paper-towel roll and cut a hole in the narrow side.
- 3) Add strings by putting rubber bands around the box, one on either side of the opening and one across the middle. You can vary the pitch by varying the size and type of rubber bands.
- 4) On one end of the paper-towel roll, cut a two-inch slit on either side. Slide the cut end into the opening in the box, with the rubber band in the slits. Secure the roll with tape. This is the neck of the guitar.
- 5) Optional: Add a bridge for better sound by folding the index cards until they are about three-quarters of an inch wide and securing them under the rubber bands at the top and the bottom of the guitar face with tape.
- 6) Decorate with markers, stickers, etc.



CRAFT CONNECTION

With almost 50 ethnic groups and 70 languages spoken, Kenya is an incredibly diverse country. This diversity is also present in its music. Kenyans enjoy hip-hop, reggae, rock and a variety of pop, including Benga (featuring fast finger-style guitar picking), Swahili and Congolese sound (both based on rumba), and Hotel Pop (tourist-oriented covers of popular Western pop songs). Many of these musical genres feature guitars, the most popular instrument in Kenyan popular music.



GAMES

Have fun playing together while learning
more about God's world!



DAY 1: GAMES

"GIVE US TODAY OUR DAILY BREAD"

Team-building games often require people to be in each other's personal space. Going from a comfortable amount of personal space to little or no personal space can be stressful for some children. One best practice when leading team-building games is to slowly reduce personal space through multiple games. This gives the children time to adjust and to build team trust.

Noodle Relay

AGE RANGE:

All

MATERIALS NEEDED:

- One pool noodle
(small pool noodles can be used for younger children)
- Paper plates or flying discs labeled with the following items (use words or drawings): sun, water, wheat, open hands, folded hands, rolling pin, eggs, heart, cross, bible, books, pencil, dirt, gardening tools, family, community, and church building
- Tape

DIRECTIONS:

The goal of this game is for the children to collect the plates or flying discs using the pool noodles to carry the items back to their team. Before playing the game, attach each printed icon to a paper plate or flying disc. Place the plates or flying discs on the ground, with the icon up, at one end of the space. Invite the children to line up at the opposite end of the space.

To start the game, ask the children to gather the things they need to complete a task. For example, if the leader asks the group to make bread, they may gather the plates or flying discs with wheat, water and a rolling pin. To make the game more challenging, set a time limit or set a minimum number of plates or flying discs they must collect.

Beginning with the first child in line, each child will run with the pool noodle to the space with the plates or flying discs, choose one item, balance it on the top of the pool noodle and attempt to run back to the line without dropping the item. If they drop the item, they must start over from the area near the plates and flying discs. Once they are back by their team, the next child takes the pool noodle and does the same, grabbing a different item. Continue this relay until each child has had a turn or until time runs out. Once the teams are finished, invite each team to explain the items they chose. To make this more challenging for older children, you can divide their group into teams that must race each other. Or older children can work in pairs, with the person holding the pool noodle blindfolded and the partner guiding them back to the team.



SUGGESTIONS FOR TASKS:

Make bread

Pray

Make a church

Grow food

Make a school

QUESTION SUGGESTIONS FOR YOUNGER CHILDREN:

- What other things can we make from the items? *[Affirm all responses.]*
- What is the most important item for *[each task]*?
- What task needed the most items?
- How did you help your team? How did your team help you?

QUESTION SUGGESTIONS FOR OLDER CHILDREN:

- What other things can we make from the items? *[Affirm all responses.]*
- If we were to complete these tasks (making bread, making a church, growing food, etc.) in real life, whose help might we need? (Consider: farmers to grow crops, builders to make buildings, writers to write books for a school, etc.)
- What items does God provide us with?
- How does God help us work together to make food, to learn at school or to make a church?

DEBRIEF:

Invite the children to think of what is included when we pray for God to provide us with "daily bread." In this part of the prayer, we ask God for literal "bread," but we also ask God for all the other things we need: shelter, clothing, good weather, education, etc. The prayer reminds us that everything we have comes from God and that God cares about our whole lives — our spirit and our body.

Ask:

- What gifts from God are you thankful for?
- How can we give thanks to God for the things we have?
- Who helps us get the things we need? How can we thank God for them?





DAY 1: GAMES

"GIVE US TODAY OUR DAILY BREAD."

Pool Noodle Balloon Bonanza

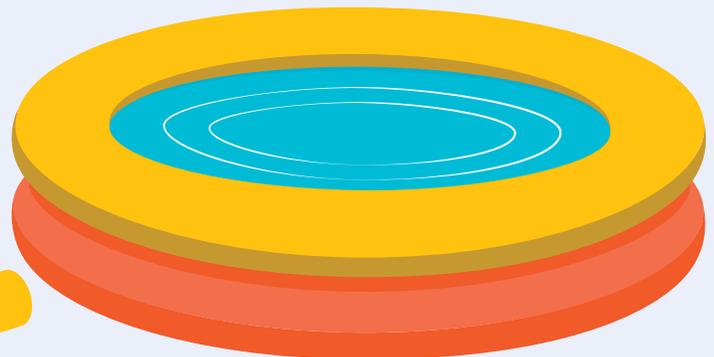
AGE RANGE:

All

MATERIALS NEEDED:

- 5-10 latex-free balloons
- Bucket or basket
- Pool noodles (for younger children, smaller pool noodles can be used)
- Small plastic pool filled with water (a large pool can make this even more challenging!)

Each version of this game involves a lot of movement, so be sure to have enough space for the children and the pool noodles. You may want to set some ground rules with the children before getting started.



VERSION 1

This is a very simple activity to get the children started using the pool noodles and working together.

Give each child a pool noodle and invite them to stand in a circle. The circle should be large enough that a normal-size pool noodle will just barely reach all the way across the circle. Toss a balloon into the center of the circle and direct the children to keep it in the air as long as they can. As they get used to the one balloon, add in more. To make it a bit more challenging, tell the children that they must take turns, so that after the first person taps the balloon with the noodle, only the person to their left can tap it next, and so on, around the circle.

VERSION 2

This activity will require the children to work together to accomplish their goal.

Fill the pool with two to three inches of water. Place five to ten balloons in the pool and scatter them around. Invite the children to gather around the pool and, using only a pool noodle, remove all of the balloons and place them in a bucket or basket. If a balloon touches a hand, foot or other part of their body, the balloon has to go back in the pool.

To start, each child should work independently, trying to fill their own bucket (or make their own pile). This will be challenging! After a few minutes, invite the children to work with a partner or in groups of three. Working together to lift the balloons, the task will be much easier to accomplish. To make this more challenging, set a timer and invite the pairs or trios to race each other.

VERSION 3

This activity involves the balloons but no pool noodles or other materials. Working in groups of two or three, the children will need to use their bodies — but not their hands! — to move balloons from one end of the space to another. Begin by setting up the balloons at one end of your space. About five balloons per team should be a good number. Inflate the balloons to different sizes to add to the challenge. Invite the children to gather at the other end of the space and explain that they will race each other to see which team can gather the most balloons and bring them back to their starting point. They cannot use their hands to pick up, hold or carry the balloons. If a balloon touches a hand, the person must put the balloon back and start over.

Using cones, string, tape or other obstacles can make this activity much more challenging. Use cones, string, tape, etc. to set up a curvy path or create obstacles for the children to encounter on their way back to the starting place. For example, using tape or string, create a hopscotch part of the path so that, while carrying the balloon, the children have to hop together without dropping the balloon.

DEBRIEF:

You can use the questions below to discuss the games with children. The goal of each game is to uncover the ways that, by working together, we can do things that might seem very difficult to do on our own. Part of our "daily bread" is the community that supports us and works with us to meet all of our needs.

- Was it easier to play each game with a partner?
- What other things are easier — or more fun — with a partner?
- How did you work together to get balloons out of the pool (version 2) or move them across the space (version 3)?

FOR OLDER CHILDREN, ASK:

- Was it easy to work together at first? Why or why not?
- Have you ever worked with a partner at school, church, etc.? How did working on a team or with a partner make things easier? How might working with other people make some tasks harder?



DAY 2: GAMES

"YOUR WILL BE DONE, ON EARTH AS IN HEAVEN."

Malaria Tag

AGE RANGE:

7+

MATERIALS NEEDED:

- Brown and red paper
- Cones, tape or hula hoops to mark starting line, food station and bed net stations (you can choose to mark off a space as the "bed net station" or you can purchase an actual bed net for this station on Amazon)

SETUP:

Designate and clear an area large enough for a game of tag fitting for the size of your group of participants (if you are indoors you may consider instructing people to walk during the activity).

Designate two areas in the space as the "food station" and the "bed net station."

Cut the brown paper into roughly 2-by-2-inch pieces, less than twice as many as the number of participants (for example, for 10 participants, cut out 16 pieces of brown paper). Label these "food" and place the pieces at the "food station."

Cut the red paper into roughly 2-by-2-inch pieces, the same number of pieces as participants (for example, for 10 participants, cut out 10 pieces of red paper). Label these as "medicine." You will keep them and, acting as the doctor, hand them out to participants seeking treatment.

As the doctor, you will be moving around throughout the activity. Players will be instructed to find you once they have been tagged by a mosquito. When they come to you for treatment, they must have a food card. If they do not have a food card, instruct them to visit the food station and come back. If they are tagged again on the way to the food station, they must sit down. If they come to you a second time for treatment, they must have two food cards (you will know they have come a second time because they will already have a red card).

When all the medicine cards have been handed out, let the players know that you cannot offer treatment and that the next time they are tagged, they will have to sit down. You may want to play a couple of rounds so the participants can get the hang of it.

Before you play the game, invite the children to sit in a circle to learn more about malaria. (If they have been to the storyteller station, they have already learned a bit about malaria.)



SAMPLE SCRIPT TO INTRODUCE THE GAME:

Today's theme is "Your will be done, on earth as in heaven." God's "will" is what God wants for the world. What are some of the things God wants for us and for the world?

One of the things God wants is for us to be healthy or, if we aren't healthy, to be cared for. God gives us lots of ways to stay healthy or to care for each other too. God gives scientists and doctors knowledge about medicines and illnesses. God gives us knowledge, too, about how to keep ourselves healthy. And God gives us our neighbors so that we can work together to keep everyone healthy.

The ELCA and other churches work together in countries around the world to help people stay healthy. Fighting the spread of malaria is one way we do this. Malaria is a parasite spread by mosquitoes. When someone has malaria, it can be a little like the flu. The person gets a fever and has muscular aches and pains. If adults get malaria, they can't go to work to make money for their family. When children get malaria, their parents sometimes have to take time off work to care for them, and the treatments can be expensive and hard to find. Sometimes, people who get malaria can die from the disease.

But the good news is that malaria can be prevented and treated. And we're going to learn about some of the ways to stop malaria in this game.

INSTRUCTIONS:

Have all the players line up at the starting line. Show them where the "bed net station" and "food station" are. Identify yourself (the leader) as the doctor. Choose which player will serve as the mosquito ("it" in a typical game of tag). Select one player to be a mosquito for every five people playing and have the mosquitoes stand in the center of the playing field. The mosquito's goal is to tag as many people as possible.

Tell the players that they must first try to reach the food station to get a food card. Explain that the bed net station is a safe zone that can hold two players at a time. Players can take their turn in the bed net station for 10 seconds at a time. Players take their turn in the bed net station until they are "counted out" by another player.

When players are tagged by the mosquito, they must immediately find the doctor to receive medicine to treat their malaria. They must have a food card to receive treatment. Once treatment is received, the player can go on with the activity. If a player is tagged by a mosquito again after receiving treatment the first time, that player must go to receive treatment again. If a player is tagged twice without receiving treatment, they are out of the activity, and they must sit down where they were tagged the second time. Remember, the player will need to have at least TWO food cards to see the doctor again.

The activity ends when all (or most) of the players are sitting down. Depending on time, play again (it may take two games for players to understand the pieces of the activity).

DEBRIEF:

Ask:

- What did it feel like to get tagged by the mosquito?
- How did food help you? [Able to get treatment with food.]
- Why do you think you needed food to get treatment from the doctor? In real life, why might someone who is sick need food to get better?
- How did the "bed net station" help? If malaria is spread by mosquitoes, how might bed nets help?

CONCLUDE:

In communities where malaria is a big risk, things such as food, medicine and bed nets can help people stay healthy — or get healthy if they are sick.

If the children have not been to the storyteller station yet, tell them that they will learn more about malaria at that station.

If the children have been to the storyteller station, ask: what things did you learn about stopping malaria from today's story?

How can we help people be healthy in our community?



DAY 2: GAMES

"YOUR WILL BE DONE, ON EARTH AS IN HEAVEN."

Hungry Mosquito

AGE RANGE:

All

MATERIALS NEEDED:

- Cones or other materials to make a "safe zone"

DIRECTIONS:

This simple version of tag can be used to introduce the topic of malaria, one of the most common and preventable illnesses that affect our neighbors around the world.

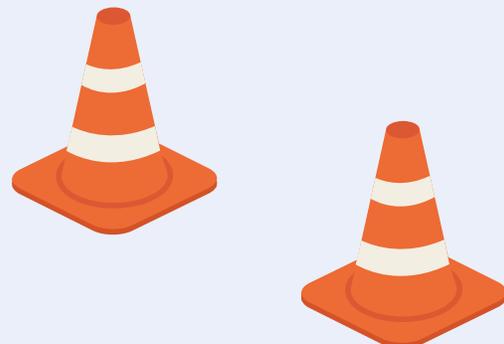
Use the cones or other materials to create a "safe zone" at one end of your space. The children will start the game inside this zone. Choose one child to be the "hungry mosquito" who will tag the other children. To begin the game, the hungry mosquito can start anywhere it likes outside of the "safe zone." Start by having the children ask the hungry mosquito, "What time is it, hungry mosquito?" Whatever time the hungry mosquito says, the children will take that number of steps toward the hungry mosquito, leaving the safe zone. For example, if the mosquito says it is 11, the children must take 11 steps outside of the safe zone. The children continue asking the question and moving until the "hungry mosquito" answers, "It's lunchtime!" Once the "hungry mosquito" says it is lunchtime, the children must race back to the safe zone before being tagged. If they are tagged by the mosquito, they become "hungry mosquitoes" and tag others. (You can add an element of freeze tag here, too, by having the new "mosquitoes" freeze in place and tag only children they can reach.) The game ends when there is only one child left who has not been tagged. That child becomes the next "hungry mosquito."

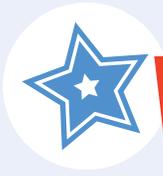
DEBRIEF:

It was fun trying to dodge the "hungry mosquito" in the game, but in many communities, avoiding mosquitoes is not a game. Mosquitoes can make people sick in many places. Mosquitoes can carry a parasite called malaria that can make people feel like they have a fever. Malaria can be very dangerous for young children and infants. Our church is working with other churches to help people stay safe and healthy.

What kinds of things do you think can stop people from getting bitten by mosquitoes? [*Affirm all answers but especially listen for things such as spraying to kill mosquitoes or using bug spray.*]

Churches help by giving people bed nets so that mosquitoes can't bite them at night, spraying homes and villages to kill mosquitoes and making sure that if people do get sick, there are clinics nearby with medicine to help them be healthy. God wants us to be healthy, and churches around the world are doing their part.





DAY 3: GAMES

EVERYONE CAN LEAD

Everyone Can Lead

AGE RANGE:

All

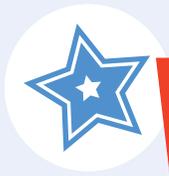
Note: This is a short but fun game to start the station for today!

DIRECTIONS:

If you would like, first mark out the designated play area. Next, invite the children to stand in a single-file line in the designated play area. Ask the children to extend their arms to their sides and spin slowly in a circle. If they hit another child with their arms, they need to spread out a bit.

Once everyone is spaced apart from each other, have the children start out by walking around the designated play area in a single-file line. Invite the first person in line to call out a movement (such as skipping, sliding, galloping, hopping or jumping). The children following the leader must do the action as they walk around until the leader calls out a new action. After a set amount of time, the person in the front of the line will walk to the back of the line. Now, it is the next child's turn to call out a command. This goes on until everyone has had a chance to be the leader. If you have a large group, you can divide the children into several different lines.



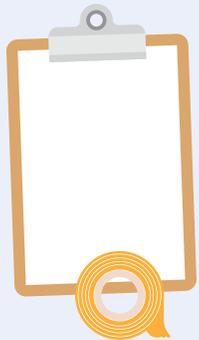


DAY 3: GAMES EVERYONE CAN LEAD

Mystery Maze

AGE RANGE:

7+



START

END

MATERIALS NEEDED:

- Open space
- Masking tape, painter's tape or chalk (if playing outside)
- Paper and markers to make "start" and "end" signs and create mystery maze paths
- Optional clipboard to hold mystery maze path

DIRECTIONS:

To set up, create a 5-by-5-foot (or larger) grid for the maze on the ground. Grid squares are recommended to be one square foot. Create "start" and "end" signs. Place start and end signs wherever you wish. On a piece of paper, draw a grid to match the one on the ground. Mark the start and end points on your paper grid. Then, on your paper grid (and without showing the children!), draw a path that the children will try to discover.

When it is time to start, invite the children to line up at the start square. Tell the children that in front of them is a mystery maze and they will have to work together to find their way through it. Then, invite the first child to step on the start square and take their turn at guessing a square in the path of the mystery maze. They may move either forward or to the side but not diagonally. If the child guesses correctly, they may guess again.

After a child guesses incorrectly, they move to the end of the line, and the next child in line steps on the start square. This next child, with the help of their team, must first successfully navigate to where the last child left off. (For younger

children, this step can be skipped by having each child start in the same place where the previous child ended their turn.) If, in the process of this new child finding their way to where the last child was, the new child chooses a wrong square, the new child's turn is over and they must go to the end of the line. If the child successfully navigates to where the last child left off, the new child may attempt to guess the next square. The child may move either forward or to the side but not diagonally. If the child guesses correctly, they may guess again. If the child guesses incorrectly, their turn ends, and the cycle repeats. This continues until one person from the team is able to successfully walk the correct path from start to end.

This game may be played for multiple rounds with different invisible maze paths. For older children, you can invite the child who was the first to successfully complete the maze to draw the next path. To make it more challenging, you can eliminate talking and/or repeat squares in the path. To make the game easier, mark the discovered squares in the path as you go.

Rhythm Detective

AGE RANGE:

6+

Leader note: This game is to show that leadership involves inspiring others and that everyone has a unique inspiration to share.

DIRECTIONS:

Invite children to sit in a circle. Explain and give a few examples of how to create a rhythm with hands and feet, such as clapping, snapping and stomping. Invite them to practice following your examples. Next, choose a person to leave the room; this person will be the rhythm detective. Then a player in the circle is chosen to be the rhythm leader. The rhythm leader then uses hands or feet to clap, snap, stomp or otherwise develop a rhythm. Everyone in the circle copies the rhythm. The rhythm leader changes the rhythm every few seconds, and the rest of the group must follow suit and also change the rhythm. The rhythm detective, who has been out of the room, now returns and tries to notice who is leading the rhythm. The detective has three guesses. If the detective guesses correctly, the rhythm leader becomes the detective and the previous detective chooses the next rhythm leader. If the detective can't guess in three guesses, they choose the next detective and someone else becomes the rhythm leader.

FOR YOUNGER CHILDREN:

This game can be adapted for younger children by removing the "detective" aspect. Invite the children to sit in a circle and give examples of rhythms, as before. Instead of leaving the room, go around the circle, inviting each child to contribute one sound to the group's rhythm. As each child introduces a new sound (clapping, stomping, shouting, etc.), the group tries to do the whole rhythm up to that point in the circle. By the end, the rhythm should contain one sound from each child.

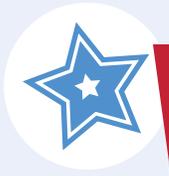
DEBRIEF:

Ask:

- What did you like best about leading? What did you like best about the following? Why?
- What did you notice about different leaders? What were some of the things each person asked the group to do in the different games? (Invite many different responses.) Share with the children that every leader can add something new, fun and exciting to the group.

Ask:

I wonder, what do you think makes you a good leader? (This question can be asked of leaders in general, but it will be more impactful for the children to think about themselves personally — what qualities does each of them have that can make them good leaders?)



DAY 4: GAMES

"HALLOWED BE YOUR NAME."

Education involves learning basic information (such as recognizing colors) and deeper values (such as the diversity of God's world). Some of the games today involve learning colors and patterns while others involve learning to see the many colors of God's world.

TWISTER GAMES

AGE RANGE:

7+

MATERIALS NEEDED:

- Twister game mat

Match the Pattern

DIRECTIONS:

This simple game is a "twist" on Twister. Gather the children around a Twister mat and invite them to watch as you demonstrate a pattern. Each pattern can include up to four movements. For example, the pattern might be: right hand — red, left hand — blue, right foot — yellow, left foot — green. After they watch the pattern, invite them to try to copy the pattern themselves. After one round with an adult leader setting the pattern, invite each child to be a leader and set their own pattern that the other children have to repeat. Continue until each child has a chance to be the leader.



Spot the Difference

DIRECTIONS:

In this game, children will try to point out the differences as items are moved around a Twister mat. Gather 24 items that match the colors on a Twister mat (red, green, yellow and blue) — one for each dot on the mat. Place each item on a dot matching the color. Invite the children to gather around the mat and study where each item is located. After a minute or two, have the children close their eyes while you move some of the items around. When they open their eyes, ask them to point out which items moved. You can offer an incentive, such as a sticker, to the children for each correct difference they note. To start simply, move the objects to different color dots. After a round or two, move some of the objects within the same color row to make it a bit more difficult. As the game moves on, invite each child to be the "mover" moving the objects for the other children. To increase the difficulty, have the children move in a circle around the mat to a different position before identifying the different locations of the objects. This game can also be played with teams, with the team identifying the most differences receiving a small prize, such as a sticker.

PAINT SAMPLE GAMES

MATERIALS NEEDED:

- Paint-sample strips from a local hardware store

God's Colors



DIRECTIONS:

This game works best outdoors in a large, safe space. Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket. Gather the children and explain that they will each draw a certain number of cards of different colors from the bag or basket. Three or four colors is a good number to start with. Once they draw the colors, they have to find items in the space that match the colors. Define for them the boundaries of the space that they must stay in and other rules (for example, if they find a flower that matches the color, they should leave the flower where it is rather than pick it). Once they find their matches, they will come back to the leader. You can offer an incentive to the first person who returns and accurately matches all their colors. Or you can set a time limit for how long they have to find their matches.

Make a Rainbow

DIRECTIONS:

This game is a variation on "Go Fish." Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket so that there is a variety of colors that match the colors of the rainbow: red, orange, yellow, green, blue, indigo and purple. For younger children, you may want to post a picture of a rainbow or list the colors somewhere visible in the room or space. Gather the children and explain that they will each draw a certain number of cards of different colors from the bag or basket. Without looking, each child should choose seven cards from the bag or basket. Once they have them, they should hold them so other children cannot see them. (For younger children, clothespins can be a handy way to hold the cards together like a fan.) Once everyone has the cards, explain that the goal of the game is to gather all the colors needed to make a rainbow. They will gather their cards by asking each other for different colors. If the other child has the color, they have to pass it to the child asking for it. If they do not have the color, they will tell the child asking, "Make a rainbow!" and the child asking must go find the color from another child. In each encounter, both children should be able to ask each other for one color. The children can also trade in one color card for a chance to draw from the bag or basket if they cannot find all the colors to make a rainbow. The game continues until all or most of the children have made a rainbow.

Colorful Stories

DIRECTIONS:

Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket. Gather the children and explain that they will each draw a certain number of cards of different colors from the bag or basket. Invite each child to draw six to eight cards from the bag or basket. They can look at the cards and do not need to keep them hidden from others. In this game, each child will come up with a simple story that involves the colors they have. The story should be short, but it must include each of the colors of their cards. You may want to set certain parameters for them. For example, the colors should not all be used in the same sentence (such as "The car was red, green, yellow, blue and orange"). Give the children a minute or two to think of a story and then invite them to share their stories with each other. As a final round, combine all the colors and place them in a row. Invite the children to sit in a circle around the colors and then tell a story in a round, with each child adding something to the story that includes the next color in the sequence. For example, if the first colors in the row are green, yellow and blue, the first child will start the story and include something green, the next will continue by including something yellow, the third will continue by including something blue, and so on.

AGE RANGE:

All

AGE RANGE:

All

AGE RANGE:

8+



DAY 5: GAMES

"FOR THE KINGDOM, THE POWER,
AND THE GLORY ARE YOURS."

Around the World

AGE RANGE:

4+

MATERIALS NEEDED:

- One large hula hoop for every five or six children
- One small hula hoop for every five or six children

DIRECTIONS:

Invite the children to hold hands in a circle, with a large hula hoop hanging over a pair of hands. At the leader's instruction, the children should attempt to pass the hula hoop around the circle as quickly as they can without letting go of each other's hands or breaking the circle. The game is over when the hula hoop has returned to its original location. For larger groups, the children can be divided into teams to race each other. After the first round of the game, add a small hula hoop next to the large hula hoop. When the leader signals, the two children should start the hula hoops moving in opposite directions. This will get challenging when the hoops meet and have to pass through each other! For older children, after the first round or two, invite them to close their eyes and try to pass the hoop(s) without looking.

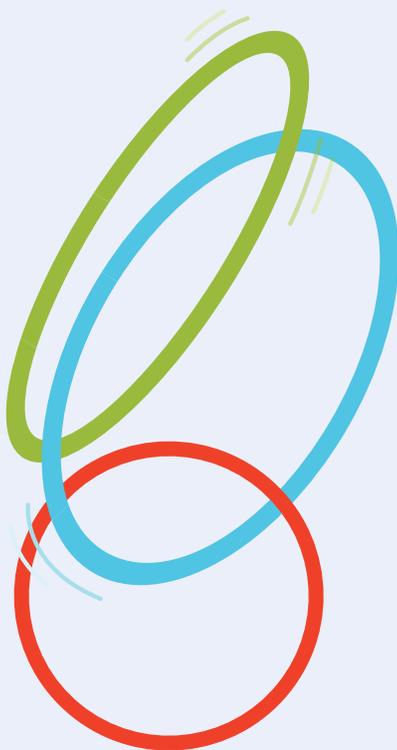
SHARE:

Peace means working together, respecting each other and helping each other. A lot of the problems we face are shared; we have to work together to solve them. Even when the hula hoop is on the other side of the circle, we could still work together by not breaking the circle and by encouraging each other. We don't have a real hula hoop to pass all the way around the world. But we can still work together and encourage each other as we face other challenges. When we work together and stick together, our problems can be a lot easier to solve.

DEBRIEF:

Ask:

- Was it harder to pass the small hoop or the large hoop?
- Did you ever want to break the circle to make it easier?
- How did you have to work together to pass the hoop?
- Today, we are learning about peace. What is peace?



Hoop Lift

AGE RANGE:

6+

MATERIALS NEEDED:

- One large hula hoop for every five or six children

DIRECTIONS:

The goal of this game is for the group of children to raise and lower a hula hoop, with each using only a finger. Divide the children into groups of four or five and ask each group to stand in a circle. Invite each child to extend their arms into the middle of the circle, with only their index finger pointing out and their other hand behind their back. (Younger children can use two hands, one finger per hand.) Balance a hula hoop on their extended fingers. Each group should be spread enough that everyone can touch the hula hoop comfortably with their fingers. At the leader's signal, the group will try to lower the hula hoop all the way to the ground, touching it only with their single index fingers. If the hula hoop slides off of their fingers, if someone loses contact with the hoop or if the hoop is touched by another body part, the group has to start over. Once the group or groups have lowered the hula hoop successfully, have them try to raise the hoop to eye level, again using only their index fingers. For added fun, groups can race each other or can attempt to raise and lower the hoop without talking.

Variation for older children: Once the group has successfully raised and lowered the hula hoop, invite one child to stand in the middle of the hula hoop with their arms at their sides. The remaining members of the group must raise the hula hoop, again using only their index fingers, and lower it around the standing child without the hoop touching the person in the middle.



Ask:

- Was it harder to raise or to lower the hula hoop? Why?
- How did your group work together to raise and lower the hoop?
- What might happen (or what did happen) if one person moved too quickly?
- What are some ways we work together in real life?

DEBRIEF:

Peace is more than just not fighting or disagreeing with each other. True peace is working together so that the whole community can benefit. This means listening to each other, making sure everyone is able to take part and trusting each other.



SIMULATION STATION

With a bit of prep work, these activities will help children dive deeper into the daily themes!



DAY 1: "GIVE US TODAY OUR DAILY BREAD."

Lesson: Working together, we can make sure everyone has enough to eat.

Station overview: In this station, children will attempt to collect cards representing food crops, animals, seeds and other farming-related items. In the process, they will learn about some of the challenges farmers face and some of the ways churches help farmers and their communities.

OPTION A: YOUNGER CHILDREN

Materials needed:

- Printed food cards
- Printed tool cards (maximum of five)
- Printed tally sheets — one for every two children

To save paper, try using either heavier paper or laminated sheets for the cards and tally sheets. Then, reuse them between groups.

AGE RANGE:
Preschool
to
1st grade

Directions:

In this version of the station, children will go on a scavenger hunt to find the cards they need to fill out their tally sheet. The tally sheet has images of each item for nonreaders.

Before starting the station, cut out the food cards and tool cards from the sheet and hide the cards around a large room or outdoor space. There should be enough food cards that each pair of children can fill out their tally sheet. For example, if there are 10 children in a group, they will need in total: 10 grain cards, 15 fruit-and-vegetable cards, 10 protein cards and 10 dairy cards. The adult leader of the station will have extra food cards. There should also be a maximum of five tool cards. The adult leader does not need tool cards.

The activity will proceed in two rounds. In the first round, the pairs of children will search the room until they have found seven cards. In the second round, the children will use the tally sheet to track their cards and to trade with other children until everyone has the right number of cards for each item on the tally sheet.

Gather the children in the center of the room to introduce the station to them.

Ask

**Where does your family get its food?
Have you ever grown your own food?**

Tell

If you have ever grown your own food, you know that it can be hard work. Farmers — and many other workers — around the world help all of us have enough food to eat. But sometimes, farmers themselves have a hard time getting the food they need for themselves and their families. Natural disasters like floods can wash away the crops a farmer worked to raise. Or, if there isn't enough rain, crops might not grow at all.

Our church works with other churches to help farmers around the world. Sometimes that means helping them learn from other farmers about different crops to grow or ways to care for crops and animals. Other times, that might mean helping farmers get tools so they can plant more crops and farm land more easily.

Ask

What kinds of tools might help a farmer do their work? [Accept a wide range of responses, from large farming equipment to hand tools for gardening.]

Tell

For this station today, we're going to work with a partner. *[Invite the children to pair up.]* Hidden around the room are cards with food and some other pictures on them. *[Show examples.]* Working with your partner, you are going to search for these cards. You can keep searching until you find seven of the cards. *[For very young children, practice counting to seven together. During the game, if they pick up an extra card, invite the children to hide the extra card(s) again.]* Once you have your seven cards, sit back down in the middle of the room until everyone can finish.

On the signal of the adult leader, the children can begin searching.

Once each pair have collected their seven cards, make sure they are gathered together and listening for the second round of instructions. Pass out to each pair one of the printed tally sheets.

On the sheet are pictures of the things from the cards. Take a few minutes and match up your cards to the sheet. You should have one card for each picture on the sheet.

Ask

How did your partner help you find the right cards?

How did you work together?

Did anyone have the exact right number of cards for each thing?

Tell

Each of the cards represents a different kind of food: grains, fruits and vegetables, protein, and dairy.

Ask

What might be some things that would fit each of these? *[Examples: Grain — bread, cereal; fruits and vegetables — green beans, apples; protein — meat, fish; dairy — milk, yogurt.]*

Why do you think each of these is important for us to eat?

Tell

One way we make sure that everyone has enough of the right kinds of food is by sharing together. In the next round, you can trade with other pairs of children to try to get the right cards to match your sheet. For example, if you have an extra fruit-and-vegetable card, you can offer to trade it with someone for a dairy card to finish your sheet. If you have a card that

has farm tools on it, you get to pick a card of your choice from me. But you should try to trade first, to see what you need. Once you have all the cards that are on the sheet, sit down in the middle of the room.

Once everyone has the cards they need, the round is over.

Ask

Was it easy or hard to get all the cards you needed?

Why do you think you could trade tools for food from the leader? Or how might real tools help farmers get real food from their farms?

Tell

Getting the food that we need is not always easy. Sometimes, we or our neighbors might not have enough to eat — or might not have enough of the right things to eat. We need different kinds of food to grow and be healthy. Tomatoes are a healthy food, but what if we could eat only tomatoes every day? Or what if the only thing we could eat or drink were milk?

Working together and sharing food — either by trading it or selling it at a market — helps everyone have the chance to be healthy. For farmers, having the right kinds of tools helps them grow more food and more kinds of food so that they can feed their families and sell some of their crops to other people at markets.

One of the ways our church walks with farmers is by helping them get tools for farming. Even tools such as shovels and plows can be a big help on a small farm.

Ask

Did anyone find a tool card? What did you trade it for?

TO CONCLUDE:

In real life, there's a lot more that goes into farming and getting food than trading cards. But working together, we can make sure everyone is fed. Working with farmers is about more than food too. Our church works with partners and other churches to help farmers grow crops and raise animals, but we also walk with farmers because we know that the work they do can be an important part of the life of their family and of their community. Helping them make their farms successful can mean making the farm last for many generations to come.



DAY 1: CONTINUED...

OPTION B: YOUNGER CHILDREN

AGE RANGE:
Preschool
to
1st grade

Materials needed:

- Printed food cards
- Printed item cards

This activity can be used as a supplement to the previous activity.

In this version of "memory," cut the cards from the printed sheets and pass them out to each pair of children. For younger children, 14-16 is a good number of cards to start with. Have them mix the cards up and place them face-down on a table or the floor. They then can play "memory," flipping over the cards two at a time and trying to make a match. Once they make a match, in order to claim it, they must name an example of an item from the card category. For example, for the protein card, they might call out "fish" or "beef." For the tools card, they might call out "rake" or "plow."



If you or your congregation know a local farmer who can visit for the day, invite them to come share their experiences!

For both younger and older children, learning about the importance of farming, some of the challenges farmers face and the deep wisdom of farmers will be a great opportunity!



The activities for Day 1's simulation station are based, in part, on ELCA World Hunger's Global Farm Challenge Track. This immersive learning experience was featured at the ELCA National Youth Gathering in 2018.

A do-it-yourself guide for building your own Global Farm Challenge Track can be found at <https://elca.org/hunger/resources#GlobalFarmChallenge>.

OPTION C: OLDER CHILDREN

AGE RANGE:

2nd
grade
and
over

Materials needed:

- Printed food cards
- Printed tool cards — one per child
- Face cards from a set of standard playing cards (aces, kings, queens and jacks) — one or two per child
- Printed tally sheets — one for every two children
- One paper grocery bag

To save paper, try using either heavier paper or laminated sheets for the cards and tally sheets. Then, reuse them between groups.

Before starting the station, cut out the food cards and tool cards from the sheet and hide these and the playing cards around a large room or outdoor space. There should be enough food cards that each child can fill out their tally sheet. For example, if there are 10 children in a group, they will need in total: 20 grain cards, 30 fruit-and-vegetable cards, 20 protein cards and 20 dairy cards. The adult leader of the station will have extra food cards. There should also be a maximum of one tool card per child. The adult leader does not need tool cards or playing cards.

The playing cards will each symbolize a positive or negative intervention in the game and will affect the number of cards each pair of children has.



Aces

A drought has made water scarce. Crops that were planted early in the season are withering. Give up one fruit-and-vegetable card.



Kings

A flood has washed away soil and recently planted seeds. Give up one grain card.



Queens

A local church has helped farmers in the community install a new irrigation system to water crops. Gain one fruit-and-vegetable card.



Jacks

A local organization provided training on raising goats, which will provide milk and yogurt for farming families to eat and sell. Gain one dairy card.

The space should be set up with two special areas. In one, an adult leader with extra food cards will tell the children what their playing cards mean and either take from them a card or give to them a card, according to the list above. The children should not know what these cards mean until after they have found their cards during the opening round of the game. The children will also exchange here any tool cards they find. A tool card enables the children to select any food card they want from the adult leader.

In the second area, children can try to gain new cards to complete their tally sheet. Each pair of children may visit this area only once. At this area, an adult leader will have a variety of food cards, item cards and playing cards in a brown paper grocery bag. The children can reach in without looking and draw one card. If it is a playing card or tool card, they will need to take it to the adult leader exchanging cards in the other area.

Setup:

- Food, tool and playing cards hidden around the room
- One adult leader with a brown paper bag filled with extra cards
- One adult leader in a different space with the list of rules for playing cards and a variety of extra food cards
- Children divided into pairs

GAMEPLAY

Gather the children in the center of the room to introduce the station to them.

Ask **Where does your family get its food? Have you ever grown your own food?**

Tell If you have ever grown your own food, you know that it can be hard work. Farmers — and many other workers — around the world help all of us have enough food to eat. But sometimes farmers themselves have a hard time getting the food they need for themselves and their families. Natural disasters like floods can wash away the crops a farmer worked to raise. Or, if there isn't enough rain, crops might not grow at all.

Our church works with other churches to help farmers around the world. Sometimes that means helping them learn from other farmers about different crops to grow or ways to care for crops and animals. Other times, that might mean helping farmers get tools so they can plant more crops and farm their land more easily.

Ask **What kinds of tools might help a farmer do their work?** *[Accept a wide range of responses, from large farming equipment to hand tools for gardening.]*

Tell For this station today, we're going to work with a partner. *[Invite the children to pair up if they have not already.]* Hidden around the room are cards with food and tools on them. *[Show examples.]* There are also some playing cards hidden in the room. Working with your partner, you are going to search for these cards. You can keep searching until you find ten of the cards. Once you have your ten cards, sit back down in the middle of the room until everyone can finish.

On the signal of the adult leader, the children can begin searching.

Once each pair have collected their ten cards, make sure they are gathered together and listening for the second round of instructions. Pass out to each pair one of the printed tally sheets.

Ask **How did your partner help you find the right cards?**

How did you work together?

Did anyone have the exact right number of cards for each thing?

Tell On the sheet are pictures of the things from the cards. Take a few minutes and match up your cards to the sheet. You should have one card for each picture on the sheet.

Each of the cards represents a different kind of food: grains, fruits and vegetables, protein, and dairy.

Ask **Why do you think each of these is important for us to eat?**

Tell

One way we make sure that everyone has enough of the right kinds of food is by sharing together. In the next round, you can do one of three things:

- 1) If you have a playing card or a tool card, visit the leader to exchange them;
- 2) If you have too many of one kind of food card, you can trade it with another person to get the ones you need; and
- 3) If you are not able to get the right cards or if you had to give up one of your cards, visit the leader with the grocery bag. (Be sure to remind the children that they can draw from the bag only once per pair.)

The goal of the game is to see if you can get all the food cards you need to complete your tally sheet.

Once most pairs have the cards they need, the round is over.

Ask

Was it easy or hard to get all the cards you needed?

What kinds of things happened to you, if you had a playing card?

Why might floods or droughts be risky events for farmers?

How might an irrigation system help them grow more crops?

How might goats help the farmer and the farmer's family?

Why do you think you could trade tools for food from the leader? Or how might real tools help farmers get real food from their farms?

Tell

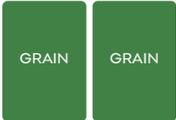
For farmers, having the right kinds of tools helps them grow more food and more kinds of food so that they can feed their families and sell some of their crops to other people at markets. One of the ways our church walks with farmers is by helping them get tools for farming. Even tools such as shovels and plows can be a big help on a small farm. But tools are not the answer for every community. Some farmers might need better seeds, more water or even animals like goats. That's why it's important to listen to the community say what it needs most before deciding how to support the people.

TO CONCLUDE:

In real life, there's a lot more that goes into farming and getting food than trading cards. But working together, we can make sure everyone is fed. Working with farmers is about more than food too. Our church works with partners and other churches to help farmers grow crops and raise animals, but we also walk with farmers because we know that the work they do can be an important part of the life of their family and of their community. Helping them make their farms successful can mean making the farm last for many generations to come.

TALLY SHEET

NAME



GRAIN

GRAIN

GRAIN

**FRUIT &
VEGETABLE**

PROTEIN

PROTEIN

PROTEIN

DAIRY

DAIRY

DAIRY

TOOL

TOOL

TOOL



DAY 2: "YOUR WILL BE DONE, ON EARTH AS IN HEAVEN."

THE FEAST

AGE RANGE:

All

Lesson: Good health and access to care are key steps in ending hunger. In this station, children will learn some of the health issues that can affect their neighbors — and some of the solutions that can help ensure everyone can be healthy and all can be fed.

Materials needed:

- 30 12-inch squares of construction paper in red, green, blue and yellow
- 50-60 small cards (one square inch) in red, green, blue and yellow
- Paper bag
- Printed cards from below

The instructions for this game are based on the materials listed, but a variety of materials can be used: pieces of paper with colored pictures, large multicolor dots, etc. The only requirement is that the colored cards in the bag match the colored steps in the path the children will follow.

Setup:

This life-size game will require a large space. Create a winding path using the 12-by-12-inch squares. The colors should be mixed so no two squares of the same color are next to each other. They should also be spaced so that children can stand on them comfortably and, if necessary, to accommodate wheelchairs or other mobility devices. Use a flag, sign, etc. to indicate "start." The end of the path can have a simple flag or sign or, more creatively, might feature a cornucopia of plastic toy foods or another setup to indicate a feast. Place the 1-by-1-inch cards and the printed cards from below in the paper bag. Children will draw from this bag to move through the path.

Tell

Welcome to "The Feast"! Today, we're going to play a board game — but you are the pieces! The goal of the game is to get to the feast at the end of the path. Along the way, though, some things may happen that will make it easier or harder to finish.

Ask

Does anyone remember the theme for today? [*"Your will be done."*]

Tell

God's will is not always easy to know, but we do know that God wants everyone to be healthy and safe and to have enough food. And when we are sick or hurt, God wants us to not be alone. So our church works with people around the world to share food, to help care for people who may be sick and to help our neighbors stay healthy. If we get hurt or sick, it can be hard to do things such as go to school or to work or to the store. This can make it hard to get the food that we need. In this game, we're going to learn about some of the things that can make us unhealthy and some of the ways our church helps people stay healthy so everyone can enjoy "the feast."

Invite the children to gather at the start space. At each child's turn, they will draw one card from the bag. If it is a colored card, they move to the next square of that color. If it is one of the printed cards, they follow the instructions on the card. Play continues until everyone has reached the finish.

DEBRIEF:**Ask**

What kinds of things happened that made it hard to reach the finish?

What kinds of things helped you move faster?

How do people help us when we're sick or hurt?

How might we help people who are sick or hurt?

TO CONCLUDE:

Being healthy can make it easier to go to school, to go to work, to enjoy our friends and communities, and to get the food we need. And having the food we need can make it easier to stay healthy. Getting sick and getting hurt are part of life, but we know that what God wants for us is to be healthy and

safe. And we know that there are a lot of things we can do to help each other stay healthy. We know, too, that when people are sick or hurt, even if they are sick or hurt for a long time, they are still part of our community, and God still loves them. We can make sure that people have the care they need when they are sick, and we can make sure that when people are sick, they know that we care.

ALTERNATIVE OPTIONS:

First-aid training — Even very young children can learn the basics of first aid. Reach out to a local clinic, fire department or health department and arrange for someone to teach a brief first-aid course for this station.

If a doctor, nurse or other caregiver is a member of your congregation, invite them to share with children today about their work. Learning from caregivers can be a great opportunity for children of all ages.

This will take some planning, but if your congregation hosts an annual health fair, consider working with the coordinator to host the health fair during VBS, so that children can participate alongside the adults.

<p>You drank water that wasn't safe, and now your stomach is upset. Go back two spaces.</p>	<p>A church has helped set up a clinic in your town so that more people can get medicine and visit a doctor. Move ahead two spaces.</p>
<p>Your little brother has a fever, and you have to stay home to help take care of him. Go back one space.</p>	<p>At church, you learned about washing your hands. That will help keep you healthy. Move ahead one space.</p>
<p>Your church is helping children get vaccinations to keep them healthy. Move ahead three spaces.</p>	<p>Your parent cut their finger and, without medicine or bandages, it became infected. They can't work for a few days. Move back three spaces.</p>
<p>Your church helped you and other people learn first aid to help care for someone who is hurt. Move ahead two spaces.</p>	<p>Your baby sister has a bad cough, and your parents will need to travel far to get to a doctor. Move back two spaces.</p>
<p>You were stung by a mosquito, and now you have a fever. You need to get to a doctor to get medicine. Move back one space.</p>	<p>A church is passing out bed nets to stop people from getting stung by mosquitoes and other bugs at night. Move ahead one space.</p>



DAY 3: "YOUR KINGDOM COME."

SNEAK A PEEK

Lesson: Everyone in our community has the gifts to be a leader. However, some community members face barriers to becoming leaders. In this station, children will take turns leading their team in building a hidden structure. In the process, they will learn some important facts about gender inequality and hunger.

OPTION A: YOUNGER CHILDREN

AGE RANGE:
Preschool
to
1st grade

Materials needed:

- Legos or other building blocks (a large assortment will be necessary, but each group should have at a minimum the same type and color as the leader)
- Box or another object to hide your creation
- A timer

Directions:

Before the children arrive, build a small structure or design with some of the building blocks and hide it in the box. You may want to prebuild several small structures before you start. This will help save time during the simulation. You can also build new structures in between rounds.

To begin, divide the children into groups of three to five. Provide them with enough building materials so that teams can re-create what you built. Next, have each group pick a leader. Have all leaders come to the place where you have hidden your structure. Let only the team leaders look at the structure and try to memorize it in a set amount of time (10-20 seconds or so) before returning to their teams.

When the leader returns to their team, they will instruct their team in how to build the structure so that it looks like the one that has been hidden. However, the leader cannot touch the building materials! The leader can only help their team with words.

If no one has successfully copied the structure after 60 seconds, team leaders may return to the adult with the hidden object to sneak another peek, but the children must perform an action in order to sneak another peek. This action can be a physical action (like jumping jacks) or a vocal action (such as singing a song).

Continue play until each team has copied the structure. After the teams have copied the structure, invite different children to be leaders and show them the next prebuilt structure. Continue the game as before.

For older children, invite them to build their own structures for the teams to copy.

To make the game more challenging, ask the leaders to instruct their teams silently.

DEBRIEF:

Ask

For leaders, what do you think you did best as a leader?

For the other team members, what did the leaders do well?

For the leaders, was it hard to help your teams repeat the building?

Tell

Being a leader can be hard sometimes, but everyone has gifts they bring to being a leader. One of the ways we can help is by remembering that God calls lots of different people to be leaders — and God wants us to support and encourage them.

Ask

What do you remember from our skit today?

Tell

In the skit, Sage's friend would not allow others to lead because of their gender. I wonder if that has ever happened to you? Or was there a time when you were not allowed to play because of another reason?

Sometimes, it is more serious than not being included in a game. In some places, people are not allowed to go to school or to lead their communities because of their gender.

I wonder how you would feel if you were not allowed to go to school because of your gender. *[Allow time for responses.]* I wonder how you would feel if you were not allowed to have a job that you wanted or be a leader because of your gender. *[Allow time for responses.]*

Sometimes we can forget that God calls people of all genders to be leaders. When we keep people from being leaders, we aren't acting the way God expects us to, and we are losing out on the gifts each person can bring. But there is a lot we can do about it! How can we remember that God calls people of every gender to be leaders?

Ask

[If a round was conducted silently:]

What were some of the things that made it harder to be a leader?

Tell

One of the important things for leaders is to be able to share their thoughts and ideas with other people. Could you be a leader if you couldn't share with other people your ideas? Making sure everyone has a chance to be a leader is part of the work our church does with other churches and partners. This means making sure that everyone can go to school and get an education, so they can get new ideas and know how to share them. It also means helping other people in the community learn to listen to each other and to see the gifts each person can bring.



DAY 3: CONTINUED...

OPTION B: OLDER CHILDREN

AGE RANGE:
3rd
grade
+ up

MATERIALS NEEDED:

- Legos or other building blocks
- Box or another object to hide your creation
- Something to keep time

SETUP:

Before the children arrive, build a small structure or design with some of the building blocks and hide it in the box. You may want to prebuild several small structures before you start. This will help save time during the simulation. You can also build new structures in between rounds.

Open the station with the following paragraph:

In this station, we are going to each get a chance to be a leader. What does it mean to be a good leader? *[Allow for different responses.]* Who can be a leader? *[Anyone.]* In the Bible, God calls a lot of people to be leaders. Who are some of the leaders you remember from the Bible? *[Allow for different responses.]* In biblical times, the people often assumed that only men could be leaders. But God often called women and girls to be leaders too. Women such as Miriam, Ruth, Esther and Mary, the mother of Jesus, were all called to fill special roles in God's work as leaders. Sometimes, we still today think that only certain people can be leaders or that our gender means there are some things we can do and some things we can't. But we know that in God's world, people of every gender have gifts they can offer the community, and anyone can be called to be a leader. In the game we will play, each person will get a chance to be a leader and help their team.

DIRECTIONS:

To begin, divide the children into groups of three to five. Provide them with enough building materials so that teams can re-create what you built. Next, have each group pick a leader. Have all leaders come to the place where you have hidden your structure. Let only the team leaders look at the structure and try to memorize it in a set amount of time (five to 10 seconds or so) before returning to their teams.

When the leader returns to their team, they have 25 seconds to instruct their teams on how to build the structure so that it looks like the one that has been hidden. However, the leader cannot touch the building materials! The leader can help the team only with words. After the 25 seconds are up, ask each team to send up another member of their group, who gets a chance to be the leader and to "sneak a peek" before returning to their team. Continue in this pattern until one of the teams successfully duplicates the original sculpture.

After you have completed the standard round a few times so that children understand the game, play through the variations below by asking a question, reading one of the facts and adding the correlating obstacle to the game. Each time, invite a different child to construct the new model the teams will copy.

VARIATION 1:

Ask How do you think education could help someone be a good leader?

Tell In some communities, women and girls are not allowed to finish their education in school. While boys get to continue their education, girls often have to leave school to help take care of their homes and families.

Variation instructions:

Invite one child to build a new structure that is hidden from the other children. Allow one team more time to look at the structure before starting to build their copy of it.

Discussion:

How did more time to look at the structure help the team complete it more quickly? How might more education help us have more opportunities in the world? What might we have a harder time doing if we had to leave school early?

VARIATION 2:

Tell One of the challenges many women face around the world is access to land and other resources, especially in farming communities. Women's rights to property are often not protected, so they can risk losing their land. In some communities, women who want to start businesses or improve their homes can't borrow money from banks to help them get started. Without access to money or land, many other opportunities can be closed for women and girls.

Variation instructions:

Take about half of the building blocks away from one or two teams, so they have less to work with.

Discussion:

How did having fewer blocks make it more difficult to complete the task? How might having more blocks make it easier to build more structures?

DEBRIEF:

How did the variations change the game?

If you were in a group that had less time or fewer blocks, how did you feel trying to play the game?

Why might it be important to make sure that everyone has a fair opportunity to participate?

Could the teams with less time or fewer blocks still participate?

Some of the things mentioned in the game are serious challenges for us and for our neighbors around the world. When people don't have access to education or to resources such as land or money because of their gender, the whole community can miss out on the gifts of one another. Being a leader means using the gifts God gives us, such as creativity, but it also means having the opportunity to grow and learn to be the best leaders we can be. Helping make sure everyone of every gender has a fair chance is a way of helping our whole community benefit.



DAY 4: "HALLOWED BE YOUR NAME."

MY BOOK OF ME

AGE RANGE:

All

Lesson: Education can involve learning about the world — but it also involves learning about ourselves and celebrating the diverse gifts, talents and passions within our communities. In this station, children will each create an autobiographical book that celebrates the things that make them unique parts of God's world.

MATERIALS NEEDED:

- Craft supplies — crayons, markers, stickers, glue, etc.
- 3 8.5x11 sheets of paper for each child
— They will use these to make their booklets

NOTE FOR LEADERS: If your congregation has access to sufficient computers or tablets, this activity can also be done electronically, to share the books and save paper.

DIRECTIONS:

This station will require a few older youth or adult helpers, particularly for nonreaders.

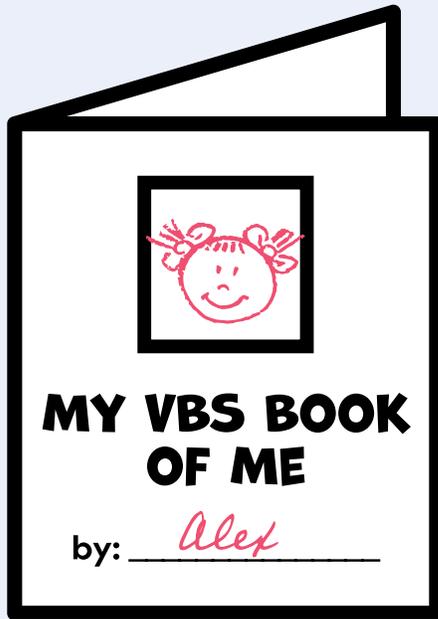
At several stations, provide the craft supplies so children can reach them. Provide each child with a copy of the booklet printed below.

Ask Does anyone remember what we learned in the small-group time today? (Each of us has something to learn from others.)

Tell In today's station, we are going to make books about ourselves to help us learn about each other. You can use any of the craft items to make your book. At the end, we'll each have a chance to share what we wrote.

Give each child three sheets of paper and have them fold the paper in half crosswise to make an 8.5x5.5-inch book.

Allow the children sufficient time to work on their books. For younger nonreaders, read the prompts out loud. They can either write, have an adult help them write or draw pictures to respond to the prompts. When they are finished, invite each child to share their book with the group.



Create booklet with a page for each of the following prompts:

Cover page [square for drawing themselves and "My VBS Book of Me" at bottom; also a byline for their name]

My favorite game is ...

Here is my family ...

Here is my teacher ... I learn from them about ...

At church, I like to ...

My church helps people by ...

One way I help other people is ...

One thing I ask God for when I pray is ...

I thank God for ...

When I grow up, I want to be ...



DAY 5: "FOR THE KINGDOM, THE POWER, AND THE GLORY ARE YOURS, NOW AND FOREVER. AMEN."

SHARE THE PEACE

AGE RANGE:

All

Lesson: Building peace starts with building relationships with our neighbors. In worship, sharing the peace is an important time to remind each other of the forgiveness and love that marks our relationships in the Holy Spirit. In this station, children will make paper doves to share with the congregation during the next worship service.

MATERIALS NEEDED:

- Paper plates — one for each child
- String
- Paper doves (see below or design your own)
- Craft supplies — markers, pens, stickers, etc.
- Hole-punch

If your church has a feeding ministry or other community ministry, ask the children to make enough doves so that they can be shared with folks coming to the church as part of the ministry. Remind them that God's gift of peace includes everyone in the community and that the church is called to share that gift with everyone.

DIRECTIONS:

This station will proceed in two stages. In the first, children will encourage each other using the paper plates. In the second, they will spread peace by making doves to share with the congregation at the next service. The space should have enough room for children to move around and enough tables for each child to work comfortably.

Tell Today, we're learning all about peace. Peace is a pretty important part of God's plan for the world.

Ask What does peace mean?

Tell In the Bible, peace means that we support and encourage each other and that we work together if we disagree. Peace in the Bible is also a gift of God through the Holy Spirit. In fact, one of the ways Jesus greets his disciples is by saying, "Peace be with you."

Ask What do you think it means if we say "peace be with you" to someone?

Tell We are all called to be a lot of different things, but one thing we are all called to do is be peace-builders. God calls each of us to work for peace with other people and with all of God's creation. One way we can do that is by encouraging each other and supporting each other. Today, we are going to be peace-builders by encouraging each other.

ROUND ONE:

Use a hole-punch to punch two holes in the paper plates and tie a string through the holes so that it can be worn like a necklace. Give each child a paper plate and direct them to wear the plate at their back, so they cannot see it.

For children old enough to write, pass out pens or markers. Give them a set amount of time (about five minutes should do) and explain that they will go around the room, writing encouraging things on each other's plates until everyone has written on each person's plate. The encouraging words can be compliments of each other (if the children know each other), verses from the Bible (such as "peace be with you") or encouraging phrases ("You are awesome!" or "You are loved!"). Once every plate has been written on, the children can look at their plates and see the encouraging phrases each has written. For younger children, provide stickers they can put on each of the plates. Gold stars, stickers with encouraging phrases, etc., all work well.

ROUND TWO:

Invite the children to sit at the tables. Pass out the doves (see below) or, for older children, blank paper they can draw their own dove on.

Ask

Can anyone think of a time when we talk about peace during church services? [*The passing of the peace.*]

Tell

The passing of the peace in church is based on a verse from the Bible. Jesus tells his followers that before they make an offering to God, they should make peace with their neighbors. For Jesus, being at peace with God means being at peace with our neighbors. If there is something wrong in our relationship with each other, God wants us to work together to make sure we are at peace right away. The passing of the peace is more than just saying "hello" to people in church; it's reminding them (and us!) that they are loved and that they are important to us. Passing the peace is a way of saying, "You are welcome here, and you are important to me."

One of the symbols of peace and of the Holy Spirit is the dove. Today, we are going to decorate doves that we will share with the people in church during the passing of the peace as a way of reminding them of God's gift of peace.

Provide craft supplies for the children and enough papers that each child can make at least two or three doves. As they finish, collect the doves in a basket or bag. Keep these for the next worship service and invite children who attend to pass the doves out to each person in the congregation during the passing of the peace.

DEBRIEF:

How do you know that you are loved?

How can we help other people know that they are loved?

Who does God want us to be "at peace" with? (Everyone!)

How can we share peace outside of church — at home, at school, etc.?

Peace isn't just mentioned during the passing of the peace. At the end of church services, we often say, "Go in peace!" To "go in peace" means to leave church knowing that God loves us and wants us to love one another.

As the group leaves the station, invite them to "Go in peace!"





LARGE-GROUP CLOSING

Large-group Closing



WELCOME AND MUSIC

Welcome the children (and adults!) to the closing time for "On Earth As in Heaven." Sing the theme song and some other songs as people are gathering.



"TALKING TOGETHER" — A REVIEW OF THE DAY

Welcome the children (and adults!) to the closing time for "On Earth As in Heaven." Invite them to share with the group what happened during the day. Questions to ask:

- What was your favorite part of today?
- What was one new thing you learned today?
- Where did you experience God today?
- What will you share with others when you get home?

RETURN TO THEME VERSE

On the first day especially, open with a refresher of what the Lord's Prayer is:

This week we're focusing on the Lord's Prayer. What did you learn today about what the Lord's Prayer is?

Affirm all answers.

Lead/guide the conversation to include:

- The Lord's Prayer is the prayer Jesus taught his disciples to pray.
- We pray this prayer during worship (but we can pray it anytime we want).
- This prayer helps us to look for the ways God is working in the world.

Invite the group to see if anyone can remember all or part of the focus prayer for the day.

QUESTIONS TO ASK:

DAY 1 — "GIVE US TODAY OUR DAILY BREAD."

- What are we praying for when we pray for daily bread?
- How did you share your daily bread today?
- How does the ELCA share daily bread with the world?

DAY 2 — "YOUR WILL BE DONE."

- What did you learn about God's will for the world?
- How did God use you in bringing God's will?
- How does the ELCA help bring God's will for good health?

DAY 3 — "YOUR KINGDOM COME."

- What did you learn about the kingdom of God?
- How did God use you in bringing God's kingdom?
- How does the ELCA help bring God's kingdom?

DAY 4 — "HALLOWED BE YOUR NAME."

- What does it mean to say God's name is hallowed?
- How has God made you holy, set apart to be a leader in God's world?
- How is the ELCA helping raise up leaders?

DAY 5 — "FOR THE KINGDOM, THE POWER, AND THE GLORY ARE YOURS, NOW AND FOREVER. AMEN."

- What does the word "amen" mean?
- Where have you felt the peace of Christ this week?
- How can you share that peace with others?
- How is the ELCA sharing the peace of Christ?

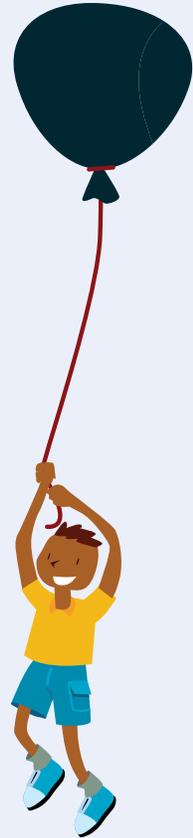
Large-group Closing

PRAYER AND SENDING

Close by praying the Lord's Prayer together. The contemporary version from Evangelical Lutheran Worship is printed below; feel free to insert whatever version is most familiar to you and/or your community.

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

Close with any final announcements
or reminders.



Songs for "On Earth As in Heaven"

THEME SONG

For the theme song, consider using one of the many versions of the Lord's Prayer that can be sung.

MORE SONGS

SONGS ABOUT LOVE

He Came Down (ELW 253)
I'm So Glad Jesus Lifted Me (ELW 860)
Jesus Loves Me! (LS 160 or ELW 595)
Love God and Your Neighbor (LS 142)
This Is My Commandment (LS 152)*

SONGS ABOUT LIGHT

Shine, Jesus, Shine (WP 123)
This Little Light of Mine (LS 32 or ELW 677)*
We Are Marching in the
Light/Siyahamba (WP 148 or ELW 866)

SONGS ABOUT PEACE AND HEALING

Have No Fear, Little Flock (ELW 764)
How Sweet the Name of Jesus Sounds (ELW 620)
Neither Death nor Life (ELW 622)
The Peace of the Lord/
La paz del Señor (ELW 646)
What a Fellowship, What a Joy Divine (ELW 774)
When Our Song Says Peace (ELW 709)

SONGS ABOUT COMMUNITY

In Christ There Is No East or West (ELW 650)
Let Us Go Now to the Banquet/Vamos todos
al banquete (ELW 523)
We Are All One in Christ (ELW 643)

SONGS ABOUT BUILDING GOD'S KINGDOM

Build Us Up, Lord (ELW 670)
Go in Peace and Serve the Lord (WP 46)^{2, 3}
Lead Me, Guide Me (WP 84 or ELW 768)
Send Me, Jesus (ELW 549)
Send Me, Lord (ELW 809)
We Are an Offering (WP 146 or ELW 692)

MORE SONGS

Hallelujah! We Sing Your Praises (ELW 535)
Lord, Be Glorified (WP 89 or ELW 744)
Lord, Listen to Your Children Praying
(WP 92 or ELW 752)
Praise, Praise, Praise the Lord! (ELW 875)
Uyaimose (Come, All You People) (ELW 819)^{1, 3}
We've Come This Far by Faith (ELW 633)

GREAT SONGBOOKS FOR CHILDREN

Augsburg Fortress has published several songbooks containing kid-friendly songs. If you are not familiar with them, we recommend checking them out! Our VBS song recommendations come from these resources.

- Evangelical Lutheran Worship (ELW). Augsburg: Minneapolis, 2006. www.AugsburgFortress.org
- LifeSongs Songbook (LS). "Life Together: Revised Common Lectionary Resources for Christian Living." Augsburg: Minneapolis, 1999. www.AugsburgFortress.org
- Worship & Praise Songbook (WP). Augsburg: Minneapolis, 1999. www.AugsburgFortress.org

We know that many ELCA congregations purchase collective licenses — such as Augsburg Fortress Hymns and Songs, One License, CCLI or LicenSing — on an annual basis. For that reason, we have noted which licenses apply to the songs we're recommending. (Some songs are available under multiple licenses.) If you'd like more information about copyright holders for the suggested songs, please contact the publishers of the songbooks.

¹Licensed under One License: www.OneLicense.net

²Licensed under CCLI (Church Copyright License): www.CCLI.com

³Licensed under LicenSing: www.LicenSingonline.org

⁴Licensed under Augsburg Fortress Hymns and Songs: www.AugsburgFortress.org (Please note: An Augsburg Liturgies License DOES NOT cover this use.)

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APPENDIX

TAKE-HOME ACTIVITIES

Learning about God, faith, prayer and God's world doesn't stop when Vacation Bible School is over. The pages here have suggestions for parents and caregivers to keep the conversation going with children at home.

ON EARTH AS IN HEAVEN

DAY 1



During "On Earth As in Heaven," ELCA World Hunger's Vacation Bible School program, children are learning about faith, prayer and action. But the learning doesn't have to stop at the closing session each day. By talking together at home, children can share their perspective and learn from other family members. We invite you to use this sheet at home to continue conversations about the day's theme, activities and stories children experienced during the day.

The theme for "On Earth As in Heaven" is based on the Lord's Prayer. Each day focuses on a different part of the prayer and connects that part of the prayer to a critical need in our world today, from ending hunger to building peace. The stories and activities each day focus on one of the United Nations' Sustainable Development Goals (or "Global Goals"): zero hunger (Day 1), good health (Day 2), quality education (Day 3), gender equality (Day 4) and peace and justice (Day 5). Each of these goals reflects the plans God has for our well-being and the well-being of all creation. The Lord's Prayer focuses our attention on the blessings we have from God — and reminds us of our calling to be part of God's work in the world. The Global Goals help us see ways we and our neighbors are already taking part in the ways God is transforming our lives and the lives of our neighbors.

The theme for Day 1 was:
"Give us today our daily bread."

They played games and took part in activities to help learn about hunger and the ways our church responds.

In the story for today, a community in Mexico received seeds, training and baby chicks to help them grow their farms and find new ways to make money to buy the things they needed. The children at VBS got to meet Ignacio, a farmer, and Imelda and Esmeralda, two sisters whose family received chickens. You can read the full story here: <https://bit.ly/2J9dSWb>.

The Global Goal today was:
Zero Hunger

Ending hunger means making sure everyone has enough to eat — for today and tomorrow. Sometimes, that means providing a meal so people can eat today. And sometimes that means helping a community get access to the things they need to eat tomorrow and for years after. For farming families, animals, tools, training, seeds and other things can go a long way to helping them end hunger and grow sustainable farms.

TALK TOGETHER / YOUNGER CHILDREN

Ask:

What games did you play today?

What crafts did you make?

What snacks did you try?

Share the picture below, of Imelda and Esmeralda from Mexico.

Ask:

Do you remember who these girls are?

How did the church help them?



TALK TOGETHER / OLDER CHILDREN

Ask:

What did you learn from the games you played?

What snacks did you try? What crafts did you make? What country did they represent?

What does "daily bread" mean? What, other than food, might be included when we ask God to "give us today our daily bread"?

What story did you hear today? How did the chickens and seeds help the community in Mexico?

What did you learn about Mexico today?

Why do you think it's important for the church to help end hunger?



SHARE:

What are some ways your family, household or church helps people in your community who are hungry?



PRAY:

At dinner or before bed, use this prayer as a family:

Dear God, thank you for the food we enjoy and all the other gifts you give us. Help us to remember our neighbors around the world and all they are doing to end hunger. Help us to remember, too, your plan for a world where everyone is fed. Thank you for the leaders and new friends we met today, and be with us this week as we learn more about you. Amen.



LEARN AND DO:

You and your child can learn more about hunger in your community by visiting Feeding America's "Map the Meal Gap" online. Visit <https://map.feedingamerica.org/> and enter your state or county to learn more.

If your church or community has a local food pantry, contact them to see what donations your family might collect together.

Visit ELCA.org/hunger to learn about ELCA World Hunger, the ELCA's response to hunger and poverty in the United States and around the world. Consider supporting the work of ELCA World Hunger through your offering on Sunday.

ON EARTH AS IN HEAVEN

DAY 2



During "On Earth As in Heaven," ELCA World Hunger's Vacation Bible School program, children are learning about faith, prayer and action. But the learning doesn't have to stop at the closing session each day. By talking together at home, children can share their perspective and learn from other family members. We invite you to use this sheet at home to continue conversations about the day's theme, the activities and the stories children experienced during the day.

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The theme for Day 2 was:

"Your will be done."

They played games and took part in activities to help learn about God's desire for good health for everyone.

In the story for today, we learned about a community in Zimbabwe that is working hard to end malaria, a dangerous but preventable disease transmitted by mosquitoes. You can read the full story here: <https://bit.ly/31KGStA>.

The Global Goal today was:

Good Health

Part of God's plan for the world is for everyone to be healthy and able to enjoy God's creation. But part of God's will, too, is that if our neighbor is sick or hurt, we will stay with them and help them. In today's story, we will hear about how one church is helping people stay healthy — and helping people who are sick know that they are not alone. By walking with communities facing high risk of disease and illness, we can make sure that everyone has the chance to be healthy and to not be alone when they are sick.

TALK TOGETHER / YOUNGER CHILDREN

Share the picture below,
of a mosquito.

Ask:

What games did you play today?

What crafts did you make?

What snacks did you try?

What did you learn about
mosquitoes and health today?

What games did you play to learn
about malaria and health?

How does the church help
people who are sick?



TALK TOGETHER / OLDER CHILDREN

Ask:

What did you learn from
the games you played?

What snacks did you try? What
crafts did you make? What
country did they represent?

What do we pray for when we ask
God for God's will to be done?

What story did you hear
today? How did the church
help people in Zimbabwe?

What did you learn about
Zimbabwe today?

Why do you think it's important
for the church to help people who
are sick or might become sick?



SHARE:

How has the church helped you or your family when you or someone you loved was sick or injured?



PRAY:

At dinner or before bed, use this prayer as a family:

Dear God, thank you for creating our wonderful bodies and for all the people who help us be healthy. Thank you for Jesus, who healed and welcomed people who were sick or hurt. Help us to remember to love our neighbors and to care for people so everyone can live a healthy life. Thank you for our neighbors in Zimbabwe and around the world, who are working hard to end diseases such as malaria, and for the chance for our church to walk with them. Amen.



LEARN AND DO:

Talk with your church about ministries related to good health, from healing services to hospital visits. Consider volunteering as a family to write cards for members who are in care facilities or participating in a healing service for members of the community in need of prayer and support.

TALK TOGETHER / YOUNGER CHILDREN

Ask:

What games did you play today?

What crafts did you make?

What snacks did you try?

Did you have the chance to be a leader in the games today?

What was that like?

Ask:

What did you learn about the girls in Guatemala today? How is the church helping them?

TALK TOGETHER / OLDER CHILDREN

Ask:

What did you learn from the games you played?

What snacks did you try? What crafts did you make? What country did they represent?

What do we pray for when we ask God's kingdom to come?

What story did you hear today? Why did the girls not get to school before the project started?

What did you learn about Guatemala today?

Why do you think it's important for the church to help make sure everyone is treated fairly, regardless of gender?



SHARE:

When have you experienced unfairness or inequality in your community? What important leaders have helped you see the different gifts every person brings?



PRAY:

At dinner or before bed, use this prayer as a family:

Dear God, thank you for our community and our neighbors. Thank you for blessing each of us with something to add to our world and your kingdom. Help us remember to treat all people fairly and to work together so that everyone can be a leader in our community. Amen.



LEARN AND DO:

There are some great books available about women who faced inequality as they grew up to be leaders in their communities — and helped change things for other women and girls. Reading these at bedtime can be a great way to see the hard work people are doing to create opportunities for women and girls.

Read Bible stories about women whom God called to be leaders. Some suggestions include:

- Deborah — Judges 4-5
- Esther — Book of Esther
- Ruth — Book of Ruth
- Shiphrah and Puah — Exodus 1:15-21
- Mary, mother of Jesus — Luke 1:39-55

Store scavenger hunt (for older children): Visit a local department store or toy store and look through the aisles of toys for items designated for girls and boys. Talk together about the differences between toys that are "for girls" and toys that are "for boys." What do the different toys reinforce about what it means to be of a certain gender?

ON EARTH AS IN HEAVEN

DAY 4



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The theme for Day 4 was:
"Hallowed be your name."

They played games and took part in activities to help learn about the importance of education.

In the story for today, we learned about two ministries in the United States. In Ohio, DLM Food and Resources helps provide food to children whose families may be experiencing hunger or homelessness. In Texas, a passionate young leader is helping grow her congregation's food pantry with support from the ELCA. You can read the full story here: <https://bit.ly/2MG7x6J>.

The Global Goal today was:
Quality Education

When we pray "hallowed be your name," we pray that God's name will be holy in our lives — that we will honor God with lives of faith and service. Keeping God's name "hallowed" in our lives is about more than words. It means being the people God is calling us to be. In the storyteller station today, we will hear two stories about congregations helping young people in their community get the education they need so that they will be able to be the leaders God is calling them to be.

TALK TOGETHER / YOUNGER CHILDREN

Ask:

What games did you play today?

What crafts did you make? What snacks did you try?

What does "hallowed" mean? (In VBS today, children learned that "hallowed" means holy and set apart by God.)

What did you learn about education today?

TALK TOGETHER / OLDER CHILDREN

Ask:

What did you learn from the games you played?

What snacks did you try? What crafts did you make? What country did they represent?

What does it mean when we pray for God's name to be "hallowed"?

What stories did you hear today?

How can education help people become leaders in their communities?

What did you learn about Ohio or Texas today?

Why do you think it's important for the church to help make sure everyone can get an education?



SHARE:

Who have been the teachers (in school or outside of school) who have helped you become the person you are today?



PRAY:

At dinner or before bed, use this prayer as a family:

Dear God, thank you for the gift of education and for helping us learn more about your world. Thank you for the people we learn from. Help us to remember to love and care for all our neighbors — at school, at church and in our community. Help us to work together to make sure everyone can get an education and become leaders. Amen.



LEARN AND DO:

Many food pantries and other ministries provide school supplies to families in need in the community. Visit or call a local pantry to see if there are opportunities to collect school supplies or books for neighbors in your community.

Backpack programs in many communities provide food to students in food-insecure households during the school year. ELCA World Hunger's Backpack Buddies Guide can help you learn more. Consider volunteering with a backpack ministry in your community — or working with your congregation and local school to start your own! Download the guide at [ELCA.org/hunger/resources/#HungerEd](https://www.elca.org/hunger/resources/#HungerEd).

ON EARTH AS IN HEAVEN

DAY 5



During "On Earth As in Heaven," ELCA World Hunger's Vacation Bible School program, children are learning about faith, prayer and action. But the learning doesn't have to stop at the closing session each day. By talking together at home, children can share their perspective and learn from other family members. We invite you to use this sheet at home to continue conversations about the day's theme, activities and stories children experienced during the day.

The theme for "On Earth As in Heaven" is based on the Lord's Prayer. Each day focuses on a different part of the prayer and connects that part of the prayer to a critical need in our world today, from ending hunger to building peace. The stories and activities each day focus on one of the United Nations' Sustainable Development Goals (or "Global Goals"): zero hunger (Day 1), good health (Day 2), quality education (Day 3), gender equality (Day 4) and peace and justice (Day 5). Each of these goals reflects the plans God has for our well-being and the well-being of all creation. The Lord's Prayer focuses our attention on the blessings we have from God — and reminds us of our calling to be part of God's work in the world. The Global Goals help us see ways we and our neighbors are already taking part in the ways God is transforming our lives and the lives of our neighbors.

The theme for Day 5 was:
"The kingdom, the power, and the glory are yours. Amen."

They played games and took part in activities to help learn about the peace that God promises for our world and how neighbors around the world are helping build peace.

In the story for today, we met Halima, a young woman from Kenya who is learning to be a peace-builder in her community.

The Global Goal today was:
Peace and Justice

Sometimes, it can be hard to remember that the world we live in is God's world and that God wants us to share it with each other. When we act as if the world is our own, or when we think that we should be in control, we can act in ways that are hurtful toward other people. When we pray this part of the Lord's Prayer, though, we ask God to help us remember that God loves all our neighbors and that we are called to care for each other, share with each other and celebrate the ways God has made us different from each other.

TALK TOGETHER / YOUNGER CHILDREN

Show the picture of people dancing below.

Ask:

What games did you play today?

What crafts did you make?

What snacks did you try?

What does "peace" mean?

Why are people dancing in the picture?

TALK TOGETHER / OLDER CHILDREN

Ask:

What did you learn from the games you played?

What snacks did you try? What crafts did you make? What country did they represent?

What did you learn from the story today?

Why is peace important to God?

How can the church help people build peace around the world?



SHARE:

When was a time when you helped resolve a conflict between yourself and your neighbor?



PRAY:

At dinner or before bed, use this prayer as a family:

Dear God, thank you for the amazing people and things in our world and for all the differences between us and our neighbors. Help us to remember to love and care for our neighbors and help us to make peace when we disagree. Be with us and our neighbors when we are unsafe. Help us to be protected and to protect others. Help us to do what we can to make the world a safe and just place for everyone. Amen.



LEARN AND DO:

Read together "The Coconut Monk" by Thich Nhat Hahn. This book, based on a true story, tells the story of a monk in Vietnam who attempts to share his message of peace with his nation. Available on Amazon.

Peace means more than the absence of conflict; it involves respecting and appreciating the many gifts of each of our neighbors. With your child, choose another religion to learn more about. Visit a local library to find children's books on a religion different from your own or, if possible in your community, reach out to the leader of a local house of worship about attending a service or event. Some suggestions for books can be found at <https://kidworldcitizen.org/books-world-religions-for-kids/>.

Make a gift! Peace happens in big ways and small ways. Actions that might seem simple are often more meaningful than we know when it comes to building peace. Consider making crafts or other gifts that you and your child can share with neighbors and friends to help them know you care about and value them.



ELCA World Hunger
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God's work. Our hands.

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