EPISCOPAL DIOCESE *of West Texas*

WORLD MISSIONS

World Missions Children's Curriculum: "Jesus Loves the Little Children"

Kurdistan

Guatemala

Navajoland

Uganda

Mexico

Haiti

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JESUS LOVES THE LITTLE CHILDREN

KURDISTAN

LESSON ONE - Jesus Loves the Little Children of the World

LESSON TWO - Jesus Has Given Each of His Children a [Spiritual] Gift

LESSON THREE - Jesus Loves the Little Children of Kurdistan

LESSON FOUR - Jesus Uses Me to Bless the Little Children of Kurdistan

LESSON ONE: JESUS LOVES THE LITTLE CHILDREN OF THE WORLD

Theme Song: "Jesus Loves the Little Children"

Key Verse: John 3:16 For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. (NIV)

Objective: Children will acknowledge that with God as our Father, we have brothers and sisters all over the world.

Story: Matthew 28:16-20

Jesus' eleven disciples were on their way to Galilee, headed for the mountain Jesus had set for their reunion. The moment they saw him they worshiped him. Some, though, held back, not sure about worship, about risking their whole lives to follow Jesus. Jesus wasn't upset. He gave them this commandment, "God told me to commission you to go out and train everyone you meet, far and near, in this new way of life, living out the things I have taught you. They are to be baptized in the name of the Father, Son, and Holy Spirit. Then teach them to practice all I have commanded you. I'll be with you as you do this, day after day after day, right up to the end of time."

Discussion: What is Jesus saying to us? What can we do? (Pray, go, give offerings.)

Activity: Send one child out of the room with an aide, and then pass out a special treat to all the other students. Ask how the other student can find out about the treat and get one for himself. Let children suggest - someone could tell him or someone could take a treat to him. Develop this into the idea of world missions, sharing Jesus with someone at school or far away... Discuss with the children what they might do to help other children in faraway lands to know Jesus.

Display a globe or world map: Tell children they will learn about other children in Kurdistan. Point this out on the map. Ask how Kurdish children might be the same/different than they are. Does God love them, too? Review John 3:16 and encourage children to memorize.



Distribute world maps. Help children identify Kurdistan and color.

Notify children that they will learn more about the children of Kurdistan soon. Ask them to see if their parents can tell them anything about the Kurdish people this next week.

Activity: Global Graffiti by Wycliffe (https://1155654.app.netsuite.com/core/media/media.nl?id=22045&c=1155654&h=7429d2e23e067e3aabbb&_xt=.pdf) could be used throughout this unit. It requires some teacher prep.

Art: "He's got the whole world in his hands." (below)



Closing Prayer.

LESSON TWO: JESUS HAS GIVEN EACH OF HIS CHILDREN A [SPIRITUAL] GIFT

Theme Song: "Jesus Loves the Little Children"

Key Verse: Now there are varieties of gifts, but the same Spirit. I Cor. 12:4

Objective: Children will identify their spiritual gifts.

Story: Matthew 25:14-30

A man going off on a long trip called his servants together and delegated responsibilities. To one he gave five thousand dollars, to another two thousand, to a third one thousand, depending on their abilities. Then he left. Right off, the first servant went to work and doubled his master's investment. The second did the same. But the man with the single thousand dug a hole and carefully buried his master's money.

After a long absence, the master of those three servants came back and settled up with them. The one given five thousand dollars showed him how he had doubled his investment. His master commended him: "Good work! You did your job well. From now on be my partner."

The servant with the two thousand showed how he also had doubled his master's investment. His master commended him: "Good work! You did your job well. From now on be my partner."

The servant given one thousand said, "Master, I know you have high standards and hate careless ways, that you demand the best and make no allowances for error. I was afraid I might disappoint you, so I found a good hiding place and secured your money. Here it is, safe and sound down to the last cent."

The master was furious. "That's a terrible way to live! It's criminal to live cautiously like that! If you knew I was after the best, why did you do less than the least? The least you could have done would have been to invest the sum with the bankers, where at least I would have gotten a little interest."

"Take the thousand and give it to the one who risked the most. And get rid of this play-it-safe who won't go out on a limb. Throw him out into utter darkness."

Discussion: See Romans 12, I Corinthians 12, Ephesians 4 for gifts of giving, leadership, mercy, service, faith, helper, evangelism (and any others you deem appropriate for children). Encourage children to identify the gifts they see working in their classmates. (Children who become aware of their gifts early on will utilize these and grow into them as they become adults.)

Ask the children to talk about how they can use their gifts for Jesus. If you have time, list the names of the children on a white/blackboard along with their gifts.

Activity: Distribute small brown craft paper gift bags to students. Let them decorate - encourage creativity. After they finish, ask them to draw and color pictures of their personal gifts (as identified by themselves and classmates).

Song: "This Little Light of Mine"

Talk about what it means to let your light shine. How can we let our lights shine? What needs to be inside us? Produce a flashlight that you have stuffed with paper or trash. Ask: What will happen when I turn this switch? Push the switch.

Nothing will happen. Ask what the problem could be. Open the flashlight to see what's inside. Talk about what does/does not happen depending on what's inside. Then take out the trash and add power representing Jesus and Holy Spirit. Now what happens? Jesus wants to shine through us to all the people around us.

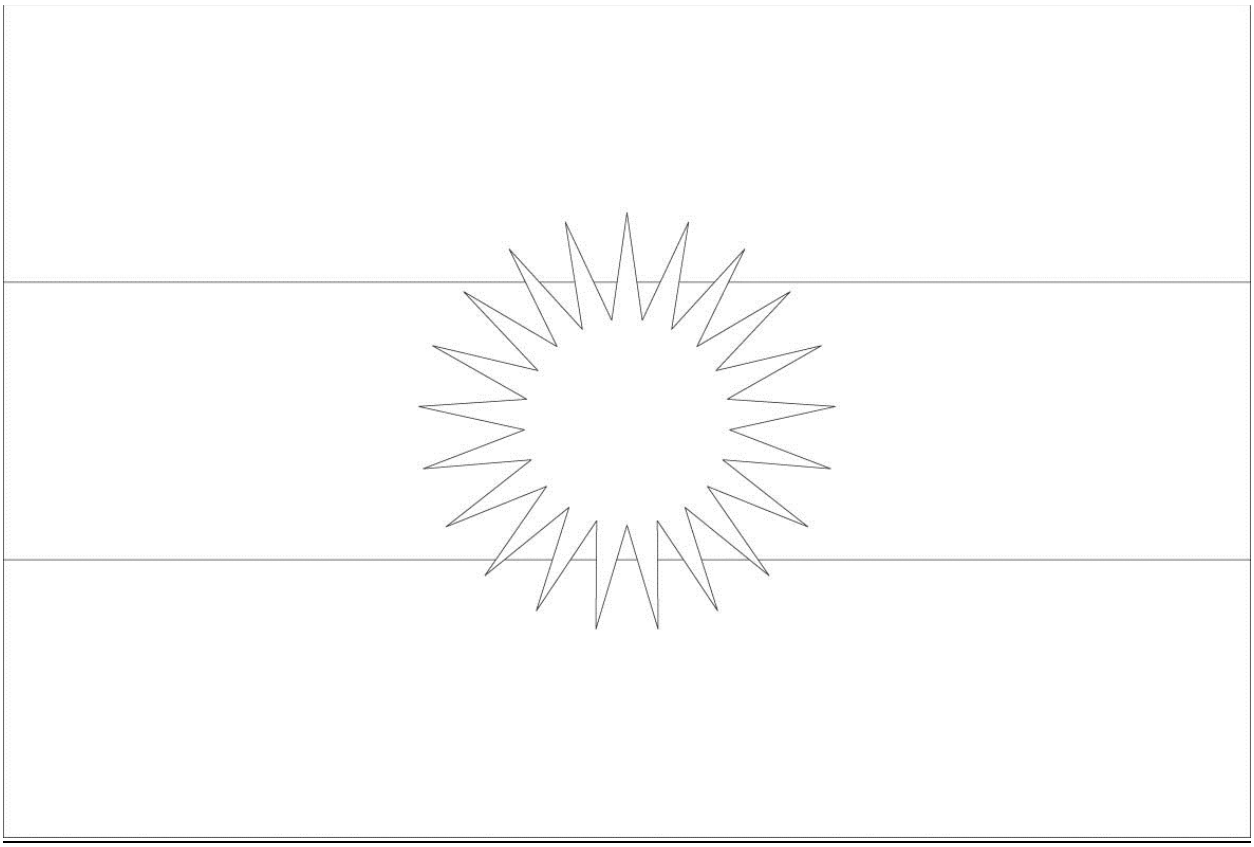
Recap: Did anyone learn anything about the children of Kurdistan this week? Let's look again at our map to see where these children live. Are they far away from us? Near? How long do you think it would take for us to get there? (Flying, at least two days...)

Talk a bit about what happens when children don't get along. Sometimes children hurt each other when they're angry, and adults also hurt each other. These Kurdish children live in a place where people are not getting along. Many of them have had to leave their homes and find other safer places to live. Next week we'll talk about the Kurdish children's new homes and lives.

Activity: Every country has a flag. Here is a picture of the Kurdish flag (display): Red (for the blood of those who died for freedom), Yellow (for brightness and freedom), Green (for Kurdistan's nature, mountains, life, and vitality) and white (peace, freedom, and equality) with sun disk in the center. The flag of Kurdistan is used by Kurds and is a symbol for the Kurds' desire for independence. It is the official flag of the autonomous Kurdistan Region in Iraq.

Color the flag of the Kurds. (next page)

Closing Prayer.





LESSON THREE: JESUS LOVES THE LITTLE CHILDREN OF KURDISTAN

Theme Song: "Jesus Loves the Little Children"

Key Verse: "Let the children alone, don't prevent them from coming to me. God's kingdom is made up of people like these." Matthew 19:14 (the Message)

Objective: Children will learn about others in Kurdistan.

Teacher's Background Information:

- Kurds are descended from the Medes and have a calendar dating back to 612 BC.
- Kurdistan – located in portions of Iran, Iraq, Syria, Turkey. We are focusing on northern Iraq where Love4theLeast, our partner, is working.
- Jonah and Nahum both prophesied to Nineveh, a part of Kurdistan.
- There are churches in Kurdistan that go back to St. Thomas' ministry there.
- Currently, there are tens of thousands of Kurdish Christians in northern Iraq while many others have fled the country in fear of ISIS.

Story: Matthew 2:1-12

After Jesus was born in Bethlehem village, Judah territory— this was during Herod's kingship—a band of scholars arrived in Jerusalem from the East. They asked around, "Where can we find and pay homage to the newborn King of the Jews? We observed a star in the eastern sky that signaled his birth. We're on pilgrimage to worship him." When word of their inquiry got to Herod, he was terrified—and not Herod alone, but most of Jerusalem as well.

Herod lost no time. He gathered all the high priests and religion scholars in the city together and asked, "Where is the Messiah supposed to be born?" They told him, "Bethlehem, Judah territory. The prophet Micah wrote it plainly: It's you, Bethlehem, in Judah's land, no longer bringing up the rear. From you will come the leader who will shepherd-rule my people, my Israel."

Herod then arranged a secret meeting with the scholars from the East. Pretending to be as devout as they were, he got them to tell him exactly when the birth-announcement star appeared. Then he told them the prophecy about Bethlehem, and said, "Go find this child. Leave no stone unturned. As soon as you find him, send word and I'll join you at once in your worship."

Instructed by the king, they set off. Then the star appeared again, the same star they had seen in the eastern skies. It led them on until it hovered over the place of the child. They could hardly contain themselves: They were in the right place! They had arrived at the right time!

They entered the house and saw the child in the arms of Mary, his mother. Overcome, they kneeled and worshiped him. Then they opened their luggage and presented gifts: gold, frankincense, myrrh.

In a dream, they were warned not to report back to Herod. So they worked out another route, left the territory without being seen, and returned to their own country.

Discuss: The wise men came from somewhere in the East. Could it have been from Kurdistan? How do you think they dressed? How did they travel? What did they give Jesus?

Craft: 3 kings

Materials: construction paper, hands, water soluble paint, Sharpies.





Materials: toilet tissue rolls, yarn, glue, eyes, felt, jewels, Sharpie.

Apply: Display pictures of Kurdish people (boy on rock pile in front of refugee camp; girl with plate of food and others in line for food; boy with sack of rice; refugees taking pictures of camp w/"houses" behind; girl with book).

Explain the living situations of Kurdish children now. Many live in tents in refugee camps. Talk about refugees and what that would be like. Families had to leave their homes in a hurry and were not able to take toys or many clothes or much furniture. What would that be like? How do you think the Kurdish children feel? In the summer time, the temperature is really hot (112 or more degrees). In the winter time, it is really cold (below -30 degrees).

Perhaps the children could act out what it would be like to live in a refugee camp with no toys and extreme heat or cold.

How can we help these children and their families?

Closing Prayer.


Bunny


REE



UNHCR





LESSON FOUR: JESUS CAN USE ME TO BLESS THE LITTLE CHILDREN OF KURDISTAN

THEME SONG: "JESUS LOVES THE LITTLE CHILDREN OF THE WORLD"
KEY VERSE: "LOVE YOUR NEIGHBOR AS YOURSELF." (MATTHEW 22:37-39).
OBJECTIVE: CHILDREN WILL LEARN THAT THEY CAN BE THE HANDS AND FEET OF JESUS.
TEACHER'S BACKGROUND:

- Two million refugees are currently in Kurdistan; more will come as violence intensifies. (Some people have been refugees for decades.) (According to the European Union representative, Kurdistan has taken more refugees than the EU. Even after the "defeat" of ISIS, violence continues for the Kurds.)
- Children have few, if any, toys.
- At Christmas, our partner, Love for the Least, is one of the few distributors of toys to the children. We send funds for special foods and toys.
- In UN camps, the shelters are plastic, and entire families are issued one blanket. Temperatures will dip down 30 degrees below zero. Up to 5,000 children freeze to death in one night.
- It is estimated that up to 90% of the refugees experience PTSD due to the extreme violence they have observed or been part of.
- There are no schools for children and no work for adults. People are getting discouraged.

STORY: John 6:1-14
…Jesus went across the Sea of Galilee (some call it Tiberias). A huge crowd followed him, attracted by the miracles they had seen him do among the sick. When he got to the other side, he climbed a hill and sat down, surrounded by his disciples. It was nearly time for the Feast of Passover, kept annually by the Jews.

When Jesus looked out and saw that a large crowd had arrived, he said to Philip, "Where can we buy bread to feed these people?" He said this to stretch Philip's faith. He already knew what he was going to do.

Philip answered, "Two hundred silver pieces wouldn't be enough to buy bread for each person to get a piece."

One of the disciples—it was Andrew, brother to Simon Peter—said, "There's a little boy here who has five barley loaves and two fish. But that's a drop in the bucket for a crowd like this."

Jesus said, "Make the people sit down." There was a nice carpet of green grass in this place. They sat down, about five thousand of them. Then Jesus took the bread and, having given thanks, gave it to those who were seated. He did the same with the fish. All ate as much as they wanted.

When the people had eaten their fill, he said to his disciples, "Gather the leftovers so nothing is wasted." They went to work and filled twelve large baskets with leftovers from the five barley loaves.
The people realized that God was at work among them in what Jesus had just done.

DISCUSS: How did the little boy in the story help Jesus? What [Christian virtues] did the little boy demonstrate? Etc.

Show pictures of children in refugee camps in Kurdistan (in packet). What do you think they might need? How do you think we could help? Give children time to empathize, process... Children can:

- Pray for the Kurdish children.
- Save change to send to Kurdish children (perhaps a special fundraising project).
- Write letters with pictures for the Kurdish children (pen pals).

ACTIVITY: Write letters (no last names) with pictures for the Kurdish children. (Teacher discretion-no mention of affluence or sensitive material.)

CLOSING PRAYER.

JESUS LOVES THE LITTLE CHILDREN

GUATEMALA

Lesson One - Jesus Calls Us to Be Lights

Lesson Two - Jesus Calls Us to Pray

Lesson Three - Jesus Loves to Talk to Us

Lesson Four - Jesus Wants Us to Love the Mayan Children of Guatemala

LESSON ONE: JESUS CALLS US TO BE LIGHTS

Key Verse: Matthew 5:14 You are the light of the world...

Theme Song: "This Little Light of Mine"

This little light of mine - I'm gonna let it shine
This little light of mine - I'm gonna let it shine
This little light of mine - I'm gonna let it shine
Let it shine, let it shine, let it shine.

All around my neighborhood - I'm gonna let it shine
All around my neighborhood - I'm gonna let it shine
All around my neighborhood - I'm gonna let it shine
Let it shine, let it shine, let it shine.

I won't let anyone put it out – no - I'm gonna let it shine
I won't let anyone put it out – no - I'm gonna let it shine
I won't let anyone put it out – no - I'm gonna let it shine
Let it shine, let it shine, let it shine.

This little light of mine - I'm gonna let it shine
This little light of mine - I'm gonna let it shine
This little light of mine - I'm gonna let it shine
Let it shine, let it shine, let it shine.

Objective: Children will understand their role as reflections of Jesus to the world.



Stories (borrowed from Pinterest):

I have done two different projects for this lesson, and depending on the ages of the students and how much prep time you are willing to put into projects, you can pick which will be best for you.

The [godly] characteristic is in red, and then the definition follows. Next is a Bible person. There is a SHORT paragraph about each Bible person and then the scripture. But, depending on your class, time and Bible knowledge, you might require more background for some of the people.

We are talking about how to be a light. We are going to discuss different people in the Bible that let their light shine. And we are going to discuss how we can let our light shine also.



(1. Compassion) Means you show kindness to others. JESUS

Let's begin with Jesus! Jesus showed us compassion by leaving heaven and coming to earth. He lived a perfect life and died on the cross for us. Jesus showed people compassion while He was on the earth. He did miracles and healed people that were sick. Jesus showed how much He loved them and us.



(2. Responsibility) Means you are careful and do what you are supposed to. By showing responsibility, you make good choices. MOSES

When God told Moses that he was to go back to Egypt and talk to Pharaoh about letting the people go, Moses wasn't sure he could do it. But he showed responsibility by going and talking to Pharaoh. There were 10 plagues to help Pharaoh recognize God's power. And Moses showed responsibility leading the people through the wilderness. God gave Moses the 10 commandments, which were the rules that He wanted the people to follow.



(3. Perseverance) Means you keep on doing what God wants, no matter what. JOB

Job was a very rich man, and God let Satan take everything away from him. Job lost his children, his animals, his wealth. His friends wanted Job to speak against God, but Job refused to do that! God gave him back double of everything for staying true to Him!



(4. Forgiving) Means to let go of anger and blame when someone hurts you. JOSEPH

Jacob gave his son Joseph a coat of many colors. His brothers were jealous, so they threw Joseph into a pit, then sold him. Joseph went to Egypt and after a time, there was a famine (not enough food), and Joseph's brothers came to Egypt for food. Joseph saw his brothers and forgave them. He also made sure they had enough food.



(5. Courage) Courage means strength in the face of difficulty. ESTHER

Esther was made queen, but one of the king's men wanted to kill the Jews, who were her people. Queen Esther risked her life by going to the king. She had a banquet for the king and his advisor, and the king helped to spare her people.



(7. Trustworthiness) Means being dependable. NOAH

God told Noah to build an ark because it was going to rain. God said to build it, so Noah built it! And, it rained! God saved Noah, his family, and the animals.



(8. Self-Discipline) Means you control yourself. DANIEL

Daniel showed incredible self-discipline when the king signed a new law that said he wouldn't be able to pray to God. Even after knowing this law was signed, Daniel went home to his upper room and prayed on his knees to God. He had done this 3 times a day since he was young, and when the king was told that Daniel disobeyed the new law, Daniel was thrown into the lion's den! That had to be so scary, but Daniel did what was right for God. And Daniel was kept safe from the lions!

By having self-discipline, you obey your parents and teachers and do what they tell you even when they're not watching.

Discussion: What other things can you do to let your light shine?



I purchased the tri-fold science board and drew out the clouds and the water line. I used a lighter blue to paint the sky and left the clouds white. Then, I used a darker blue for the water. Once the paint was dry, I laid out the lighthouses and the boats and painted the white caps on the water.

I cut the title with my Cricut using Simply Sweet at 5". I glued the boats with Aleene's Tacky Glue and put the seagulls through my sticker maker. I attached the lighthouses with sticky Velcro, so I can add/remove them during the lesson.



I purchase lighthouses at the Dollar Tree, or wherever I find them for $1.00 and let the students pick one to take home. It is to remind them to be a light for Jesus.

Activity: For this activity use a Bible, a flashlight, a ***(****handheld)* mirror, and masking tape *(painters' tape or any item you could put on the mirror to stop the reflection would work too: dry-erase markers, shaving cream, etc.).* I demonstrated how the mirror reflects light from the flashlight, and then I showed how to move the mirror so that the reflection would move around as well.

As I gave *each* child a chance to make reflections by shining the flashlight on the mirror, we talked of how the Bible tells us that Jesus is the light of the World (John 8:12) – *which in this case was represented by the flashlight*. And we talked of how we can reflect His light (Matt. 5:16, Eph. 5:8) – *which was represented by the mirror*.

Art: "Let It Shine"



LESSON TWO: JESUS CALLS US TO PRAY FOR OTHERS

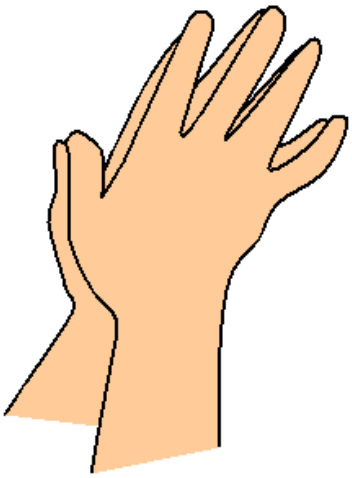
Theme Song: "Jesus Taught Us How to Pray" (following)

Jesus Taught Us How to Pray

To the tune of "Jesus Loves Me."

Jesus taught us how to pray,
to God our Father everyday;
Morning, noon, and night-time too,
we can pray and so can you.
Yes, we can pray! Yes, we can pray!
Yes, we can pray; to God through-out the day.







Key Verse: I Thess. 5:17 (International Children's Bible) Never stop praying.

Objective: Children will learn what prayer is and how they can pray.

Story: Luke 11:5-13

“Then [Jesus] said, “Imagine what would happen if you went to a friend in the middle of the night and said, ‘Friend, lend me three loaves of bread. An old friend traveling through just showed up, and I don’t have a thing on hand.’

“The friend answers from his bed, ‘Don’t bother me. The door’s locked; my children are all down for the night; I can’t get up to give you anything.’

“But let me tell you, even if he won’t get up because he’s a friend, if you stand your ground, knocking and waking all the neighbors, he’ll finally get up and get you whatever you need.

“Here’s what I’m saying: Ask and you’ll get; Seek and you’ll find; Knock and the door will open.

“Don’t bargain with God. Be direct. Ask for what you need. This is not a cat-and-mouse, hide-and-seek game we’re in. If your little boy asks for a serving of fish, do you scare him with a live snake on his plate? If your little girl asks for an egg, do you trick her with a spider? As bad as you are, you wouldn’t think of such a thing—you’re at least decent to your own children. And don’t you think the Father who [made] you in love will give the Holy Spirit when you ask him?”

Discussion: What is prayer? How old do you have to be to pray? When should you pray? Why do you pray?

Activities: Use a game called "Musical Prayers." Place a chair for each participant in a circle. Tape a prayer need to each chair. Begin playing music and have everyone walk around the chairs. When the music stops, each person finds the nearest chair and prays for that need.

You also can use an inflatable world globe and pass it from person to person. When the music stops, the person holding the globe can choose a country, and the teacher can lead the class to pray for the children in that country to provide for them and for them to know about Jesus. Find Guatemala on the globe and pray for the children of Guatemala.

Also, take the children on a prayer walk. Children are terrific prayer walkers because they enjoy movement and being "on site" makes the prayers more meaningful and concrete. To begin, walk around your church campus and ask God's blessing on every ministry/group/object of ministry, etc. Pray for the children in each family.

Give children the freedom to talk to God in different postures: sitting, standing, kneeling, marching, or bowing. Allow each child to choose a different posture in which to pray.

Fill a small bucket with plastic figures of children. Ask students to each take one home to remind them to pray for children around the world and especially in Guatemala.

Object Lesson: Can You Hear Me Now?

Remember the commercials that a popular cell phone company rolled out a few years ago? Every few steps the spokesperson asked the caller, “Can you hear me now?” This cute commercial was meant to assure the potential customers that their calls wouldn’t be dropped or lost with XYZ company. Kids need to know that God can hear them anywhere, anytime.

Use your cell phone and walk around the room pretending to talk on the phone. Make the cell phone conversation interesting to kids. Talk about a current movie, or upcoming children’s church events. As you drop tidbits in your conversation pretend that your call got dropped. Dial the number again and continue your conversation.

During your call, tell kids how frustrating it is to have your chat interrupted. Tell them that God’s phone line never gets dropped. He hears every word clearly. There are no missed calls or lost messages with God. Lead kids in prayer.

https://ministry-to-children.com/prayer-object-lessons/

5 Finger Prayer (template included).

The 5 Finger Prayer

Thumb: Those closest to you, your family.

Pointer: Those that point you in the right direction (teachers, doctors, priests) ask for wisdom & support.



Index: (tallest) Those that lead us, (Government) ask for guidance & wisdom.

Ring: (weakest) Those that are weak, in trouble, or in pain. We cannot pray too much for them.

Pinkie: (smallest) Our prayers for ourselves & our own needs.

Closing Prayer.

LESSON THREE: JESUS LOVES TO TALK TO US

Theme Song: "Jesus Loves the Little Children"

Key Verse: "Whoever accepts a little child in my name accepts me." Matthew 18:5

Objective: Children will learn to listen to God.

Story: I Samuel 3 (God talks to a little boy.)

The boy Samuel was serving God under [Fr.] Eli's direction. One night Eli was sound asleep (his eyesight was very bad—he could hardly see). It was well before dawn; the sanctuary lamp was still burning. Samuel was still in bed in the Temple of God...

Then God called out, "Samuel, Samuel!"

Samuel answered, "Yes? I'm here." Then he ran to Eli saying, "I heard you call. Here I am."

Eli said, "I didn't call you. Go back to bed." And so he did.

God called again, "Samuel, Samuel!"

Samuel got up and went to Eli, "I heard you call. Here I am."

Again Eli said, "Son, I didn't call you. Go back to bed." (This all happened before Samuel knew God for himself…)

God called again, "Samuel!"—the third time! Yet again Samuel got up and went to Eli, "Yes? I heard you call me. Here I am."

That's when it dawned on Eli that God was calling the boy. So Eli directed Samuel, "Go back and lie down. If the voice calls again, say, 'Speak, God. I'm your servant, ready to listen.'" Samuel returned to his bed.

Then God came and stood before him exactly as before, calling out, "Samuel! Samuel!"

Samuel answered, "Speak. I'm your servant, ready to listen."

[Then God talked with Samuel and told him what he was about to do.]

Discuss: How old do you think Samuel was when God called him? What did he do when God called? What would you have done? Why do you think God spoke to him instead of to the adults? Do you listen for God's call? How would you answer God?

Apply: Samuel listened to God and was obedient to him. We can also listen and watch for those God wants us to help. Today we're going to learn about children in another country not far from us.

Art: (Samuel on his bed).

Materials: construction paper, glue, scissors



Teacher's Information:

- Mayan civilizations began in Guatemala as early as 2000 BC. Their cities were sophisticated and developed from 1400 BC.
- In the 1500's the Mayans were conquered by the Spaniards. The natives descended to the bottom of the social hierarchy, lands carved up, and the people ruthlessly exploited.
- Guatemala achieved independence from Spain in 1821, but this brought even worse conditions for the Mayans. Their lands were stolen, and they were enslaved to work the land.

- The country experienced unrest and civil war. Dictators and liberals have ruled interspersed with various coups. Repression, civil war, and military terrorism have been part of the country's history with the poor seeming to have suffered most.
- Recent history records democratic election of presidents and trade agreements.
- About 40% of Guatemalans speak a Mayan language.
- With Spanish the official language of Guatemala, Mayan children who speak a Mayan language frequently do not finish school due to the language issue.
- Corn was first cultivated in Guatemala, and it is still an important crop.
- The Mayans weave beautiful fabrics and wear distinctive clothing made from their products.
- Guatemala is the center of the Maya universe and the heart of the Maya world.

Mayan children live in Guatemala on the other side of Mexico. Most are very poor without many clothes, food, and almost no toys. Many of them don't get to go to school because the teachers in their schools speak another language, Spanish. And so they can't ever get very good jobs or make much money. They live in really small houses and sometimes don't have fresh, clean water to drink.

What would it be like to live in a house with a dirt floor and lots of smoke from the fire where your mom cooks all the meals? Would you like to haul water from a nearby pond where the animals drink and the mothers wash the family clothes? What would it be like to not go to school?

Many of the families can't afford to go to the doctor when they're sick, and they have to walk everywhere they go. The mothers weave cloth to make their clothes, and they mostly eat tortillas, rice, and beans.

We help these families by working with them to build wooden houses on concrete floors and by sending doctors and dentists for their health needs. We have also helped with a little preschool so that children can learn Spanish and be able to go to school. The children play games like "London Bridge is Falling Down," (using words in their own language), and they love the lunches they get at the school.

We are working with them so that they have healthier and happier lives. *What can you do to help these children?*

Art: Show children photos of actual homes in Guatemala and then ask them to build a house for their family.

Supply materials: construction paper, glue, scissors, corrugated cardboard, popsicle sticks, twigs for walls; tin foil, popsicle sticks for roofs; dirt for floors. Let children glue materials to construction paper to "make" their houses.

Closing Prayer.









LESSON FOUR: JESUS WANTS US TO LOVE THE MAYAN CHILDREN OF GUATEMALA

THEME SONG: "He's Got the Whole World in His Hands"

He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands.

He's got the little Mayan children in His hands,
He's got the little Mayan children in His hands,
He's got the little Mayan children in His hands,
He's got the whole world in His hands.

He's got the sun and the rain in His hands,
He's got the moon and the stars in His hands,
He's got the wind and the clouds in His hands,
He's got the whole world in His hands.

He's got the rivers and the mountains in His hands,
He's got the oceans and the seas in His hands,
He's got you and he's got me in His hands,
He's got the whole world in His hands.

He's got everybody here in His hands,
He's got everybody there in His hands,
He's got everybody everywhere in His hands,
He's got the whole world in His hands.

KEY VERSE: "My command is this: Love each other as I have loved you." (John 15:12)

OBJECTIVE: Children will develop compassion for those they do not know.

STORY: II Kings 5:1-14

Naaman was general of the army under the king of Aram. He was important to his master, who held him in the highest esteem because it was by him that God had given victory to Aram: a truly great man, but afflicted with a grievous skin disease. It so happened that Aram, on one of its raiding expeditions against Israel, captured a young girl who became a maid to Naaman's wife. One day she said to her mistress, "Oh, if only my master could meet the prophet of Samaria, he would be healed of his skin disease."

Naaman went straight to his master and reported what the girl from Israel had said.

“Well then, go,” said the king of Aram. “And I’ll send a letter of introduction to the king of Israel.”

So he went off, taking with him about 750 pounds of silver, 150 pounds of gold, and ten sets of clothes.

Naaman delivered the letter to the king of Israel. The letter read, “When you get this letter, you’ll know that I’ve personally sent my servant Naaman to you; heal him of his skin disease.”

When the king of Israel read the letter, he was terribly upset, ripping his robe to pieces. He said, “Am I a god with the power to bring death or life that I get orders to heal this man from his disease? What’s going on here? That king’s trying to pick a fight, that’s what!”

Elisha, the man of God, heard what had happened, that the king of Israel was so distressed that he’d ripped his robe to shreds. He sent word to the king, “Why are you so upset, ripping your robe like this? Send him to me so he’ll learn that there’s a prophet in Israel.”

So Naaman, with his horses and chariots, arrived in style and stopped at Elisha’s door.

Elisha sent out a servant to meet him with this message: “Go to the River Jordan and [dip] yourself seven times. Your skin will be healed and you’ll be as good as new.”

Naaman lost his temper. He turned on his heel saying, “I thought he’d personally come out and meet me, call on the name of God, wave his hand over the diseased spot, and get rid of the disease. The Damascus rivers, Abana and Pharpar, are cleaner by far than any of the rivers in Israel. Why not bathe in them? I’d at least get clean.” He stomped off, mad as a hornet.

But his servants caught up with him and said, “Father, if the prophet had asked you to do something hard and heroic, wouldn’t you have done it? So why not this simple ‘wash and be clean’?”

So he did it. He went down and immersed himself in the Jordan seven times, following the orders of the Holy Man. His skin was healed; it was like the skin of a little baby. He was as good as new.

DISCUSS: What happened to the little girl in the story? Was she angry or did she keep trusting God? How did she help Namaan? Do you think Namaan would have been healed without her? Would you tell someone about God and how he can help?

I want to show you some pictures of little children in Guatemala. These children are Mayan children whose home is Guatemala. They're a little like the Native Americans who lived in our country before anyone else came here.

Do you remember the houses we saw last week? Would you like to live in one of those houses? What might happen when it's rainy or cold? Do you think those families have a lot of money? What kinds of things might they need that they don't have? Etc.

There is a little preschool for Mayan children in Guatemala that teaches children to speak Spanish so they can go on to elementary (primary) school. The children speak Quiche (*ketches*) and can't understand the teachers who speak Spanish. This is our church school that teaches the children about numbers and colors and families and all the things they need to go on to the public school.

Can you think of anything we can do to show these children that we love them? (Brainstorm...)

ACTIVITY: Write letters (no last names) with drawings for the children of *Obras de Amor* (Labors of Love).

CLOSING PRAYER.


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tiempo



EXTRA RESOURCES.












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LOS SENTIDOS

JESUS LOVES THE LITTLE CHILDREN

NAVAJOLAND

Lesson One – Jesus keeps us safe.

Lesson Two – Jesus gives you courage.

Lesson Three – Jesus helps you to love.

Lesson Four – Jesus wants you to be a good neighbor to the Navajo.

LESSON ONE: JESUS KEEPS US SAFE

Theme Song: "Jesus Loves the Little Children of the World"

Key Verse: "The name of the LORD is a strong tower; The righteous run to it and are safe." Proverbs 18:10

Objective: Children will take comfort in knowing that God protects them.

Bible story: Daniel 3:1, 4-27

King Nebuchadnezzar made an image of gold…and set it up on the plain of Dura in the province of Babylon. Then the herald loudly proclaimed, "Nations and peoples of every language, this is what you are commanded to do: As soon as you hear the sound of the horn, flute, zither, lyre, harp, pipe and all kinds of music, you must fall down and worship the image of gold that King Nebuchadnezzar has set up. Whoever does not fall down and worship will immediately be thrown into a blazing furnace."

Therefore, as soon as they heard the sound of the horn, flute, zither, lyre, harp and all kinds of music, all the nations and peoples of every language fell down and worshiped the image of gold that King Nebuchadnezzar had set up. At this time some astrologers came forward… They said to King Nebuchadnezzar, "May the king live forever! Your Majesty has issued a decree that everyone who hears the sound of the horn, flute, zither, lyre, harp, pipe and all kinds of music must fall down and worship the image of gold, and that whoever does not fall down and worship will be thrown into a blazing furnace. But there are some Jews whom you have set over the affairs of the province of Babylon—Shadrach, Meshach and Abednego—who pay no attention to you, Your Majesty…"

Furious with rage, Nebuchadnezzar summoned Shadrach, Meshach and Abednego. So these men were brought before the king, and Nebuchadnezzar said to them, "Is it true, Shadrach, Meshach and Abednego, that you do not serve my gods or worship the image of gold I have set up? … Shadrach, Meshach and Abednego replied to him, "King Nebuchadnezzar, we do not need to defend ourselves before you in this matter. If we are thrown into the blazing furnace, the God we serve is able to deliver us from it, and he will deliver us from Your Majesty's hand. But even if he does not, we want you to know, Your Majesty, that we will not serve your gods or worship the image of gold you have set up."

Then Nebuchadnezzar was furious with Shadrach, Meshach and Abednego, and his attitude toward them changed. He ordered the furnace heated seven times hotter than usual and commanded some of the strongest soldiers in his army to tie up Shadrach, Meshach and Abednego and throw them into the blazing furnace.

Then King Nebuchadnezzar leaped to his feet in amazement and asked his advisers, "Weren't there three men that we tied up and threw into the fire?" They replied, "Certainly, Your Majesty." He said, "Look! I see four men walking around in the fire, unbound and unharmed,

and the fourth looks like a son of the gods." Nebuchadnezzar then approached the opening of the blazing furnace and shouted, "Shadrach, Meshach and Abednego, servants of the Most High God, come out! Come here!" So Shadrach, Meshach and Abednego came out of the fire, …They saw that the fire had not harmed their bodies, nor was a hair of their heads singed; their robes were not scorched, and there was no smell of fire on them.

Discussion. Do you think the three Hebrew teenagers were afraid of the fire? What did they tell the king when he threatened to throw them in the furnace? Who was the other person in the fire? Did the boys get burned?

Activity. Give the children an opportunity to dramatize the story of the Three Hebrew Children in the Fiery Furnace.

Art.



Materials: large paper cups, orange cellophane paper, black construction paper, glue

Children can draw and cut out stick figures they draw themselves or the teacher/helper can have pre-drawn/cut figures for us.

Each child will select a cup with a door drawn (upside down) on the outside of the cup.

Glue four of the black figures *upside down* to the back of the cup. Cut the door, leaving one side attached.

Cut a piece of orange cellophane paper and glue to cover the door opening. Crush more paper and glue to inside edges for the fire.

Write, "God saves," on the completed furnace.

https://www.pinterest.com/pin/362539838733803647/

Object Lesson.

Say to the children, "God protects us, even in the most difficult circumstances."

Put an orange into a clear container of water. Show the children the orange floating on top of the water.

Peel the protective skin off the orange and then put the orange back into the water. The orange will sink.

Explain that the peel protects the orange and stops it from sinking. Then tell the children that just like the orange peel protects the orange, God is our protection.

https://www.bibletimefun.com/fiery-furnace-kids-bible-lesson

Announce: In a few weeks, we will be talking about some boys and girls who live in New Mexico, Arizona, and Utah on the Navajo Indian Reservation. Their families long ago were the first people to live in the United States. Ask your parents if they know anything about the Navajo.

Here's some authentic Navajo music: https://www.youtube.com/watch?v=Ztf2atl3MIk

Do you think you could sing along? Could you dance to this music?

Art: Here's a little project to stir the children's interest—a Native American Dream Catcher. The web catches bad dreams at night and releases them during the day. The feathers act like ladders allowing good dreams to climb up on the baby or child who is sleeping.

Materials: paper plates, yarn, feathers, beads, crayons or Magic Markers, stickers, hole punch.

1. Prepare paper plates by cutting a circle in the middle; pre-punch holes around center edge for yarn; precut yarn to "weave" through holes. Wrap a small piece of tape around the end of the yarn for ease in "weaving." Tie yarn to feathers; "weave" yarn through several beads.
2. Children will decorate their Dream Catchers with crayons or markers and stickers.
3. Children will "weave" their Dream Catcher with yarn.
4. Finally, children will select several feathers to tie to their dream catchers and attach loops of yarn for hangers. Older students can add beads to their hangers.

Closing Prayer.



LESSON TWO: JESUS GIVES YOU COURAGE

Theme Song: “Jesus Loves Me”

Key Verse: “When I am afraid, I will trust in you.” Psalm 56:3

Objective: Children will learn that God is trustworthy.

Bible Story: Exodus 2:1-10

A man and woman married and had a baby boy. The wicked pharaoh planned to kill all the baby boys, but this mother had a different idea. “When she saw that he was a fine child, she hid him for three months. But when she could hide him no longer, she got a papyrus basket for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile. His sister stood at a distance to see what would happen to him.

Then Pharaoh's daughter went down to the Nile to bathe, and her attendants were walking along the riverbank. She saw the basket among the reeds and sent her female slave to get it. She opened it and saw the baby. He was crying, and she felt sorry for him. "This is one of the Hebrew babies," she said. Then his sister asked Pharaoh's daughter, "Shall I go and get one of the Hebrew women to nurse the baby for you?" "Yes, go," she answered. So the girl went and got the baby's mother.

Pharaoh's daughter said to her, "Take this baby and nurse him for me, and I will pay you." So the woman took the baby and nursed him. When the child grew older, she took him to Pharaoh's daughter and he became her son. She named him Moses, saying, "I drew him out of the water."

Discussion.

What did his mother do with baby Moses? How did his sister help? Do you see anything funny about Pharaoh’s daughter taking the baby from the water? How did God use Pharaoh’s daughter to protect Moses? Can God help you just as he helped baby Moses?

Art.

Supplies: cupcake papers (1 per student), green construction paper, blue construction paper, felt squares, cotton balls (1 per student), scissors, glue, stapler

Teacher Preparation: pre - cut 2 ½ in. felt squares (1 per student); pre-cut half sheets of blue construction paper (1 per student) and quarter sheets of green construction paper (1 per student)

Instructions:

Step 1. Give each student a cotton ball to use as baby Moses and a square of felt to use as his blanket. Emphasize to the students that God has a special plan for every baby, just like he had a special plan for baby Moses. Instruct students to wrap the baby in the blanket. Teachers can secure the blanket with one staple.

Step 2. Give students the blue and green construction paper that has been pre-cut. Explain to students that the blue will be the water that Baby Moses floated on and the green will be the grasses God used to hide him in. Instruct students to apply glue to the very top of the long side of the blue paper. Apply the green paper on top and then guide the students in folding the green paper back half way so that the green paper creates a small wall.

Step 3. Guide students in cutting fringes into the top of the green construction paper to create grass.

Step 4. Glue the cupcake paper to the center of the water, symbolizing the basket, which God used to keep Moses in the river. Instruct students to place their Baby Moses into the basket. Do not glue the baby in, but rather encourage students to use this craft at home to re-enact the story of Baby Moses for their parents. Young children will enjoy placing Moses in the basket and taking him out again.

http://SundaySchoolZone.com

Closing Prayer.

LESSON THREE: JESUS HELPS YOU TO LOVE

Theme Song: "I Love You" (to the tune of Barney's theme song)

I love you,
You love me,
We love Jesus, can't you see?
With a great big hug
And a kiss from me to you,
Won't you come
And love us, too?

Key Verse: "…love one another as I have loved you." John 15:12

Objective: Children will reach out to love others.

Bible Story: I Samuel 20

God uses our friendships to make us stronger. Sometimes God blesses us with a family member or friend who is super special. This may be a parent or a sibling or a best friend. Our hearts feel tied so closely to this person. We look up to them, want to be like them, and live to bless them.

This is how it was with David, the boy who killed the giant, and Jonathan in the Bible. Jonathan was King Saul's son. Even though a son would normally be in line to become the next king, Jonathan knew David was chosen by God to be king after Saul. Jonathan could have been jealous of David. But he trusted God and loved David. The Bible shows their deep friendship that grew in the midst of a difficult time of war and transition.

Jonathan prayed that the Lord would be with David as he had been with his father. And he asked him to love and show God's kindness to his children… So Jonathan and David made promises to each other to keep their promises. But Jonathan made David promise again, because he loved him as much as he loved himself.

(Use this story to share with your class that God will use our relationships with special people to make us stronger. Just like God used Jonathan to love David and support him through battle and becoming king, God can use others in our lives to love us, support us and help us grow. God can also use us in this way in the lives of our friends and family members.)

Discussion: Do you have a best friend? What does it mean to be loyal? Are you a loyal friend? Who is the most loyal friend you can have?

Activity: Have the children sit in a circle and give each child a pencil and a piece of paper. They must write down 10 kind things about the person to their right. The person who finishes first gets to go first, but they all get to read their list and give their paper to that person.

Object Lesson: (show picture of bicycle wheel – from freebiblelessons.net/object-lessons/love-one-another)



Let's pretend that each of you are a spoke on this wheel. What do you think we could pretend the hub is? (Wait for a response.) Let's make-believe that this hub is God.

Do you know what the interesting thing is? The closer you get to God the closer you get to each other! You may say that you want to get closer to God but you don't want to get closer to others. Well, it doesn't work that way!

1 John 4:7-8 says that if you love others then you love God but if you don't love others, you don't love God. So the more that you love God the more you will also love one another by caring for those that are around you.

https://www.bing.com/images/search?q=children%27s+church+songs+about+love

Teacher's Background: Among some 500 Indian tribes and 318 reservations recorded in the country by the 2000 Census, the Navajo Nation is the home of the largest American Indian tribe; and sprawls across northeast Arizona, New Mexico and Utah. Navajos are believed to have originally migrated from western Canada and belonged to an American Indian group called the Athabascans. According to some scientists, some Athabascan bands first came into the American Southwest around the year 1300. Some settled in southern Arizona and New Mexico and became the different Apache tribes. Apache languages sound very much like Navajo. By the year 1700, Navajos were living in northern Arizona, New Mexico, southern Colorado and Utah. They gave their land the name of Dinétah.

Until 1846, California, Arizona, Nevada, Utah, New Mexico and Colorado were still part of Mexico. By 1848, the Americans had defeated the Mexican army and annexed the above states to the United States. During those days, Navajos and the Spaniards were constantly waging war against each other. At the same time, the Navajos and the Pueblos were fighting against each other. Navajos fought against Mexicans, New Mexicans and Americans.

In 1864, thousands of Navajos were forced to surrender to American soldiers and endured "The Long Walk" to Ft. Sumner, New Mexico where they lived in horrible conditions. The Navajo Reservation was established with the signing of the Treaty of 1868 when they were finally allowed to return to their homeland. At that time, it was quite small, covering a territory containing Fort Defiance, Chinle, Many Farms and Shiprock. Since then, the Navajo Reservation has expanded significantly to 27,000 acres.

Like other Apacheans, the Navajos were semi-nomadic from the 16th through the 20th centuries. Their extended kinship groups had seasonal dwelling areas to accommodate livestock, agriculture, and gathering practices. As part of their traditional economy, Navajo groups may have formed trading or raiding parties, traveling relatively long distances.

There is a system of clans which defines relationships between individuals and families. The clan system is exogamous: people can only marry (and date) partners outside their own clans, which for this purpose include the clans of their four grandparents. While clans are associated with a geographical area, the area is not for the exclusive use of any one clan. Members of a clan may live hundreds of miles apart but still have a clan bond.

Historically, the structure of the Navajo society is largely a matrilineal system, in which the family of the women owned livestock, dwellings, planting areas and livestock grazing areas. Once married, a Navajo man would move to live with his bride in her dwelling and near her mother's family. Daughters (or, if necessary, other female relatives) were traditionally the ones who received the generational property inheritance.

Children are "born to" and belong to the mother's clan, and are "born for" the father's clan. The mother's eldest brother has a strong role in her children's lives. As adults, men represent their mother's clan in tribal politics.

A hogan, the traditional Navajo home, is built as a shelter for either a man or for a woman. Since they live in the arid Four Corners area, the houses are made of dried mud. Male hogans are square or conical with a distinct rectangular entrance, while a female hogan is an eight-sided house. Both are made of wood and covered in mud, with the door always facing east to welcome the sun each morning. The Navajos construct hogans out of poles and brush covered with earth. Navajos also have several types of hogans for lodging and ceremonial use.

Ceremonies, such as healing ceremonies or the kinaaldá, take place inside a hogan. According to Kehoe, this style of housing is distinctive to the Navajos. She writes, "even today, a solidly constructed, log-walled Hogan is preferred by many Navajo families." Most Navajo members today live in apartments and houses in urban areas.

Those who practice the Navajo religion regard the hogan as sacred. The religious song "The Blessingway" (hózhǫ́ǫjí) describes the first hogan as being built by Coyote with help from Beavers to be a house for First Man, First Woman, and Talking God. The Beaver People gave Coyote logs and instructions on how to build the first hogan. Navajos made their hogans in the traditional fashion until the 1900s, when they started to make them in hexagonal and octagonal shapes. Hogans continue to be used as dwellings, especially by older Navajos, although they tend to be made with modern construction materials and techniques. Some are maintained specifically for ceremonial purposes.

How do Navajo Indian children live, and what did they do in the past?

They do the same things all children do--play with each other, go to school and help around the house. Many Navajo children like to go hunting and fishing with their fathers. In the past, Indian

kids had more chores and less time to play in their daily lives, just like colonial children. But they did have dolls, toys, and games to play. Navajo children liked to run foot races, play archery games, and ride horses. A Navajo mother traditionally carried a young child in a cradleboard on her back.

What were men and women's roles in the Navajo tribe?

Men and women did different jobs in Navajo society. Navajo men were hunters, warriors and political leaders. Only men were chiefs in the Navajo tribe. Navajo women were farmers, tended livestock, and also did most of the child care and cooking. Even artwork was separated by gender. Men made jewelry, and women wove rugs and sculpted clay pots. Both genders did take part in storytelling, music, and traditional medicine.

Today, many of these gender roles have changed. Navajo men are often farmers and ranchers now... and Navajo women join the Army.

What were Navajo clothes like? Did the Navajos wear feather headdresses and face paint?

Originally, Navajo men wore breechcloths and the women wore skirts made of woven yucca fiber. Shirts were not necessary in Navajo culture, but both men and women wore deerskin ponchos or cloaks of rabbit fur in cool weather, and moccasins on their feet. After sheep were introduced and Navajo women could weave larger woolen items, men began to wear poncho-style wool shirts, women began to wear wool dresses with shoulder straps, and heavy wool blankets began to replace fur cloaks. In the late 1800's and early 1900's, long velveteen shirts and blouses came into fashion and Mexican-style full cotton skirts became popular with Navajo women. These styles are still popular today.

The Navajos did not traditionally wear Indian headdresses. Navajo men usually wore cloth headbands tied around their foreheads instead. Both men and women wore their hair gathered into a figure-eight shaped bun called a tsiyeel, though some Navajo men did begin cutting their hair to shoulder-length in the Pueblo style during the early 1900's. Except for certain religious ceremonies, the Navajos didn't paint their faces or bodies. But they are famous for their beautiful silver and turquoise ornaments, particularly concha belts (made of interconnected silver medallions), brooches, and jewelry.

Today, many Navajo people still have moccasins or a velveteen blouse, but they wear modern clothes like jeans instead of breechcloths... and they only wear traditional regalia on special occasions, like a wedding or a dance.

What was Navajo food like in the days before supermarkets?

The Navajos were farming people. They raised crops of corn, beans, and squash. Navajo men also hunted deer, antelope, and small game, while women gathered nuts, fruits, and herbs. After the Spanish introduced domestic sheep and goats, the Navajos began raising herds of these animals for their meat and wool as well.

What were Navajo weapons and tools like in the past?

Navajo hunters used bows and arrows. In war, Navajo men fired their bows or fought with spears and rawhide shields. Navajo tools included wooden hoes and rakes for farming, spindles and looms for weaving, and pump drills for boring holes in turquoise and other beads.

What other Native Americans did the Navajo tribe interact with?

The Navajos traded regularly with other tribes of the Southwest. Their favorite trading partners were the Pueblo tribes. The Pueblo and Navajo Indians exchanged not only trade goods but customs, fashions and technology as well. Other times, the Navajos fought against the Pueblos and other neighboring tribes such as the Apaches and Utes. Usually these were raiding battles, not all-out wars. The Navajos had different ideas about war than Europeans did. The Europeans considered a direct attack honorable but thought sneaking in and stealing things was cowardly. But to the Navajos, stealthily raiding another tribe's camp was a brave deed because it meant risking their own lives, but attacking the camp openly would be shameful, because children and old people were likely to be hurt.

What are Navajo arts and crafts like?

Navajo artists are famous for their colorful woven rugs and silver and turquoise jewelry. They also made pottery, baskets, and sand paintings.

(YouTube has Navajo children singing.)

What kinds of stories do the Navajos tell?

There are lots of traditional Navajo legends and fairy tales. Storytelling is very important to the Navajo Indian culture.

(Excerpts from http://www.bigorrin.org/navajo_kids.htm)

Activity: I want to show you some pictures of some people who live in another place not too far from here. They live in New Mexico, Arizona, and Utah. Has anyone here ever been to

those places? The Navajo Indians, live on a reservation (their own special homeland) in those states. They are also called "First People" because their ancestors were here long before we came to the United States. (Show pictures)

When the children are not going to school, they take care of the family's sheep.





Sometimes it's very cold where they live, and they try to stay warm in their homes by burning wood in the fireplace. Many of them don't have electric heat or air conditioning, and many don't have running water. They have to go to a well with buckets and bring water back to their houses for baths and for cooking.

Would you like to be a friend to the Navajo children? What kinds of things do you think we could do?

Discussion: Could the class draw pictures for the Navajo children? Could they write notes? Could they pray for them?

Closing Prayer.

LESSON FOUR: GOD WANTS YOU TO BE A GOOD NEIGHBOR TO THE NAVAJO

Theme Song: "His Banner over Me is Love"

Key Verse: "Love your neighbor as yourself" Matthew 22:39

Objective: Children will reflect on loving those who are different from themselves.

Bible Story: Luke 10:25-37

There was a man traveling on a not-so-safe road. He was caught by some mean robbers, who beat him up, robbed him, and left him to die! The poor man was lying there, and he heard someone approach. The first person to see him was a priest, someone who worked for the church. Do you think the priest should have stopped to help the man? Wouldn't that show his faith was real? Well, he didn't stop! He kept right on going. So another guy walked by. This was a Levite, someone else important in the temple. And guess what? He didn't stop, either! He kept right on going. Well, a third man came along, and by this time maybe the poor man was ready to give up. The man who came was a Samaritan.

Now, Samaritans in Jesus' time were not well-liked. They were considered sort of the "bad guys" who didn't follow the rules of the Jewish law and were not respected at all. This Samaritan was walking along, and the man on the roadside must have thought he was done for. BUT the Samaritan man stopped! Not only did he stop, he helped the man. He put bandages on his wounds, put the man on his donkey, and took him to an inn. Then he gave the innkeeper money and told him to take care of whatever he needed!

So Jesus told this story to emphasize to the people that love is not just about what we say, but what we do. Sometimes we get caught up in following the law or looking good or saying all of the right things. But if we are not demonstrating love, that's all pretty silly. God wants us to love people by caring for them. We pray for them, we do things for them, and we treat them with kindness, as Jesus would do. When we can do that, we show the love of God and fulfill his greatest commandment!

https://ministry-to-children.com/who-is-my-neighbor-sermon/

Discussion: Why do you think the priest and the Levite didn't stop to help the poor, wounded man? Did the good Samaritan do more than he had to do? What extra things did he do? Do you have courage to help someone that other people won't help? Is there anyone at your school who needs a friend to help him or her? What could you do?

What group of people did we talk about last week? Yes, the Navajos. Are we like them or are we different? How are we like them? How are we different? Who is the Father of us all?

When Navajo babies are born, they are put in cradleboards, which their mothers carry on their backs. When they are old enough to crawl around, their moms put them on the ground while they do their work.



The children also like to dress up for special celebrations with music and dancing. They are a little shy, but they love to play and have friends.













Discussion: How can we let the Navajo children know we want to be friends? Do you think they know we all have the same Heavenly Father?

Object Lesson: Bring a container of strawberries to class.

Ask: Do you know what love is? Love is when we care for someone more than we care about our own life. 1 John 4:11 says that God wants us to love one another because he loves us so much.

(Show everyone the strawberries.)

These are delicious strawberries, and today they are going to represent the fruit of love. On Valentine's Day people will often give someone they love a box of chocolate covered strawberries. Have you ever had a chocolate covered strawberry before? They are delicious!

(Hold up the strawberry so it looks like a heart.) If you look at a strawberry it kind of looks like a heart. We will often tell people that we love them "with all our heart." God wants us to love him with all of our heart! He also wants us to love others the same way.

(Take a bite of the strawberry.)

Strawberries are so sweet and delicious. God's love is sweet, and he wants us to be sweet and loving to those that are around us as well.

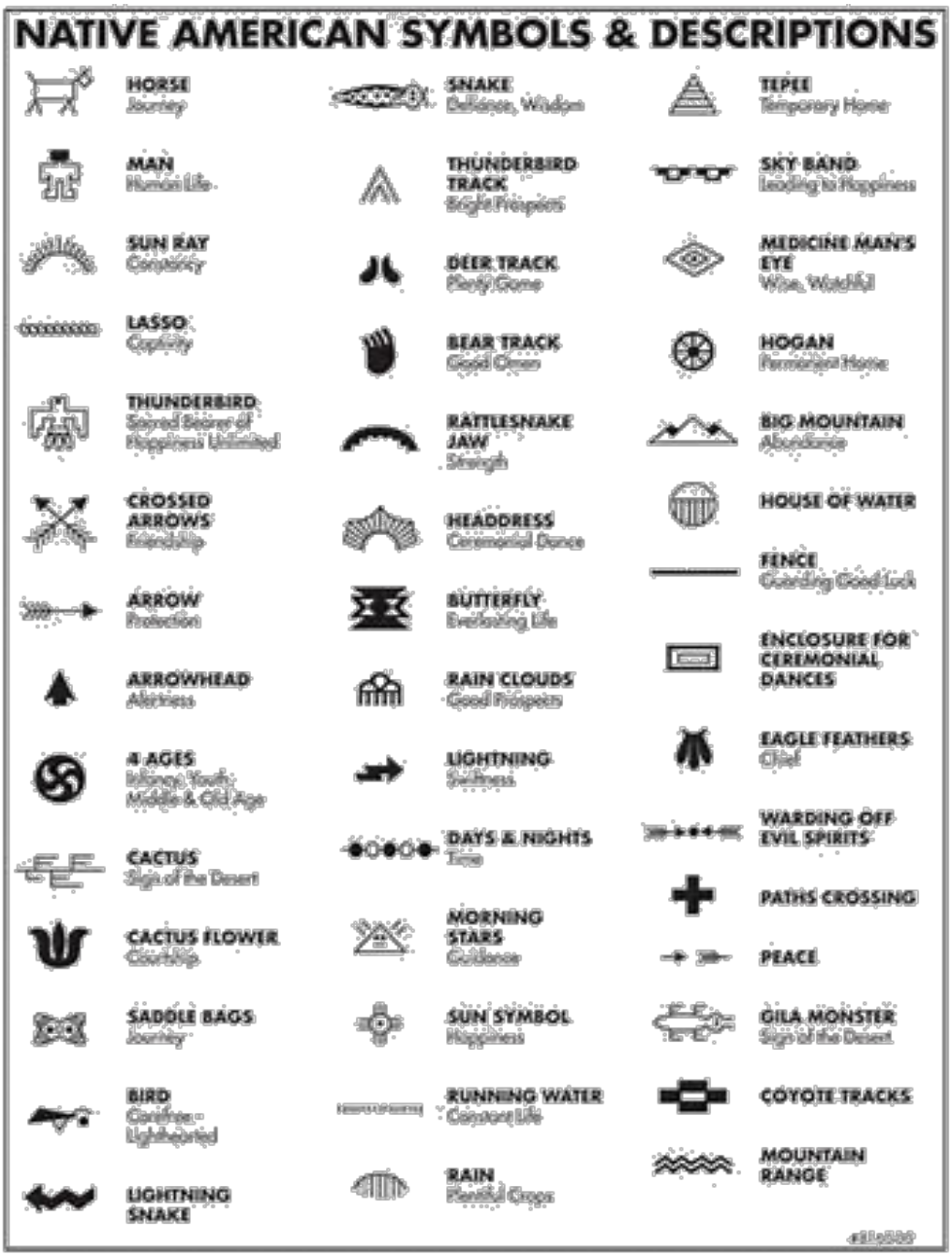
God has loved us so much, and he wants us to love those around us in return. 1 John 4:7-8 says that if we say that we love God but don't love others, then we really aren't loving God at all. He wants us to love one another.

(Share strawberries with the class.)

http://freebiblelessons.net/object-lessons/love-one-another-2

Activity:

Navajo Indians are sometimes called Native Americans. A long time ago these First People used symbols to communicate. Look at the symbols on the chart, and see if you can use them to send a letter to a friend.



Pinterest

Art. Love Heart.

Materials: Colored paper for background; pink or red construction paper; multi-colored construction paper; scissors, glue, Sharpies.

Show children how to fold pink/red construction paper in half to cut out a large heart. Glue the heart on a full sheet of colored construction paper. With multi-colored construction paper show children how to make “confetti.” Glue confetti onto the heart. Assist children in writing on the heart, “I love you to pieces.”

Closing Prayer.

With special thanks to Sally Keddal who conceived this unit on our friends in Navajoland.

JESUS LOVES THE LITTLE CHILDREN

UGANDA

Lesson One – Jesus Loves the Little Children of the World

Lesson Two - Jesus Gives Us the Fruit of the Spirit

Lesson Three – Jesus Loves the Children of Uganda

Lesson Four – Jesus Uses Me to Bless the Children of Uganda

The Internet has chocolate globe candies for $9.99-$20.99.



One of our churches made “grasshoppers,” a delicacy for the Ugandans, from celery sticks.



Ugandans also love fish.

LESSON ONE – JESUS LOVES THE LITTLE CHILDREN OF THE WORLD

Theme Song: “Jesus Loves the Little Children”

Key Verse: Matthew 19:14 “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Objective: Children will know that God loves all children.

Story: Luke 18, Matthew 18, 19

Jesus Christ and his apostles had left Capernaum and crossed into the region of Judea, on the Lord's final journey toward Jerusalem. In a village, people began bringing their little children to Jesus to have him bless them and pray for them. It was common practice for rabbis to lay hands on children and bless them. However, the disciples rebuked the parents, telling them not to bother Jesus.

Jesus became indignant. He told his followers: "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." (Luke 18:16-17, NIV)

Jesus took the children in his arms and blessed them. Jesus' disciples did not understand. Perhaps they were trying to protect the Lord or felt he should not be bothered by children. But the children had a more heavenly attitude than the disciples did.

Just before this, Jesus had been teaching his followers about the humility of children (discuss humility): The disciples had asked Jesus, “Who is the greatest in the kingdom of heaven?” He called a little child to him. And he said: “Unless you change and become like little children, you will never enter the kingdom of heaven. Whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.” (Matthew 18:1–6, NIV)

Jesus loved children for their innocence. He valued their simple trust and absence of pride. Immediately after this lesson, Jesus instructed a rich young man about humility. The young man went away sad because he was unable to trust God instead of his wealth.

More Bible Accounts of Jesus and Children

Many times in the Bible parents brought their children to Jesus to be physically and spiritually healed:

Mark 7:24–30 - Jesus cast out a demon from the Syrophoenician woman's daughter.

Mark 9:14–27 - Jesus healed a boy who was possessed by an impure spirit.

Luke 8:40–56 - Jesus raised Jairus' daughter back to life.

John 4:43–52 - Jesus healed the official's son.

Scripture References

The story of Jesus blessing the children takes place in Matthew 19:13-15; Mark 10:13-16; and Luke 18:15-17.

(Adapted from Zavada, Jack. "Jesus and the Children Bible Story Study Guide." Learn Religions, Apr. 17, 2019, learnreligions.com/jesus-and-little-children-bible-story-700063.)

Discussion: How do we know Jesus loved children? When Jesus came into the world in Bethlehem, was he a grown-up or a teenager or what? Jesus taught us a special prayer—how does it begin? What is special about the way this prayer begins?

Activity: Skit. Select someone to be Jesus, the disciples, the parents, and the children. Let the children ad lib this scene.

Display globe or world map: Help children find the United States. Then point out Kurdistan (northern Iraq), Kenya, and Guatemala, and other places we learned about. Help them find Uganda (west of Kenya). Point out that it is not on the coast (like Texas). It is “landlocked.” Mention that Uganda was once under the control of England, just like the United States, but they gained their independence without a war.

Ask: How might the children of Uganda be different from us? How might they be the same? Does God love the children of Uganda? Who did Jesus die on the cross for?

Activity: A map of Africa is attached. Allow children to find and color Uganda. (Kenya is just next door. There are also color sheets of a Ugandan girl and a group of children.)


TUNISIA
MOROCCO
ALGERIA
LIBYA
EGYPT
WESTERN SAHARA
MAURITANIA
MALI
NIGER
CHAD
SUDAN
ERITREA
DJIBOUTI
SENEGAL
GAMBIA
GUINEA BISSAU
GUINEA
BURKINA FASO
NIGERIA
ETHIOPIA
SOMALIA
SIERRA LEONE
LIBERIA
COTE D'IVOIRE
GHANA
CENTRAL AFRICAN REPUBLIC
CAMEROON
TOGO
BENIN
UGANDA
KENYA
GABON
CONGO
DEMOCRATIC REPUBLIC OF THE CONGO
RWANDA
TANZANIA
BURUNDI
COMOROS
ANGOLA
MOZAMBIQUE
ZAMBIA
ZIMBABWE
MADAGASCAR
MALAWI
NAMIBIA
BOTSWANA
SWAZILAND
SOUTH AFRICA
LESOTHO



_____





The children are walking home from a Palm Sunday service.



This is the game park. There are giraffes on the hillside.



Most of the villagers live in round mud houses with straw for the roofs.



The mothers of these children are at a church meeting. They are playing a game with rocks.



These children are walking along the road. They may not have any shoes to wear and are dressed in their everyday play clothes.



These ladies have been to the market. Most people don't have cars, so they have to walk long distances. Notice that both ladies have babies tied to their backs, which is the way they carry them.



These children have just left Vacation Bible School.



These children are playing by their mud house.



This little girl is taking care of her baby brother or sister.



The dining hall has a straw mat on the floor where many people will sit to eat. (Our church/diocese built this building for our Ugandan friends.)



This food served for a special occasion: cabbage and goat.



This flat bread is called chapatti and is like a flour tortilla. We filled it with scrambled eggs for breakfast. It's good with beans, too. Notice the small bananas. There are over 100 different kinds of bananas in Uganda.



Macaroni and potatoes – Ugandans eat lots of carbs because they don't have much money for food.

Closing Prayer.

Tell the children they will learn more about the children of Uganda next week.

LESSON TWO – JESUS GIVES US THE FRUIT OF THE SPIRIT

Theme Song: "The Fruit of the Spirit" ((https://www.youtube.com/watch?v=ymNuBZXCK20) You'll need a techie to determine how to project this one – but what a great way to teach children about the Fruit of the Spirit. I suggest that you sing this several times to learn, and then at the end, and with each of the succeeding lessons.

Key Verse: Galatians 5:22 "…the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control…"

Objective: Children will become aware that Jesus' Spirit in them will cause his fruit to grow.

Story: Galatians 5

Today we are going to talk about fruit. Do you like fruit? What is your favorite fruit? All fruit is different. It tastes different, it looks different and it feels different in your mouth (sometimes fruit is crunchy, sometimes soft, sometimes juicy, etc.)

The Bible talks about fruit, but it's a different kind of fruit, it's called the fruit of the Spirit. The fruit of the Spirit is a little like real fruit because they are each special and different, too.

It's really neat because when we ask Jesus to live in us, his Spirit stays with us, and he will give us this special fruit. As we grow and learn more about Jesus, the Spirit will give us more and more fruit, and we become more like Jesus.

The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. All of these fruits are good to have, and the Spirit wants to give them to us.

God wants us to have the fruit of the Spirit in us. We can try to have love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control, but we need Jesus to help us grow this Spirit-fruit in our lives.

I think the easiest fruit of the Spirit to explain is love. Think of someone who loves you no matter what. You can make mistakes, and it doesn't matter what you look like, but they still love you. God loves us, too, no matter what. He even loves you more than your parents! He can help us love others the way we should.

The next fruit is joy. Joy is like being very, very happy. It's being happy inside even when things aren't going great. Again, we can try to be joyful, but only God can give us the kind of happiness that makes us joyful; we can't just be joyful on our own.

When we think of peace, we usually think of no more fighting or war. That is right, but the peace of the Spirit is a bit different. This is the peace we get when we begin to know God really well (by reading the Bible, praying, asking questions, etc.). If we have this peace, we will feel a calmness inside.

Patience is the next one, and I'm sure we know what this means. Have you ever been told to have patience? The patience God is talking about is for those little things like waiting to open your Christmas presents or being patient to go to the park. But it also means to be patient for answers to prayer or to wait in line.

Next is kindness, and it should be easy although sometimes it's not. Is it easy to be kind to someone who has been mean to you? When God gives us this fruit, its more than just being kind to others. He might help us be kind to someone who really needs it, and we're not even aware of it. For example, maybe you feel like you should write a letter or call a grandparent. God might be urging you to do that because they are having a bad day, and that's exactly what they need to cheer them up. Sometimes your kind deed to someone else is all they need to remember that someone special loves them.

Being good or goodness is the next fruit of the Spirit. Having the gift of goodness means God can depend on me to be honest, forgiving, and turn away from doing bad things. We also need to try to act this way towards others through our actions so they can see the fruit in us. The only true goodness we have is the goodness of God living in us.

Faithfulness is next, and this one might be a little trickier to understand. Being faithful is keeping your promises, being a loyal friend even when times get tough, being trustworthy, and doing the things you said you would do. When I think of faithfulness, I think of my grandma who prayed for me every single day of her life. She was faithful in praying for me, which also meant that she prayed every day.

When I think of gentleness, I think of holding a brand new baby. For some reason, we think they might break if we don't hold them so carefully. The kind of gentleness God is talking about is similar to this. No matter what situation comes up we are supposed to be gentle. That doesn't mean we shouldn't stick up for ourselves. If someone is doing something you know is wrong, you should still tell an adult or tell them to stop. Just do it in a gentle way like Jesus would do it.

The last fruit is self-control, and it is a very important one. It means to be in control of what we say and do. Without self-control, we can't do the things we should. To be able to live the way God wants, we have to be in control of the things we do. Just like when a brother or sister bugs you so much you just want to hit them, we know that we have to control ourselves and not hit them. We know we just can't do whatever we feel like sometimes because it’s not right.

Just remember, that with all these gifts we need help from God. We need to remember that God made us, and he is perfect. If you want the fruit of the Spirit, you need to ask God to live in you, and then the more you get to know him, the more his fruit will grow in you.

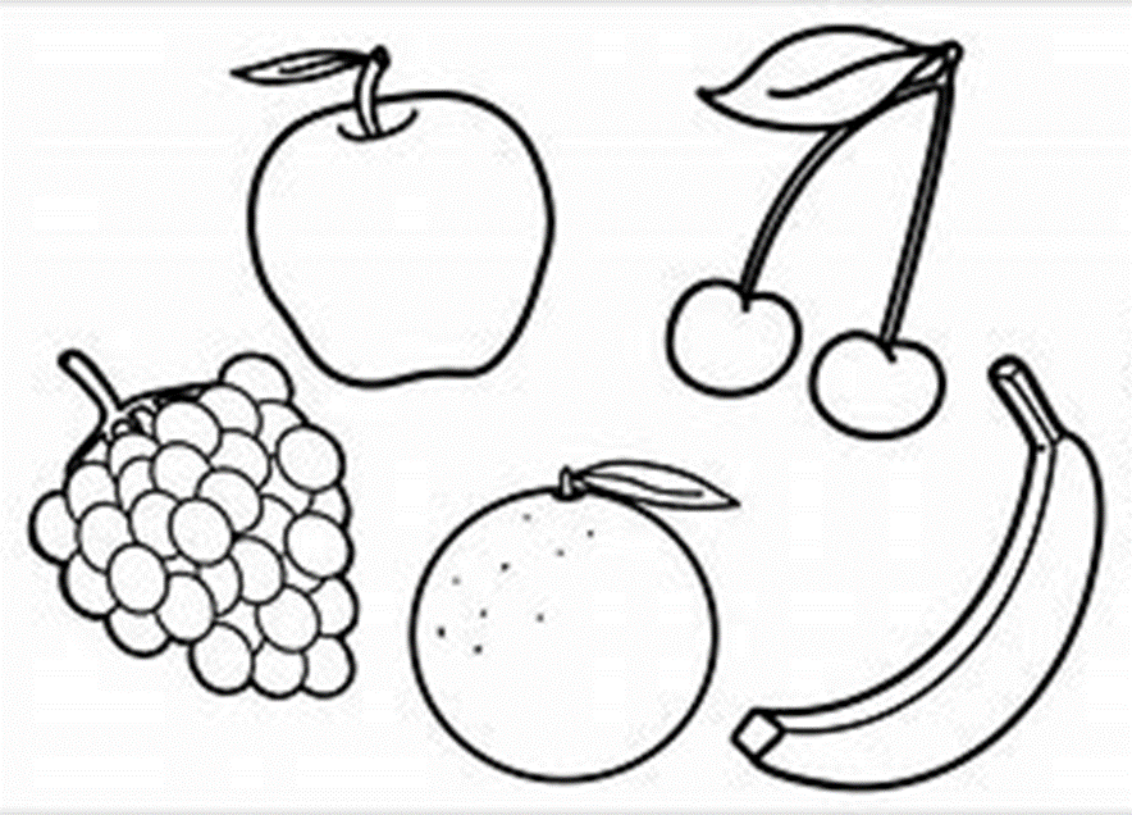
(Adapted from Sharla Guenther, https://www.dltk-kids.com)

Discussion: Talk about the fruit, who the children know, who demonstrates each one and what they need to do to have more fruit.

Activity: Present pictures of fruit that grows in Uganda that the children love to eat and allow children to snack on small pieces of fruit. Ask: Is this what we mean by fruit of the Spirit? What is the difference between this fruit and fruit of the Spirit?

Craft: Children will make fruit of the Spirit baskets, identifying each fruit. Supplies: paper plates, scissors, crayons.







Bananas grow upside down like this.



You know these fruits.





Did you know the picture above is a fruit?



Closing Prayer.

LESSON THREE – JESUS LOVES THE CHILDREN OF UGANDA

Theme Song: "He's Got the Whole World in His Hands" (Add "He's got the children of Uganda in his hands…")

Key Verse: God is love. I John 4:16.

Objective: Children will learn that God fills us with his love so that we can love others.

Story: II Kings 5:1-19.

Long ago God's people, the Israelites, were in a battle with a much stronger army from another country called Syria. During the battle, one of the soldiers captured a young girl and took her back to his country to work in the home of his commander, Namaan. The little girl had been taught by her mother and father to love others, even our enemies, and she did just that. She worked hard doing chores for Namaan and his family.

One day the little girl learned that her master Namaan had a very bad disease called leprosy. It left sores on his body and could cause him to die. She knew that in her country of Israel a very powerful prophet named Elisha could pray for Namaan, and he would be healed. She told her master, and the Syrian king sent Namaan to Israel to be healed.

Namaan went to Elisha's house for prayer. The prophet told him to go down to the Jordan River and wash seven times. Namaan was very angry because the Jordan was very dirty, and the river back in Syria was beautiful and clean. He started to throw a tantrum and go back home, but his men convinced him to do what Elisha said.

Namaan went to the Jordan and dipped once, twice, three times, and then four more times. As he came out of the water on the seventh time, he looked, and there were no more sores. He was completely well—just like Elisha had said.

Namaan was so happy and thankful. He went back to thank the prophet, but there was someone else who was really the heroine of this story. Who was it? Who told him about the prophet and the God who could heal?

Discussion: See above questions. Why do you think the little girl helped Namaan? How did she show God's love?

Activity: Children of Uganda show God's love by helping their parents and taking care of their brothers and sisters. They don't have water in their houses, so it's necessary for them to walk to the well, pump water, and carry it back home. Sometimes they have to walk long distances, and the water containers can be heavy.

Pretend you are all Ugandan children and must carry water to your families.

Teacher, fill a one-quart (or one gallon) plastic milk container with water. Screw the lid on tightly. Let each child try to hold this filled container on his/her head and walk around the perimeter of the room. (It would be helpful to have several filled containers.)

After everyone has had an opportunity to carry the water, ask about their experiences and what it would be like to do this two times every day. Sometimes children miss school to carry water for long distances. What are the things children would not be able to do if they spent a lot of time hauling water? (See picture)



Craft: Many Ugandan children are too poor to have store-bought toys, so they make their own. To make a "soccer" ball, they gather plastic (like garbage/laundry bags) and tape enough pieces together with duct tape to equal the size of a soccer ball. They toss this to each other or kick it along the ground. Now you can make your own "soccer balls." (Young students will need help assembling their "balls.")

Wheel toys are made with small boxes, yarn, and wheels cut from cardboard. (These materials could be collected and ready for the lesson.)

Discussion: Talk about having toys that the children make for themselves and how they feel about that.

Closing Prayer.

LESSON FOUR – JESUS USES ME TO BLESS THE CHILDREN OF UGANDA

Theme Song: Father Abraham Had Many Sons (The children of Uganda are also children of Abraham. Does that make us brothers or cousins?)

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm" and move right arm, as if marching.]

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm, left arm" and move both, as if marching.]

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm, left arm, right leg" and move all, as if marching.]

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm, left arm, right leg, left leg" and move all, as if marching.]

Father Abraham had many sons
Many sons had Father Abraham
I am one of them

And so are you
So let's just praise the Lord

[Yell "right arm, left arm, right leg, left leg, chin up" and move all, as if marching.

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm, left arm, right leg, left leg, chin up, turn around" and move all, as if marching.]

Father Abraham had many sons
Many sons had Father Abraham
I am one of them
And so are you
So let's just praise the Lord
[Yell "right arm, left arm, right leg, left leg, chin up, turn around, sit down" and move all, as if marching. Sit down at the end.]

Key Verse: …in Christ Jesus you are all children of God through faith… Galatians 3:26

Objective: We can all love and serve God by helping others.

Story: Acts 20:7-12

The story of Eutychus (*you-ti-kus*) is told by someone who actually saw this miracle.

On the first day of the week the Christians of Troas had met for an evening service in an upstairs room and were joined by Paul and his traveling companions. Since he was leaving the city in the morning, Paul preached a very long sermon. In fact, the sermon went on past midnight.

A boy named Eutychus was sitting at the open window, and he became really sleepy as Paul preached on and on. When he nodded off to sleep, he fell out the open window that was on the third story. He fell all the way down to the courtyard.

Everyone rushed downstairs. They thought Eutychus was dead. Luke, the doctor, saw Eutychus, and he thought the boy was dead. Paul came downstairs and took Eutychus in his arms and prayed for him. He told everyone not to worry, because life was still in the boy. As he prayed, Eutychus was restored, and he recovered.

Dr. Luke plainly believed that a miracle was done through Paul in restoring the boy to life. The intention of Luke in relating this incident in Acts is to relate a miracle. Everyone went back upstairs, and Paul returned to preaching. The bread was broken, and the conversation continued till break of day. Everyone was really joyous.

Discussion: Do you think you would get sleepy if the church service was very long? When Paul prayed for Eutychus, and he was healed, what do you think Eutychus thought? How did his parents feel? Has God ever made you well when you were sick? Do you think the church people were happy when Eutychus was healed?

Activity: Human Knot (Object: We can solve our problems by helping each other.)

Players work in teams of 6-12 people. Everyone stands in a circle, closes their eyes and grabs the nearest hand they can feel. The process is repeated until everyone is holding two hands with eyes closed. The job of the team is to unravel themselves without letting go of each other's hands. In this way they should finish in a complete circle. The team to finish first is the winning team. (Ministry Ark)

Letters can also be written to the children of Nebbi Diocese.

Art: Prayer Chains

Prepare for the activity by cutting strips of colored construction paper or draw lines on the paper for the children to cut. Children will write one or two words of a prayer for the children of Uganda (e.g., for food, no sickness, love, friends, good teachers, etc.). Encourage the children to make as many prayer strips as possible and then glue them together to string around the room.

Talk about what the prayer chain says, pray the prayers, and remind the students to remember to pray for the children in Uganda.

(Prayer bracelets can also be made with large wooden beads.)

Closing Prayer.

JESUS LOVES THE LITTLE CHILDREN

MEXICO

Lesson One – Jesus Loves the Little Children of the World

Lesson Two – Jesus Loves the Families in Mexico

Lesson Three – Jesus Loves the Children of Mexico

Lesson Four – Jesus Uses Me to Bless the Children of Mexico

Classroom Décor: Faces of the World



Prepare a large colored drawing of the world (about 10 ft. wide) to post at the front of your meeting room. Have the students color the faces of children from other parts of the world. Children can glue or tape the colored faces onto the world. PDF's available: Color or Black and White.

(https://www.wmpress.org/get-involved/mission-ideas-for-children/)

Quarter Power



Each child is given a few quarters. They are to exchange the quarters for whatever anyone will give for them – one dollar, five dollars, etc.— for ministry to the Mexican children. At the end of the lessons on Missions in Mexico, they all bring their increased amount to the teacher and celebrate their gifts.

Children can make this reminder that we are all to be missionaries.



http://faithsprouts.blogspot.com/2015/04/the-gospel-is-good-news.html

LESSON ONE: JESUS LOVES THE LITTLE CHILDREN OF THE WORLD

Theme Song: "Jesus Loves the Little Children"

Key Verse: "And [Jesus] said, 'Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven.'" (Matthew 18:3 NIV)

Objective: Children will remember that Jesus loves everyone no matter how he/she looks, what he/she has, where he/she is from, and he wants us to love just like he does.

Story: Luke 19:1-10 (Zacchaeus was short and maybe a little bit chubby; nobody liked him; he was probably dishonest. But Jesus loved him, and Jesus' love changed Zack.)

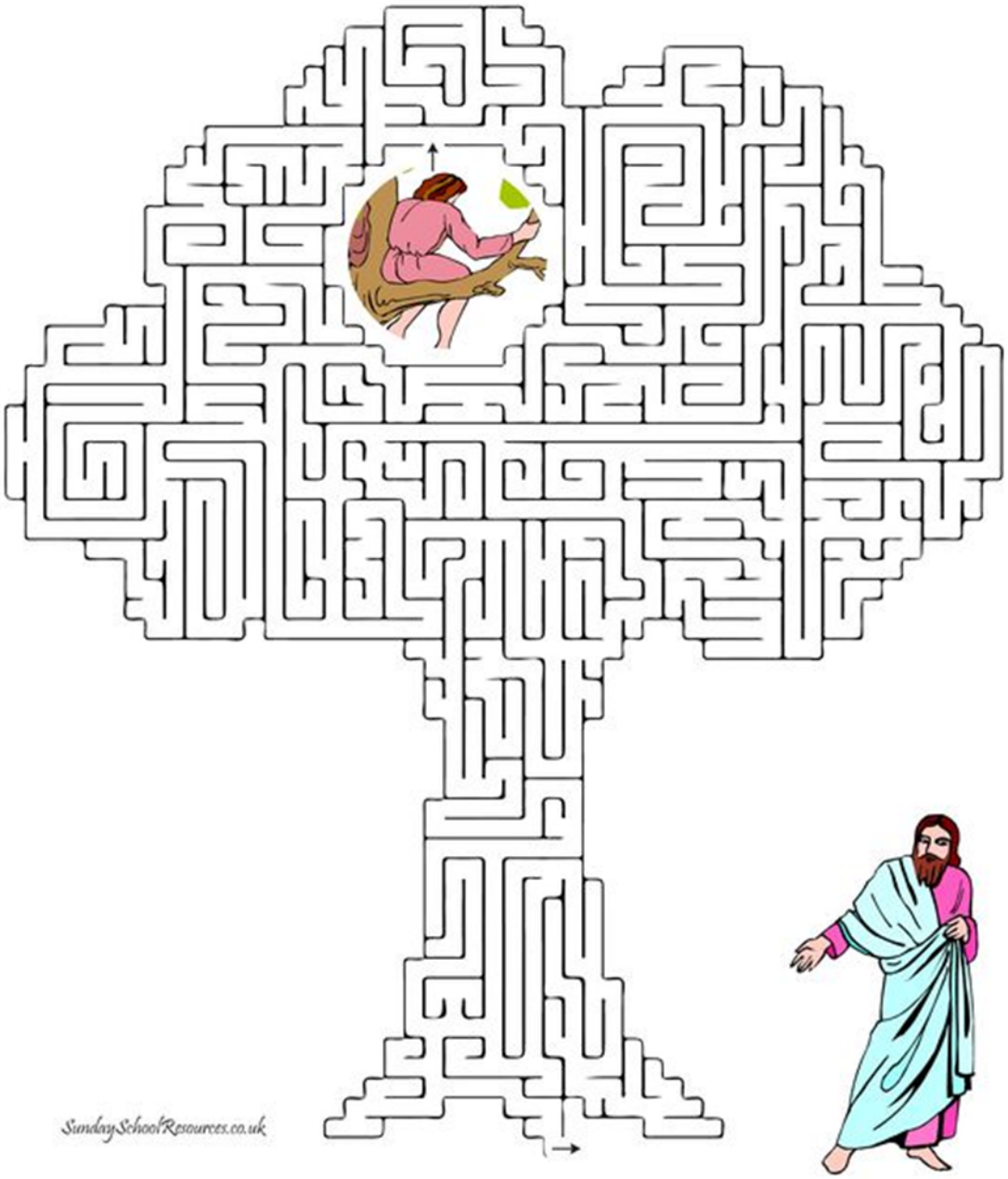
Discussion: What do you think is the most important part of this story? How did Jesus show his love? What did Zacchaeus do that makes us think he was really changed by Jesus? How do we treat people who are different from us (appearance, family structure etc.)?

Activity: Dramatize the story of Zacchaeus and his encounter with Jesus.

Song: "Zacchaeus Was a Wee, Little Man"

Zacchaeus Meets Jesus

Help Zacchaeus climb down from the tree so he can meet Jesus!



SundaySchoolResources.co.uk

Display globe or world map: Show children the location of Israel on the map, the home of Zacchaeus and Jesus. Also, see if the children remember any of the other places they have studied (Kurdistan, Guatemala, Navajoland, and Uganda) and point those out. Announce that they will be learning about children in Mexico for a few weeks and ask them to bring [small] items for "Show and Tell" that they have gotten in Mexico (cascarones, piñatas, shakers, chocolate stirrers, molcajete, clothing, pesos, etc.).

Here are some pictures of children who live in different parts of Mexico.

We will see more in the next few weeks.

<u>Closing Prayer.</u>





LESSON TWO. JESUS LOVES THE FAMILIES IN MEXICO

Theme Song: "Jesus Loves the Little Children"

Key Verse: "How wonderful and pleasant it is when brothers live together in harmony!" Psalm 133:1

Theme Song: "Jesus Loves the Little Children"

Key Verse: "How wonderful and pleasant it is when brothers live together in harmony!" Psalm 133:1

Objective: Children will learn about different family cultures.

Story: I Samuel 16, 17

Mexican families have lots of children and cousins and uncles and aunts and grandparents.

In the Bible we read the story of David who had a big family with eight boys. David was the youngest of the sons, and he was given the job of taking care of the family's sheep. His big brothers were soldiers, and they made fun of him because he had to stay home keeping the sheep. When his father Jesse sent him to the battlefront with food, his big brother criticized him for coming to see the fighting when he should have stayed at home—even though his father had sent him. Sometimes brothers and sisters don't get along, but later David (who wrote most of the Psalms) wrote that it is pleasant when families [brothers] live together in harmony. At the battle, David went on to kill the giant Goliath and received great honors even though he was still a boy.

Discussion: Talk about the composition of families—sizes, brothers and/or sisters, stepmothers/fathers, etc. Does everyone always get along in families? Do you think reading the Bible together and praying together as a family helps families with their problems? Did David want his family to get along? How can you help bring joy to your family?

Activity: The harmony of peacemaking

Directions

- To make a drum, cut off the small, elastic opening of a balloon, and stretch the remainder over the open end of a can. Secure it with an elastic band or tape if necessary. Use chopsticks or wooden spoons for drum sticks.
- To make a guitar, stretch several elastic bands (the "strings") around shoe or cereal boxes.
- For a horn, use a paper towel roll, toilet paper roll or rolled up card-stock paper.
- To create shakers, fill a screw-top plastic bottle halfway with unpopped popcorn kernels, flaxseeds or similar small objects. Fasten the top permanently to avoid choking hazards.
- Write the memory verse on the outside of the instruments.

- Finish by adding a few decorations, such as stickers, sticky back foam shapes, metallic stars, and ribbons for streamers.
- To practice peacemaking while decorating the instruments, give out only one of each color or kind of decoration. Create dialogue as you hand out the items. For example: “Brady and Thomas both love the color blue, but I only have one blue streamer. What can we do to keep the peace?
- Handing out minimal decorative items allows you to extend the peacemaking practice time. Let your children know that more stars, stickers, or streamers will be given out when you notice they are working in harmony.
- Have a Peacemaker Parade.

(https://www.kidsofintegrity.com/lessons/harmony/kick-craft)

Song: “Only a Boy Named David”

Activity: We’ve been talking about families and how it’s so good when everyone gets along. We’ve seen David’s big family, and now we see that Mexican families are large with many people. Here are some pictures of families in Mexico.









Closing Prayer.

LESSON THREE: JESUS LOVES THE CHILDREN OF MEXICO

Theme Song: "Jesus Loves the Little Children"

Key Verse: "Love one another." John 13:34

Objective: Children will see that love is an action, not just words.

Teacher's Background:

Child marriages are very common in Mexico. It is estimated that over 20% of young girls are married before the age of 18. Although the legal age for marriage in Mexico is 18, as it is in many other countries, young adults can marry before 18 with parental consent.

Roughly 90% of the world's earthquakes and 75% of the world's active volcanoes occur along the Ring of Fire. The 25,000 mile (40,000 km) Ring follows the edges of the Pacific Ocean. Located on the Ring of Fire's eastern half is Mexico with a number of active volcanic and earthquake areas.

National Animals of Mexico: Golden Eagle (national bird), Xoloitzcuintli (national dog), Grasshopper (national arthropod), Jaguar (national mammal), Vaquita (national marine mammal), and Green turtle (national reptile). There are a large variety of animals in Mexico.

In northern Mexico, deserts are full of plants and animals. On the west coast of Mexico gray whales make a round trip between Mexico and Alaska.

The monarch butterfly migrates to Mexico from Canada and the USA every year.

Many different cultures existed in various parts of Mexico: the Olmecs, the Teotihuacans, the Maya, the Mixtecs, the Zapotecs, the Tarascans, the Totonacs and the Aztecs.

The Mayan Indians of Mexico introduced these favorite foods to the world: chocolate, vanilla, corn, chiles, tomatoes, black beans, avocados, sweet potatoes, squash, and papaya.

Story: Genesis 25:19-34

Twin boys were born to their parents. The boys' names were Jacob and Esau. Esau was just a few minutes older than Jacob, but both boys had the same birthday. From the time he was a little boy, Jacob wanted to be more important and have more things than his brother. He was even willing to trick his brother and to lie to get what he wanted. Brothers are supposed to love each other and to show their love by what they do, as well as what they say.

Is it easier to say you love someone or to show you love someone? How do you show someone you love him/her? Can you say you love someone and not act like it?

Well, Jacob was so self-centered that he was willing to do anything in order to be bigger and more important than his brother Esau. One day, Esau had been out hunting and was really tired and hungry after hunting all day. He came in and asked his brother Jacob if he could have

a little of the stew that he was cooking. Instead of giving him some stew because he was his brother and he loved him, Jacob wickedly said, "I'll give you some stew on one condition. You have to agree that Dad will give me twice as much of everything as he gives you." Poor Esau was so hungry; he agreed with Jacob and said he could have two times as much of his dad's stuff. Later on, Esau was really mad at himself and with Jacob, too, but he couldn't take back his promise.

Having more stuff than Esau wasn't enough for Jacob. He kept watching for ways to be better than his brother. As their father got older, Jacob got trickier. One day the father called Esau and asked if he would go hunting and bring back some fine meat and cook his favorite dish. Esau loved his father so much, and he loved to hunt, so he agreed and hurried off. The boys' mother had overheard the conversation and called in Jacob and told him to dress up like his brother while she made their father's favorite dish. (Can you imagine a mother and a son working together to trick the father? But that's what happened.) Jacob took the tasty dish his mom had cooked and took it to his father and pretended to be his brother—you see the father was really old and didn't see very well. The father ate the delicious food and then gave a special blessing to Jacob making him the leader of all the family, even the boss over Esau.

Esau finally came home, cooked his meat, and took it to his father. His old father didn't understand what was happening and was confused. "But you were just here, and I ate your delicious food," he said. "No, father, that was not me. I just arrived, and I've brought you my fresh meat from the hunt," Esau said. "Oh, no, I've made a mistake, and I've given your brother my special blessing, and he will be the boss of you forever," replied the father.

Esau became very angry with his brother, and his brother had to leave home. The mother who had worked with Jacob to trick the father would never see him again. It would be many years before the two brothers met again because they had not learned to show love by their actions. Instead, they were both more interested in themselves and what they wanted, rather than loving each other and loving their parents.

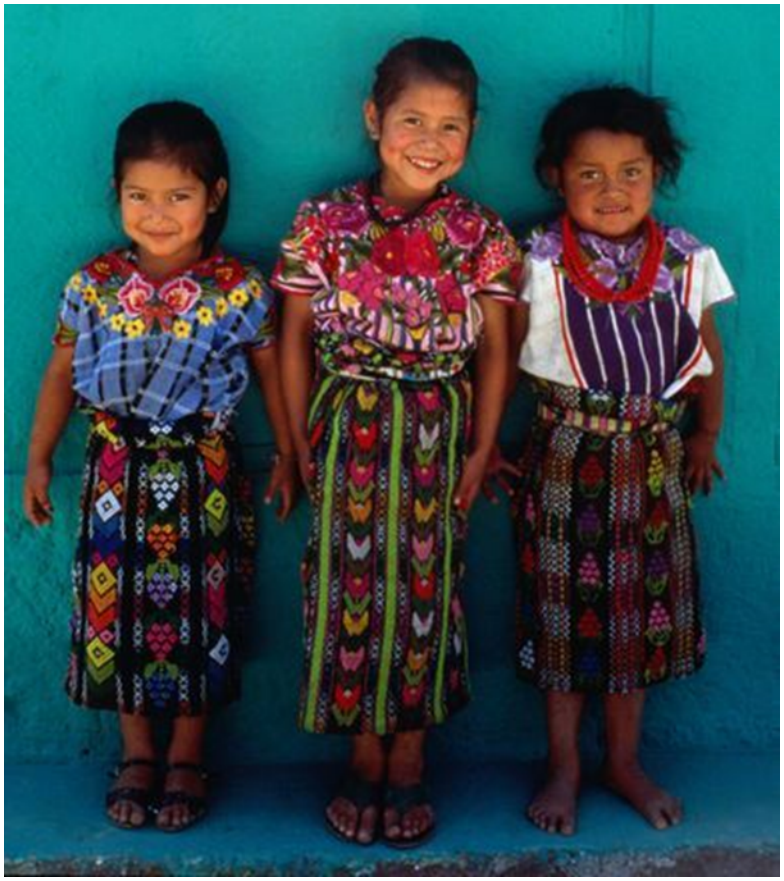
Discuss: How do your actions show your parents and your brothers/sisters that you love them? How can you be more loving?

Activity: I want to show you some more pictures of children in Mexico. Tell me if you think they are showing love and if they are happy, or not. Some of the children in Mexico help their parents on the farm. Can you tell which children are farmers? Can you tell which children are dressed in traditional clothing? (They are Mayan or Zapotec or another indigenous group.)















Craft: Mexican lanterns (A little over 33% of Mexican families have a shortage of electricity. It would probably be important for everyone to have a reliable source of light, including lanterns.)

Give each child a piece of construction paper and allow them to decorate any way they wish. Next, have the children fold the paper in half lengthwise. They should then cut 1" cuts beginning at the fold, but leave one 1" border around the edges except the fold. Have the children then unfold and roll each long edge of the paper in a circle and staple. Use the hole punch to make two holes in the top, and then tie a piece of string to the hole as a hanger.

(https://www.childfun.com/themes/world/mexico/)

Closing Prayer.

LESSON FOUR: JESUS CAN USE ME TO BLESS THE CHILDREN OF MEXICO

THEME SONG: “Jesus Loves the Little Children of the World”

KEY VERSE: John answered, "Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same." Luke 3:11

OBJECTIVE: Children will understand the joy of sharing.

TEACHER’S BACKGROUND:

- Over 50% of people in Mexico live below the poverty level
- Some causes of poverty in Mexico are economic inequality between classes, unemployment, low incomes in many jobs and population growth.
- Chiapas, Guerrero and Puebla, states with high rates of indigenous people, are the states with the highest levels of poverty.
- More than 20 million children in Mexico live in poverty with 5 million living in extreme poverty.
- Drug wars are thought to perpetuate poverty.
- Indigenous peoples of Mexico, Native Mexicans, or Mexican Native Americans, are those who are part of communities that trace their roots back to populations and communities that existed in what is now Mexico prior to the arrival of Europeans. Mexico is defined as a "pluricultural" nation in recognition of the diverse ethnic groups that constitute it and where the indigenous peoples are the original foundation.
- At least 10 per cent of Mexicans lack poor access to food. The rates of malnutrition have dropped significantly but about 13 per cent of children under the age of 5 suffer from malnutrition and one in four children is overweight or obese.

STORY: Luke 9:10-17

Jesus had been teaching the people, and it was getting to be dinner time. He knew the people were hungry, and he mentioned this to his disciples. The disciples told Jesus he should send the people home, but Jesus knew the people lived too far away. He told the disciples that they should feed the people. The disciples were really surprised because they didn’t have a lot of food, the grocery stores were far away, and they didn’t have money to buy enough food for everyone.

Andrew, one of Jesus’ disciples found a little boy in the crowd who had packed five loaves of bread and two fish for himself. He heard the talk about food, and he remembered his little lunch. What was that among so many people? But with Jesus, he could turn the little lunch

into enough for everyone. The little boy took his lunch to Andrew, and Andrew took the little boy to Jesus. Jesus was so happy that the boy wanted to give his meal away even if it meant he would be hungry himself.

Jesus took the food, gave thanks to his Father, and then starting breaking it and handing it to the disciples. The disciples took the bread and fish and started passing it around. And they kept passing it around until everyone had plenty, and there was a lot of food left over. I think Jesus must have smiled at the little boy, and the little boy was so glad that he had given Jesus what he had.

SONG: (To the tune of "One Little, Two Little, Three Little Indians")

Five little loaves and two little fishes, five little loaves and two little fishes,
Five little loaves and two little fishes all in the little boy's lunch.
(Hold up 5 fingers, 2 fingers)

Jesus took the loaves and the fishes, Jesus took the loaves and the fishes,
Jesus took the loaves and the fishes, and he fed a bunch.
(With index finger, point to center of each palm to indicate Jesus)

DISCUSS:

Do you like to give gifts? Do you like to receive gifts? Did you know that it makes Jesus happy when you give something to someone who is needy? Many boys and girls in Mexico don't have enough food, clothing, and many of the things that they need to be healthy. What are the kinds of things that you think children need? Would you like to help Mexican children? Would you like them to know that you care about them?

ACTIVITY: We have missionaries who work in Piedras Negras, Mexico in slum areas. Some of the things children might send might be: gently used toys, puzzles, school and art supplies, craft materials. Encourage children to draw pictures and write notes to send to the Mexican children.

CLOSING PRAYER: Pray for the Mexican children and their families. Pray that the children and their families will have hearts open to remember others and to share God's blessings.

JESUS LOVES THE LITTLE CHILDREN

HAITI

LESSON ONE – Jesus Loves the Little Children of the World

LESSON TWO – Jesus Lives with the Children of Haiti

LESSON THREE – Jesus Loves the Little Children of Haiti

LESSON FOUR – God is Working in Haiti

LESSON ONE: JESUS LOVES THE LITTLE CHILDREN OF THE WORLD

Theme Song: "Jesus Loves the Little Children"

Key Verse: For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. John 3:16 (NIV)

Objective: Children will understand that with God as our Father, we have brothers and sisters all over the world.

Story: Acts 10

One of Jesus' dear friends, Peter, was praying on the rooftop of his friend's house. It was near lunchtime, and Peter was hungry. Suddenly, Peter had a strange vision. A sheet was lowered from heaven, and it was full of animals; some of them were animals we don't usually eat. A voice said, "Take and eat." Peter was horrified because as a Jewish believer, he never ate animals that were forbidden. The voice came again and said the same thing, "Take and eat." Finally, Peter said, "I've never eaten things that we're not supposed to eat." (You see, in the old days, the church had rules about eating certain things and not others.) This strange vision came to Peter THREE TIMES, and Peter refused three times. Finally, God said to Peter, "Don't call anything bad that I've made good."

Almost immediately, there was a knock at the door where Peter was staying, and Roman soldiers were there looking for Peter. They were the kind of people that Peter would have thought were bad people, but he remembered the vision and God's word, "Don't call anything bad that I've made good." And God spoke to Peter and said, "Don't be afraid to go with these men for I have sent them."

Peter went down and met the men who told him that an angel had spoken to their commander. The angel told him to send for Peter so they could hear what he had to say. Peter invited the men to come in and to spend the night.

The next day Peter went with the soldiers to their commander's home. Cornelius, the commander, had invited all his friends and relatives who also wanted to hear Peter.

"Why did you send for me?" Peter asked.

"Three days ago I was praying, and suddenly an angel in shining clothes stood before me and told me to send for you. So I sent for you immediately. Now we are all here to listen to everything the Lord has commanded you to tell us."

Peter began to speak: "I now know that God doesn't show favoritism but accepts everyone who honors him and does what is right." Peter told Cornelius and all the people there about Jesus,

about his death on the cross, and about his rising again. While he was speaking, the Holy Spirit came on all who heard, and they began praising God.

Soon Peter took everyone who believed to be baptized, and he understood that God loves everyone who comes, believing, to accept his Son Jesus.

Discussion: What does this story tell us about people who are different from us? How did Peter show that he wasn't afraid of the soldiers when they came to the house? What did the people do when they heard about Jesus?

Activity: Fill a small blanket with stuffed animals keeping the corners together so the children don't see inside. When the story is finished, open the blanket and withdraw the animals one at a time. Ask children to identify the animals one by one. (If possible, have animals from a wide range of places.) Ask if the animal lives in the neighborhood; if it's good to eat; if it's friendly; etc. Then ask what God said about the animals that Peter saw. What did God say about the animals? What would he say about people who looked different and acted differently than we do? Does God love everyone?

Map: Show the children a large map with Haiti highlighted to which they can refer for each lesson. Perhaps this could be put on the wall or on a poster board.

Show the children where you are and how far away the children of Haiti live. Describe Haiti for your class:

- An island
- Mountains
- Very green
- Beautiful, clear water
- Forests

Activity: See sheet for drawing (next).

Memorize: John 3:16.

Draw ways you can show God's love to others.

With gratitude: The Sunday School Store. 430 Oak St., Sellersburg, IN 47172







LESSON TWO: JESUS LIVES WITH THE CHILDREN OF HAITI

Theme Song: "Jesus Loves the Little Children"

Key Verse: "Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go." Joshua 1:9

Objective: Children will learn of God's constant presence with them.

Story: II Kings 6:14-17

Elisha was a great prophet of God. He lived long ago in Israel; he preached and prayed and trusted God to always be with him and take care of him.

The people of Aram were neighbors to the Israelites, and their king wanted to bring his army to battle and conquer God's people. As the wicked king planned his attack, God told Elisha where the Aramean armies planned to go. Every time the wicked king made a new plan, God told Elisha, and Elisha would warn the armies of Israel. The wicked king became very angry because he thought someone was telling his plans to his enemies, the Israelites. He didn't know that God was telling Elisha the plans.

Finally, one of the soldiers of Aram told his king that Elisha warned the king of Israel every time there was a change of plans. The king ordered the soldier to find Elisha and capture him. When the king learned that Elisha was in Dothan, he sent horses and chariots by night to surround the city.

The next morning Elisha's servant looked out the window and saw an army with horses and chariots surrounding the city. "Oh, no," he cried to Elisha. "What shall we do?"

"Don't be afraid," Elisha answered. "Those who are with us are more than those who are with them."

Elisha prayed, saying, "Lord, open his eyes so that he may see." Then the Lord opened the servant's eyes, and he looked and saw the hills full of horses and chariots of fire all around Elisha.

As the enemy came down to capture Elisha, the prophet prayed, "Lord, make this army blind," so God struck the soldiers with blindness. Elisha went to the soldiers and led them to the king of Israel. The eyes of the enemies were opened, and Elisha commanded that food and water be given them so they could return to their homes.

After that, the bands of enemy soldiers stopped raiding Israel's land.

Discussion: Have you ever been afraid? What do you do? Did you know that you could pray and ask the Lord to help you, just as Elisha did? (Isaiah 41:13, Luke 14:27, Isaiah 41:10, Psalm 56:3, and many more) In addition, you can talk with your parents and ask them to pray with you.

Activity: God is everywhere.

Materials: Long sheet of butcher paper entitled, "God is Everywhere", colored markers, pencils.

Read Psalm 139 to the class:

Is there any place I can go to avoid your Spirit?
to be out of your sight?
If I climb to the **sky**, you're there!
If I go **underground**, you're there!
If I flew on **morning's wings**
to the far **western horizon**,
You'd find me in a minute—
you're already there waiting!
Then I said to myself, "Oh, he even sees me in the **dark**!
At night I'm immersed in the light!"
It's a fact: darkness isn't dark to you;
night and day, darkness and light, they're all the same to you.

Place the butcher paper on a long table or on the floor. Ask the children, "Where is God?" (In the sky, underground, in the morning, at sundown, in the dark, in the daylight…everywhere) Help them to remember this portion of the psalm.

Some of the children can draw the sky, the underground, the morning, the sunset, the dark, and the light. Then they can fill in their drawings with wonderful colors drawing attention to God's presence. As they work, ask each group, "Where is God?" The redundant response should be, "Everywhere."

Hang the poster in a prominent place in the classroom when completed.

Song: "He's Got the Whole World in His Hands"

He's got the whole world in his hands; he's got the whole wide world in his hands,
He's got the whole world in his hands; he's got the whole world in his hands.

He's got the little bitty baby in his hands; he's got the little bitty baby in his hands,
He's got the little bitty baby in his hands; he's got the whole world in his hands.
He's got the whole world in his hands...

He's got you and me, brother, in his hands; he's got you and me, sister, in his hands,
He's got you and me, brother, in his hands; he's got the whole world in his hands.
He's got the whole world in his hands...

He's got everybody here in his hands; he's got everybody here in his hands,
He's got everybody here in his hands; he's got the whole world in his hands.

He's got the whole world in his hands...

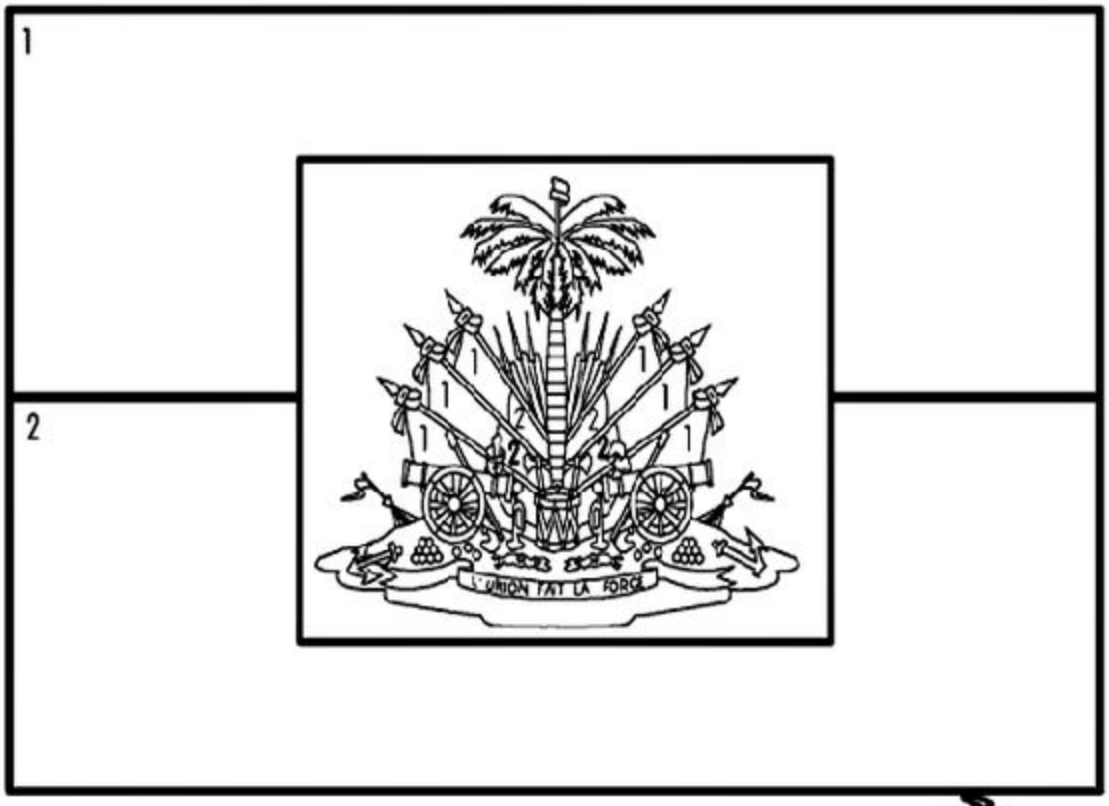
Recap: Where is God? Who does he love? Who is in his hands? Are the little children of Haiti in God's hands? What did we learn last week about Haiti? (island, forests, water, green, mountains)

Activity: Every country has a flag. Our flag has stars and stripes and is red, white, and blue. Haiti has a flag. Its colors are mostly red, white, and blue. It looks like this:



The children can color a Haitian flag on their own (see next page).

HAITI flag & map



To color the flag of Haiti, use Crayola® Crayons, Colored Pencils or Markers. Color the shapes numbered 1 blue, 2 red, the palms and grass green, and the wagon and palm tree trunk yellow.



Did you know...?

Haiti is part of an island located in the Caribbean. The other half of the island is the Dominican Republic. The symbol on the flag is the national shield which has a palm tree, flags, cannons, and the words "Union Makes Strength."

Closing Prayer.

Pinterest







LESSON THREE: JESUS LOVES THE LITTLE CHILDREN OF HAITI

Theme Song: "Jesus Loves the Little Children"

Key Verse: "…he took the children in his arms, placed his hands on their heads, and blessed them." Mark 10:16

Objective: The class will learn about children in Haiti.

Teacher's Background Information:

- Natives who inhabited Hispaniola (Haiti) in 1492 were wiped out by the Spanish settlers in twenty-five years.
- The French established a presence in the 17th Century.
- In 1697, Spain ceded to the French the western third of the island, which later became Haiti.
- The French relied heavily on the forced labor of enslaved Africans.
- In the late 18th century, a revolution of Haiti's nearly half a million slaves ended France's rule on the island.
- The newly independent country was forced to pay an indemnity to France for more than a century and was shunned by other countries for nearly 40 years.
- After the US occupied Haiti from 1915-1934 repressive and corrupt regimes ruled Haiti.
- A massive earthquake struck Haiti in 2020 killing over 300,000 people and leaving 1.5 million homeless.
- In 2016, Hurricane Matthew made landfall in Haiti, resulting in over 500 deaths and causing extensive damage to crops, houses, livestock, and infrastructure.
- Currently the poorest country in the Western Hemisphere, Haiti continues to experience bouts of political instability.
- 31% of the population is 14 years old or under.
- DWTX (St. George, San Antonio) has been working in Haiti for twelve years.

Story: II Samuel 4:4; 9:3.

This is a Bible story about a boy with an unusual name—Mephibosheth—who, though greatly loved and cared for, had some bad things happen to him. Mephibosheth's (*mi-fib-o-sheth*) grandfather was the King of Israel. His father, Jonathan, the king's son, was David's best friend (the boy who had killed the giant Goliath). Jonathan and David ate together and hunted together and did all the kinds of things best friends do. Both Jonathan and David had promised to be best friends and support one another forever.

One day Mephibosheth's grandfather Saul and his father Jonathan were out fighting some of Israel's enemies, and both men were injured and died in the battle. Someone sent a message back to the palace to tell everyone the sad news. Mephibosheth's babysitter picked him up to

run away from the enemies, but in her hurry, she dropped the little boy, and his legs were injured.

Even though Mephibosheth's father and grandfather were no longer around, others took care of him and loved him very much. David, best friend of Mephibosheth's father, became the new king.

One day King David remembered his promise to Jonathan and asked if there were any of Jonathan's family members to whom he could show kindness. Someone mentioned Mephibosheth and told the king that Mephibosheth walked with crutches and that he now lived in another town. Immediately, King David sent for the son of his old friend and was so happy when Mephibosheth came to see him.

Mephibosheth may have been a little shy at meeting his father's best friend, but King David made him feel comfortable right away. "I'm going to give you all the land that belonged to your grandfather, and you will always eat with me at the king's table. Furthermore, you will always be treated like one of my own sons."

Discussion: How do you think Mephibosheth felt about going to see his father's old friend? Do you think he was surprised at being given a lot of property? Would you have felt good to have a place with your father's best friend and always be honored to eat with the king? Even though his father was no longer with him, who took care of Mephibosheth? Who is always around to take care of us?



Activity:

All you need is a plastic bottle of honey.

Holding the bottle of honey in your hand, ask your class what it is and what comes out of it. Most everyone will know it is and know that honey comes out of a honey bottle.

Throw the bottle on the ground and again ask them what the bottle is. Call the bottle a mean name and ask again what the bottle is. Finally, take scissors and cut gashes in the bottle. Ask the class again what this bottle is. Then ask them what comes out of the bottle.

Finish off by saying, "Today we have kicked, been mean to, and hurt this little bottle of honey, but despite all that, what still comes out of it?" The answer is HONEY.

God is the same. We can call him names, break his rules, and even turn our back on him, but he always loves us. His love for us is unconditional, meaning that there is nothing we can do to make God stop loving us. He has always loved us because God is love. He may not love the choices we make, but he still loves us. So, just like this bottle, even though we've hurt it, honey still comes out. The same is true with God: even though we hurt and ignore him, love still comes out."

(If possible, give children tiny plastic bottles of honey as remembrances of God's unconditional love.)

(Confessions of a Sunday school teacher)

Here are some pictures of Haitian boys and girls who live together. Like Mephibosheth, their parents are no longer with them, but God has given them other people to love and care for them.











Comments about the pictures?

Closing Prayers.

LESSON FOUR: GOD IS WORKING IN HAITI

Theme Song: This is the Day

This is the day, this is the day
That the Lord has made, that the Lord has made
I will rejoice, I will rejoice
And be glad in it, and be glad in it.

This is the day that the Lord has made
I will rejoice and be glad in it
This is the day, this is the day
That the Lord has made.

We are the children, we are the children
That the Lord has made, that the Lord has made
We will rejoice, we will rejoice
And be glad in it, and be glad in it.

We are the children that the Lord has made
We will rejoice and be glad in it
We are the children, we are the children that the Lord has made.

Key Verse: … Jesus replied, "My Father is always working, and so am I." John 5:17

Objective: The class will know that God works all over the world.

Story: Genesis 1, 2

In the beginning, before anyone was born, God went to work. He made day and night; the seas, the land, and the skies; plants and trees; stars and the sun and the moon; animals; and people. He was really busy for six days, and on the seventh day he rested.

Discussion:

Activity:

Art:

Closing Prayer: