



All God's Children

Vacation Bible School Curriculum for Children

That we may be mutually encouraged by
each other's faith, both yours and mine.

Romans 1:12



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Introduction

All God's Children Vacation Bible School

In this Vacation Bible School curriculum by Global Ministries, kids will learn about how we are *All God's Children* no matter who we are, where we may come from, or what we believe. Students will have the opportunity to hear Bible stories about people who had may have been different from one another, but were still able to learn from one another, help one another, or find beauty in their diversity. Kids will also have the opportunity to learn about different places, cultures, and faith traditions present in Southern Asia.

This curriculum is designed with children in mind, but the facts and information included are for parents and teachers, too. Southern Asia, with its wealth of diversity, comes to life as the children learn about cultural traditions, art forms, and different religious traditions. Being open to learning about other religions does not mean we reject our own religion. Instead, this curriculum is designed to encourage real dialogue based in respect for and openness towards the convictions of others. Our hope is that you will use this curriculum to aspire for unity in your communities remembering that we are *All God's Children*.

For I am longing to see you so that I may share with you some spiritual gift to strengthen you—or rather so that we may be mutually encouraged by each other's faith, both yours and mine. Romans 1: 11-12

We have created this resource thoughtfully. Crafts can be completed with recycled materials and the activities are designed to encourage team building, communication, and fun while also getting children moving. In addition, we have made every effort to bring some of the cultures and faith traditions of the Southern Asia region to life in interesting and interactive ways. If there are members of your church or community who are from these countries or practice the religions described in this VBS, we encourage you to invite them to speak to the group to help connect what the children are learning to their lives and immediate surroundings.

If your group is larger than ten children, we recommend creating “family groups” so that each child has the opportunity to engage in conversations and receive individual help for crafts and activities. Each family group can include up to 12 children with at least 2 family group leaders. The groups should be defined by age to make activity times easier to lead. By having these family groups stick together for the entire week, they will be able to form and strengthen relationships. We suggest having all family groups together for the opening time, storyteller, snack, and closing. They can then be in their family groups for the faith tradition, game, and craft.

Adults are necessary in the following roles:

- Director – Coordinates the volunteers and planning for the entire event and leads many parts of the opening and closing of the VBS. This role can be shared between several people.
- Storytellers – To tell the Bible story, acting as the characters in the story. Use robes and props from your church or a local thrift store. The storyteller should be a different person each day.
- Craft teacher – To guide the craft for the day and to prepare the necessary materials.
- Kitchen director – To prepare and share snacks.
- Game leader – To teach and lead the games.
- Faith leader– To share about the day's faith tradition.
- Music leader – To teach and sing the daily songs with the children.
- Family group leaders – To journey with family groups to each station and be an available adult for questions, guidance, and help. Family leaders share the letters and country information at snack time.
- First Aid – one adult with First Aid competence at all times.

Setting the Scene

To set the scene, we suggest dividing the front of the main gathering room in two. One side will be for the day's storyteller and one side will highlight elements from Southern Asia. The Southern Asia side should be the primary side the Director and others use when they speak in front of the group.

For the storyteller side, we suggest making it look like a biblical town. This could be done simply by painting or buying a backdrop and hanging it up, or by painting boxes or cut wood to look like a town. You could also make it simple and give it a desert feel. Each day will have additional suggestions for how you can set the scene for the particular story of the day.

For the Southern Asia side, we recommend making good use of textiles, woven baskets, decorative pillows, and plants like palm trees and other tropical plants. Plants can, of course, be fake. The Southern Asia side of the room will look the same each day, but you may decide to add items that the children made throughout the week to this space (ex: batiks, kites, weavings).

Gathering Supplies

We know that educators are endlessly creative. We hope you will make this curriculum your own. If you are looking for more ideas, Pinterest has various ideas for visual creativity and additional games and crafts.

Suggested Daily Schedule

Decide on a timeframe for your VBS. This curriculum is designed to be 2.5 hours long but may be edited for time. Some churches may decide to do their VBS in the morning from 9:00-11:30 a.m., while others may decide to do their VBS in the evening from 5-7:30 p.m. and include a dinner. We recommend avoiding the afternoon, as many adults and children are tired and can't concentrate after lunch. The schedule at right provides suggested timing for the day, regardless of time of day.

Each family group leader should stay with the children at all times and should participate in each rotation with them. Each station should have a leader that stays in that space and repeats the activity for every family group that rotates through.

The activities (craft, faith, game) should be completed in family groups. Each group rotates through each station with their family group leader. A station leader will lead the same activity for every group that rotates through.

The snack time includes everyone together in order to avoid any groups getting the snack as the first rotation. It could be made into a rotation station if needed.

20 minutes: All VBS welcome and Bible story with the storyteller

30 minutes: First Rotation (craft, faith, game)

30 minutes: Second Rotation (craft, faith, game)

30 minutes: Snack, letter, country information

30 minutes: Third Rotation (craft, faith, game)

10 minutes: All VBS recap and closing

Each rotation should take around 25 minutes, allowing 5 minutes to travel to the next station.

Does your church have a Child Protection Plan?

Most churches do. If not, write your own protection plan and train/educate all volunteers about the plan. Make sure each volunteer signs a waiver saying they have been trained on the protection plan. Regardless of the size of your church or the expected size of your Vacation Bible School, this is an integral piece of the program that will keep children (and your church) safe and must not be overlooked. This is especially for churches who will have nonmembers participating as they will want to be informed of the plans your church has in place.

Additional Information

Global Ministries' Southern Asia Initiative: <http://www.globalministries.org/southernasiainitiative>

The work of Global Ministries in Southern Asia: <https://www.globalministries.org/sasia>

Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
Scripture	Genesis 11: 1-9	Mark 5: 24b-34	Genesis 37 and 39-47	John 4:3-15	Luke 10: 25-37
Story	Tower of Babel	A Sick Woman Who Touches Jesus' Cloak	Joseph's Story	The Woman at the Well	The Good Samaritan
Country	India	Thailand	East Timor	Indonesia	Bangladesh
Faith Tradition	Hinduism	Buddhism	Christianity	Islam	Sikhism
Activity	Yoga	Meditation	Communion	Good Deeds	Punjabi Numbers
Craft	Mandalas	Batik part 1	Batik part 2	Leaf Kites	Weaving
Game	Lagori	Pao Nang (Blowing Rubber Bands)	Semut, Orang, Gajah (Ant, Person, Elephant)	Marbles	Congklak (Mancala)
Snack	Strawberry Lassi or Fruit Rainbow	Kid-friendly Lettuce Wraps or Coconut Rice	Roasted Corn on the Cob or Bibingka	Pisang Bakar or Pan-Fried Bananas	Paratas or Mango-Apple Chutney
Song	Weave Us Together	Jesus Loves the Little Children	The More We Get Together	To Dwell in Unity	Weave Us Together

Please consider the environment when using this curriculum – only print the pages that you need and, if possible, print double-sided on recycled paper.

DAY 1 – India

The Tower of Babel – Genesis 11: 1-9

The Director welcomes children and volunteers to Vacation Bible School. Play and sing/teach “Weave Us Together” song.

Invite volunteers to introduce themselves by saying what role they will be filling this week and a fun fact about them [ex. “Hello, my name is Shonda and I will be leading the crafts this week. I ride my bike 10 miles to work every day.”]. Go over some rules for your time together (building rules, running, speaking when someone else is speaking, no hitting or fighting, etc.). In the appendix, you will find a rules document that can be modified to be a covenant document that might be helpful in this process. Leaders can add or remove as they see fit.

This week we are going to learn about how we are All God’s Children no matter where we come from, what we look like, or what we believe. What does it mean to be a child of God? *[Allow children to share their responses.]* That’s right! It means that we are a part of God’s family. God loves us and created us. In this week together, we will also learn about people in Southern Asia from places like India, Thailand, East Timor, Indonesia, and Bangladesh. Have you ever heard of any of those places? *[Allow children to respond with their own ideas. Show the map of the whole region. Explain that the region is known as Southern Asia, but we will also be focusing on specific countries within the region.]* If you haven’t, that’s okay, too! You’ll get the chance to learn a lot about Southern Asia this week.

Each day we will have a special visitor come and tell us a story from the Bible that will help us understand how even people who are different from one another can learn from each other and help each other. We will then learn about countries in Southern Asia by eating snacks, playing games, and making crafts from those countries. We’ll also learn a little bit about the religions that some children practice in Southern Asia. It’s going to be an exciting week as we learn about people who may be different from us but are also part of God’s family just like we are!

Later today we will read a letter written by Mohit, a child from India, and talk a little bit about one of the main religions in India – Hinduism. *[Show map of the world and point out where you currently are and the country that we will be visiting.]*

But right now, we are going to learn about the Tower of Babel which stood tall a very long time ago. Have you heard about the Tower of Babel? Today we get the chance to hear the story from someone who was actually there when it happened.

STORYTELLER: The Brick Maker from Babel



Setting the scene: Paint a large backdrop to look like a city street in Biblical times with homes and shops along it. Arrange potted plants to make the scene 3D. Today's storyteller is a brick maker from Babel. He wears the traditional clothing from the time period: a long shirt tied with a cord around the waist and a long robe over top, a keffiyeh head dress, and sandals. Make bricks by folding pieces of cardboard and painting them red. Before children arrive for the day, begin a few rows of "bricks" to form the beginnings of a low wall, add a stool. Place around 20 "bricks" in a somewhat haphazard pile in front of the beginning of the wall and place a flat brick-laying tool (alternatives such as a small spatula or a garden trowel will work) on top of the low wall. It should look like a work in-progress. The brick maker walks into the room, sits on the stool and begins to work slowly, making the motions of laying mortar and setting the bricks in place to continue building the wall. The brick maker starts to speak after he has laid a few bricks and continues to lay bricks as he tells the following story.

Oh, hello there! My name is Elam and I make bricks and build things with them. This wall that I'm building right here is going to be a house for a nice family to live in; they have two children – a boy and a girl – about your age! Do you think it looks like the beginnings of a nice house? I live just around the corner here so the members of this family will be my neighbors as soon as I finish this house.

My family has always made bricks – that's what my father did and what my grandfather did. I helped to build a lot of the buildings you see around here. *(Gestures around to indicate all the buildings)* I built that house over there and that church and I even built my own house. Brick making and building can be hard, but it is solid work – no one is going to huff and puff and blow *my* house down!

Oh? What's that I hear? Did someone ask where I'm from? Well, let me tell you a story. When I was seven years old – are any of you seven years old yet? – when I was seven years old my parents, my siblings, and I had just moved to a place called Shinar. We had been walking for so long with all of our friends and family looking for a safe place to live and finally we found this area. Our leaders said, "This looks like a good place to live!" so we started to build a city. Like I told you, my father and my grandfather were brick makers. So, they started to build and that's when I started to learn how to make bricks. It was a really fun time because we got to build our own house and the leaders got to decide where to put the streets and the markets. We were building a whole new city!

But then the leaders had this idea. They wanted to build a tall tower that was 7 stories tall – taller than this church, taller than my house! They wanted the tower to be so tall that it would reach up to the clouds and even up to heaven. Can you imagine? I don't know why they wanted to build it so tall; our city was already really nice, but they kept building and building and building.

When they were near the top they shouted up to God and said “Look, God! We have created this tower because our builders are strong, and we work so well together!” But God became angry. God said, “Why are you trying to reach heaven before it is time? Your place is on the Earth that I have created for you! What about the promise I made where I put you in charge of taking care of Earth? This isn’t what I wanted you to do!” God was so angry! And I was so scared.

God’s spirit then came down to our city and confused us so we couldn’t understand each other – we all started speaking different languages! God then sent everyone out to different parts of the world because we had been bad and hadn’t been taking care of Earth or listening to God. The city was left only half-built after all that hard work.

At first, I was confused because I couldn’t understand anyone and then we got sent to other parts of the world. Sure, it was scary at first, but then I realized that God had been kind to us. Today, some of my friends complain that God was so mean to send us away and make us speak different languages, but I don’t think God was being mean. Even though we messed up, God forgave us. God sent us away and made us all different, which is such a good gift! God sent me here and I met my wife. We have neighbors who speak other languages and teach me new things and have so many ideas! Things I have never thought about before. So, when people tell me that they want to go back to our old city, I tell them “No way! I don’t want to go back to when we were all the same. I like being different and getting to know other people.” And even though God confused us and made us speak different languages, God also gave us the *ability* to learn other languages if we are willing to learn from our neighbors. Every day I thank God for making us different.

Thank you for listening to my story today.

Brick maker waves goodbye and exits.

The director returns for story review with the children.

Now let's talk about what this story means for us.

- Why did the people in the story decide to build the tall tower?
- Why was God so angry with the people?
- Describe a time when you couldn't understand someone. Maybe when your teacher tried to explain new math, or you heard a word in class that didn't make sense. How did that make you feel?
- What can we do to make people from other places feel comfortable here in our church? Our neighborhood? Your school?

Let's pray together. This is a repeat-after-me prayer, so you repeat exactly what I say, okay?

Director: Thank you, God, for making us different.

Children: Thank you, God, for making us different.

Director: Please help us

Children: Please help us

Director: To be welcoming to people who are different than us.

Children: To be welcoming to people who are different than us.

Director: And help us to remember

Children: And help us to remember

Director: That you gave us the ability to learn from our neighbors.

Children: That you gave us the ability to learn from our neighbors.

Director: Amen.

Children: Amen.

Divide children into their (predetermined) "family" groups and dismiss to family group time. On day 1, in family groups, have leaders and children introduce themselves. Play one or two icebreaker games and make nametags.

Family groups move to rotation stations for the lesson, activity, craft, and snack.

All-VBS Closing *After lesson, activity, craft, and snack*

What was our story today? What did you learn about India? What did you learn about Hinduism?

Tomorrow we will talk about Thailand. Can we find Thailand on the map? [*Point out Thailand.*] We will learn a little about the culture in Thailand as well as a religion called Buddhism. I'm excited to learn about Thailand!

Play and sing "Weave Us Together"

Closing Prayer

Thank you, God, for making us different and for giving us the chance to learn from our neighbors. We are glad to know it is okay to be friends with people who are different from us and we pray that you continue to help us and our friends in India. Thank you, today and always, for your love. In your name we pray, Amen.

FAITH TRADITION: Hinduism

Hindu people follow the religion of Hinduism. Hinduism is the oldest religion in the world! It is more than 4000 years old. A lot of people in India and Nepal practice Hinduism. It has no founder or leader. That means that most Hindus worship in very different ways. Hinduism is so old that many other religions – like Buddhism and Sikhism – grew out of Hinduism.

Now, I want you to close your eyes and listen to this story:

*(You may also consider using the picture book, **7 Blind Mice** by Ed Young, which offers beautiful visuals for this story. It is available at most libraries.)*

A mysterious animal came to the land of the blind. When the animal fell asleep, the president sent her officers to find out what this animal was. (Remember they're all blind.) "The animal is like a wall," said one officer, stroking the animal's side. "I think it is like a sword," said a second officer as she touched its tusk. "I think it is like a fan," said a third officer, as she explored the animal's ear. "I think it's like a tree," said a fourth officer, as he leaned against its leg. "I think it is like a rope," said a fifth officer as he tugged its tail. "I think it's like a snake," said the sixth officer as she tickled the animal's trunk.

How can it be that they are all touching the same animal but call it different names? What kind of animal is it? It's an elephant!

Hinduism is like the elephant, everyone who touches it calls it a different name (like a sword or a rope) but they are all touching the same animal! It appears differently to them because they can't see the whole thing. Hinduism has so many different ways to think about it but all people who practice Hinduism know that they are worshiping the same thing, just calling it different names. That is why there appear to be many Hindu Gods – but they are all just a different representation of the same God.

Hindus believe in reincarnation. What is reincarnation? Hindus believe that when their bodies die, their spirit will be reborn into a new body. They could be reborn as a monkey, or maybe an ant, or even a king or queen! Karma is really important piece of reincarnation: if a person does good things in their life, those actions will give them a better rebirth and a bad action will give them a poorer rebirth (maybe as an insect!). Hindus believe they will eventually end the cycle of birth, death, and rebirth. After the cycle ends, they become part of the spirit of Brahman – the spirit that lives in every living thing.

Many people in the world are Hindu, and that is okay! It is our job to respect them and their religion, because we would want Hindus to respect us and our religion. Just like in the Bible story about the Tower of Babel and all those people being sent away and the world becoming full of different people and different languages, we can learn from Hindus about what their religion teaches and that can help us practice our religion better. Being open to learning about other religions does not mean we don't like our own religion.

ACTIVITY: Yoga *India*

Set the mood: prepare a quiet space. If you have yoga mats, lay them on the floor. If you do not have yoga mats, use large towels or foam floor tiles. Make sure the space is a good temperature – not too hot, not too cold.

Yoga is an important practice of Hinduism. Hindus practice yoga and meditation to help them gain control over their minds and bodies. We are going to practice a little bit of yoga to help us feel calm and strong.

Ask children to remove their shoes and socks and sit quietly on the mats. Following the guide below, leading children through the poses, counting down from 10 in each pose and helping the children to really feel the pose. Encourage them to be quiet and think about how their body feels and have them repeat to themselves the phrase associated with the pose (i.e. "I am strong," "I am kind"). After you finish the sequence of five poses, repeat the sequence as many times as you have time for, always counting down from 10 in each pose.

Yoga Flow sequence:

"I am strong." Pretend to be a surfer. This is called Warrior 2 pose. Stand up straight on the mat, step one foot back, placing the foot so that it is facing slightly outwards. Take your arms up parallel to the ground, bend your front knee, and look forward. Pretend to be a surfer and use your strength to catch tricky waves.



"I am kind." Pretend to be a tree. This is called Tree pose. Stand on one leg, bend your knee, place the sole of your foot on the opposite inner thigh, and balance. Try to bring your palms together above your head. Sway like a tree. Think of trees being kind by offering shade, creating oxygen, and providing homes to animals.

"I am brave." Pretend to be a skier. This is called Chair pose. Stand tall with your feet hip-width apart, bend your knees, and keep a straight spine. Hold your hands out in front of you, pretending to grasp ski poles as you fly down a ski run like a brave skier.



"I am friendly." Pretend to be a dog. This is Downward-Facing Dog pose. Bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your buttocks high in the air. Straighten your legs, relax your head and neck, and look down between your legs. Think of being an eager and friendly dog.

"I am wise." Pretend to be an owl. This is Hero pose. Drop your knees to the ground and come down to rest upright on your heels. Then pretend to be a wise owl perched on a tree. Twist your upper body one way and then the other.



Yoga flow and images adapted from <https://childhood101.com/yoga-for-kids/>.

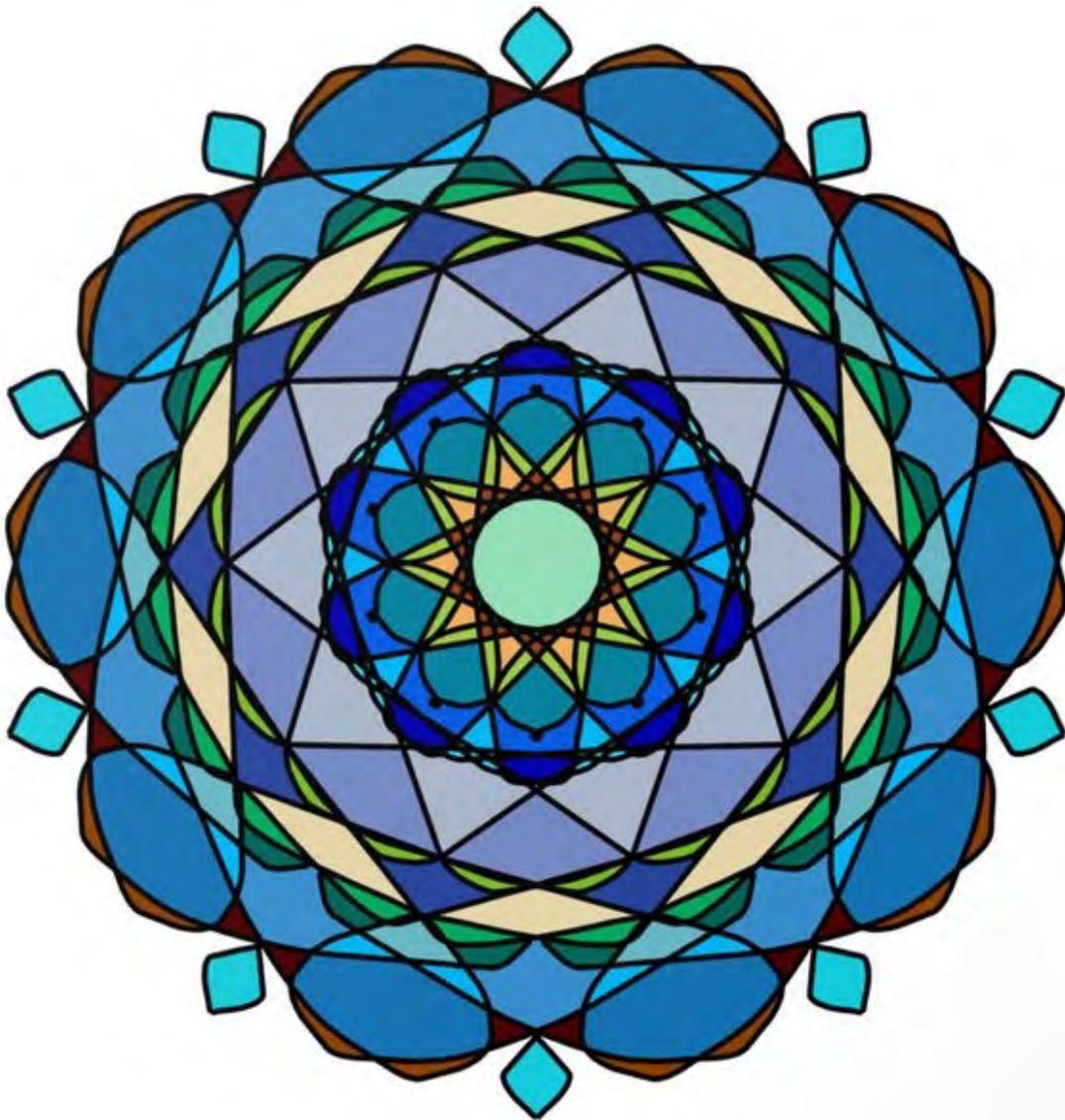
CRAFT: Mandalas *India*

Materials: coloring utensils (markers, crayons, colored pencils), printed mandalas

Instructions:

1. Print mandalas, at least 2 for each child.
2. Color in mandalas, explaining the significance behind mandalas while the children color. A mandala is a symbol in the Indian religions of Hinduism and Buddhism, representing the universe. Mandala means circle. Ancient Hindu scriptures describe mandalas as symbols of creativity, life, and connection with the universe.
3. The people in the story of the tower of Babel were trying to build a tower to reach and connect with God. Coloring mandalas can be a wonderful spiritual practice that helps us to connect with God, too!

Find sample mandalas in the appendix or find your own online!



More mandalas: <http://www.supercoloring.com/coloring-pages/arts-culture/mandala>

GAME: Lagori *India*

Lagori is a team sport that originated in the Southern part of India. The sport is a popular playground game. Lagori reminds us to work together! If you have the capability, show this video of children in India playing lagori:

<https://www.youtube.com/watch?v=CifWcTKJA7A>

Materials: 7 flat rocks or pieces of wood (no larger than 3x3”), 1 soft light ball (tennis ball size, consider nerf)



Instructions

1. Divide group into two teams with at least 3 players on each team.
2. Pile the seven flat rocks on top of each other in the center of a large, open space (like a gym or a field).
3. Divide the playing area in half, with each team standing in a semi-circle on their side 7-10 feet from the tower of rocks in the center.
4. The first team chooses a player to throw the ball at the tower of stones, attempting to knock them over. This player has 3 chances to hit the tower. If they have not hit the tower after the third try, the ball switches to another person on the team who then has 3 chances to knock over the tower. This continues until every person on the team has tried to knock the tower over. If no one on the team is able to knock the tower over after taking their 3 shots at it, the ball switches to the other team.
5. When the tower is knocked over and the stones are scattered, the opposite team runs and attempts to stack the stones back up into a tower. While they are trying to restack the stones, the team that knocked over the tower chases the ball and attempts to hit the member of the team who is currently attempting to restack the stones. Players can only be hit with the ball if they are attempting to restack the stones. If a player who is trying to restack the stones is hit with the ball before the tower of stones is complete, the round is over. The stones are restacked, and the other team has the chance to try to knock over the tower of stones.
6. When a team manages to stack the stone tower without getting hit by the ball, they receive a point. At the end of 10 minutes, whichever team has more points wins.
7. In following games, have the teams switch up players.

SNACK

For each day, we've provided snack options from the countries where the children's letters are from along with an alternative snack. We encourage you to use snack time to read the letter for the day. Discuss with the children about the differences and similarities between their snacks and the snacks that children eat around the world.

Strawberry Lassi *India*

Makes 4 small servings. *Prep time: 10 minutes*

Ingredients

- 25 strawberries
- 2-3 tablespoons sugar to taste
- $\frac{3}{4}$ cup yogurt
- $\frac{1}{2}$ cup milk
- 1-2 pinches of cardamom powder
- $\frac{1}{4}$ teaspoon rose water (optional)

Instructions

1. Wash strawberries and remove their stalk.
2. Puree strawberries in a blender with 2-3 tablespoons of sugar
3. Add yogurt and milk and blend until well combined.
4. Add cardamom powder and optional rose water. Blend.
5. Pour into serving glass and serve chilled.



Recipe and photo adapted from <https://www.cookwithmanali.com/strawberry-lassi/#wprm-recipe-container-35931>.

Fruit Rainbow

Ingredients

- Red- Strawberries or raspberries
- Orange- cantaloupes or oranges
- Yellow- pineapples or bananas
- Green- kiwi or green grapes
- Blue- blueberries
- Indigo- blackberries
- Violet- red or black grapes

* Feel free to swap any of these fruits out for whatever is in season/available. Getting the right colors is the most important part.



Directions

1. Wash and prepare fruit, cutting into bite-sized pieces as needed.
2. On a serving plate, arrange fruit into the shape of a rainbow in order of the colors written above.
3. Serve and enjoy!

FUN FACTS: India

- Money in India is called the rupee.
- The language most people speak is Hindi. Besides Hindi, India has 21 other languages. Most people speak English, too.
- One of the most important Hindu festivals is Diwali, also called the “festival of lights.”
- Women in India wear saris, and men wear dhotis. Both are long pieces of cloth draped around the body in a certain way.
- India has the largest number of vegetarians in the world! Some Hindus are vegetarians and consider the cow to be a sacred symbol of life that should be protected and revered.
- Animals found in India include Bengal tigers, elephants, flying foxes, lions, and macaques.
- India is the world’s largest producer of milk!
- The game “Snakes and Ladders” (or “Chutes and Ladders”) originated in India as a lesson about karma.

LETTER: Mohit from India

Mohit is a young man who participates in programs organized by the [Indian Samaritans](#). Mohit shares about his life in India and his Hindu faith.

I am Mohit and my little sister’s name is Bhoomi. I am in 5th grade and live in New Delhi, India. I live with my Mother Suman (32 years old) and my grandmother. We are Hindus and our holy book is Bhagavad Gita. We go to Temple and Gurdwara (places to gather and worship) regularly. We celebrate Diwali (the festival of lights), Holi (the arrival of spring), Dussehra (triumph of good over evil), and Lohri (end of winter and return of the sun).

I eat most food, but on Tuesdays and Thursdays I don’t eat meat. At home we eat chapati (flatbread) and daal (lentils) regularly and have tea in the morning and evening. I have many friends and we play outside my house every day. On Sundays, we play all day outside in a park. My favorite game is catch and we also play cricket when we go to a large playground. I want to serve as an Army officer when I grow up. I attend classes at a nearby school and every day after my school time, around 2:00pm, I go to the Samaritans Centre where my teacher helps me complete my homework and helps me prepare for exams. I also get books, pens, and pencils from my Samaritan teacher whenever I need them.

My mother spends all her time at home. This year, she is going to continue her studies with the support of my Samaritan Centre teacher. Festival time is the best time for me because I get gifts and special food from my neighbours and friends. At the Samaritan Centre, we celebrate India’s independence day and republic day and also celebrate festivals of all religions.

Last week when we went to Gurdwara, we spent time listening to holy songs and saw Guru Grand (holy book). I had prasad (holy food) before I left the Gurdwara. Every Saturday I visit a nearby temple and often I eat rice and vegetables served in that temple.



DAY 2 – Thailand

A Sick Woman Touches Jesus' Cloak – Mark 5: 24b-34

Welcome

Welcome children and volunteers.

Play and sing “Jesus loves the Little Children.” Use the following lyrics:

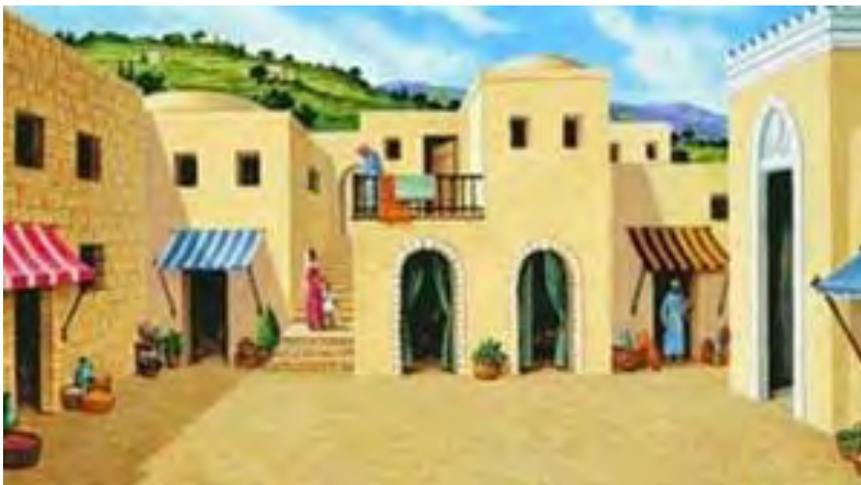
*Jesus loves the little children, all the children of the world,
Morning, evening, noon, and night, they are precious in God's sight
Jesus loves the little children of the world*

Ask a few questions to help remind participants about what they learned the previous day. Who was our storyteller yesterday? What story did he tell us? What did you learn about India? What do you remember about Hinduism?

This week we are talking about our neighbors in Southern Asia, many of whom practice different religions. God teaches us that we are All God's Children, even though we are different from one another. Later today, we'll read a letter from Supaweyt, a boy from Thailand. We'll also learn a little bit about Buddhism, which is an important religion in Thailand. Can you find Thailand on a map? (*Point out Thailand on a map and ask children if they remember where India is on the map from the day prior.*)

Let's meet today's special guest! Today we are going to meet a woman who was so sick that she decided to try to touch Jesus' cloak because she believed it would heal her... but I'll let her tell you the story!

STORYTELLER: The Sick Woman



Setting the scene: Using the backdrop from Day 1, arrange potted plants and a market stall (a lemonade stand or table) in front of the backdrop. Today's storyteller is a woman who had been sick and who was healed after touching Jesus' cloak. She is exuberant and energetic. She should wear traditional clothes from the time period – long robe with cord tied around the waist, sandals, and a head covering – and should be carrying a number of empty mesh produce bags.

Woman comes through the door carrying her produce bags. She is on her way to the market for the first time in 12 years. She stops when she sees the children, smiles big, and begins talking, moving around and speaking energetically.

Oh hello, friends! There are so many of you! Have you come to visit me because you heard the news about my miracle? Well, let me tell you, it was definitely a miracle! I've been sick for the past 12 years. Can you imagine? 12 years is a long time to be sick. I bet some of you aren't even 12 years old yet! So, you know it's a very long time. I tried everything. I visited the best doctors you can find here in Galilee and I even went as far away as Damascus to find a good doctor. I tried eating different foods and I prayed to God every single day, but I never got better. 12 years! Eventually, I got so sick that I couldn't visit my family because they were afraid that they'd get sick too. I couldn't go to the market because I couldn't get out of bed. I'm actually on my way to the market right now – my first time in 12 years! What do you think I should buy at the market?
[Allow children to suggest]

But I'm getting ahead of myself, I haven't even told you about the miracle yet!

I grew up going to synagogue with my parents, which is where people of the Jewish faith go to worship. We followed all the laws and gave money to the synagogue and prayed many times a day. We were so faithful. Then I got sick. I was so mad. We had been so faithful, and I still got sick! Why would God do that to me? I didn't deserve it! But my parents told me that God didn't make me sick, I just got sick, and God would help me. So, we continued to pray every day and I started seeing all the doctors here around Galilee. Nothing made me better. I tried everything but I kept believing that God would give me relief. I kept praying and kept looking for a cure. Even through all that time, I never lost my faith.

Eventually I had spent all my money and all my family's money. There was nothing else to do, so I kept suffering. I nearly gave up hope. Then I heard that Jesus was coming to my town. Jesus of Nazareth! Here! If I had any hope left it was with Jesus. He had healed so many other people, maybe he could heal me too!

I went to find Jesus. I followed the people and finally saw a large crowd moving slowly down the street and knew that Jesus must be at the center of the crowd. But how was I going to get to him? There were too many people around. I'd never be able to get his attention from the outside to ask him to heal me. "Hmmm, what should I do?" I thought. *(Taps chin and looks thoughtful)*. "Ah-ha!" I thought, "I will push my way through the crowd and get just close enough to touch the edge of his robe and that will heal me! All I have to do is touch his robe and I will be healed!" It was a great idea! The best I'd ever had. *(To the children)* What do you think? Was it a good idea? Well anyway, I figured it was worth a try. I had to keep trying.

I pushed my way through the crowd and finally made my way up behind Jesus and barely managed to touch his robe, just so, *(mimes reaching out and just barely touching the robe)* and what do you think happened? I felt better immediately! I could tell that I had been healed. I tried to just turn away and leave Jesus alone. He had healed me, so I didn't need to bother him anymore. But Jesus surprised me. He stopped walking and the entire crowd stopped with him. He turned in a circle and said, "Who touched my robe?" I heard one of his disciples tell him that there were so many people around; it was probably just someone in the crowd who touched him on accident. Then he said again, "Who touched me?? I felt power go out of me." He sounded angry and I was almost too scared to come forward, but what could I do? He was Jesus and he had just healed me! The least I could do was tell him that I touched his robe. I stepped forward and bowed down low in front of him, like this *(bows down low)*, and told him that I had touched his robe. I told him that I had been sick for 12 years and just by touching his robe I had been healed. He smiled at me and said, "Daughter, your faith has made you well. Go in peace, you are healed of your disease." I'll never forget that smile—so full of love and kindness—it was the best smile I've ever seen in my life.

Jesus stopped the entire crowd with all his followers and spoke to me. To *me!* A sick woman who wasn't famous or rich or from an important family. He took that moment to stop what he was doing and just be with

me, to hear my story. It was only a minute, but I feel so blessed that he spoke to me. You know, Jesus and I are different from each other. And a lot of people decided they didn't like me or wouldn't talk to me because I was sick. But Jesus decided that didn't matter. Even though we are different, even though I was sick, he still stopped to talk to me and help me. It was only a minute, but I feel so blessed that he spoke to me.

This all just happened yesterday! So, it's all still very fresh in my mind. Like I told you, I'm on my way to the market to buy our fruit and vegetables for dinner tonight. My whole family and all my neighbors are coming to our home to celebrate with me. It's a very exciting time!

Well, I must be going! It was so good to talk to you and I hope you share my miracle with your friends and family because God is good!

Storyteller leaves the room.

The director returns for story review with the children.

- Have you ever had to wait a really long time for something you really wanted?
- Can you imagine being sick for twelve years?
- How did the woman keep her faith for so long even though she didn't get better?
- Why did Jesus stop after the woman touched his robe?
- Why is it important to treat all people, including people who are different from us, with compassion? (Compassion is treating people with kindness and showing people you care about them. Jesus showed compassion to the woman who shared the story with us.)

Family groups move to rotation stations for the lesson, activity, craft, and snack.

All-VBS Closing *After lesson, activity, craft, and snack*

What was the story today? What did you learn about Thailand? What did you learn about Buddhism?

Tomorrow we will travel to East Timor! Where is East Timor on the map? [*Point to East Timor*] We will learn more about the culture in East Timor and the people who live there. I am excited!

Play and sing "Jesus Loves the Little Children."

Closing Prayer

Thank you, God, for teaching us to stop and spend time with people. We pray that you help us to show kindness to others like Jesus showed to the woman who told us her story today. Please help us to see your presence in everything—our neighbors, the earth, and all living creatures. Thank you, today and always, for your love. In your name we pray, Amen.

FAITH TRADITION: Buddhism

People have been practicing Buddhism for more than 2500 years! I'm going to tell you a story about how Buddhism began.

Buddhism began with a man named Siddhartha Gautama Buddha, who was born in Nepal 500 years before Jesus. Before he was born, the holy Hindu leaders predicted that he would become a great king or religious leader. His father, of course, wanted him to be a great king, so when Siddhartha was born, his father kept him inside their palace to shield him from the outside world. When he was old enough, he married, and they had a son. He was living a dream life!

But it wasn't enough for him. He felt like something was missing. He secretly left the palace and what he saw changed him forever! He saw a sick man, an old man, and a dead man. His chariot driver told him that all living things can get sick, grow old, and die. He had never seen old or sick people before in his life and he was not prepared!

On his way back to the palace, he saw a traveling religious man who lived a very simple life. He then decided to leave the palace and search for the reason that people hurt and suffer. He said goodbye to his wife and child, cut his long hair, and changed into simple clothes. He searched for answers to his big questions. He learned to meditate and studied with many wise people. After six years of studying the sacred Hindu texts and living as a poor, traveling religious person, Siddhartha still did not have any answers!

Finally, he sat down under a big tree. He sat solid like a mountain and didn't move for many days. On the sixth day, he opened one eye and saw the rising sun and realized that what he was looking for had never been lost. He had it all along!

"Wow!" he said, "Now I understand everything!" Siddhartha Gautama woke up and understood that the being greedy and selfish leads to sadness and that we can become better people by not being greedy or selfish. At 35 years old, he became the Buddha, the Awakened one. For seven weeks he didn't tell anyone about his realization. He thought people wouldn't understand. But when he was asked to teach, he did. What he taught became Buddhism.

Like Hindus, Buddhists believe in reincarnation. What is reincarnation? It is the cycle of birth, death, and rebirth into a new life. Buddhists believe that when they achieve understanding, also called enlightenment or nirvana, their cycle of rebirth will end, and they will finally escape the cycle of rebirth and of suffering.

An important understanding in Buddhism is that everything in life is constantly changing. Nothing is permanent. Buddhism teaches that we must not be jealous of others and that we should not get angry because jealousy and anger come from a place of selfishness. Buddhists believe in karma—when we do something bad, we suffer and when we do something good, we become better people.

The basic ways that people practice Buddhism are: meditation, mindfulness, living a good life by helping others, and living together in community.

ACTIVITY: Meditation

Who knows what meditation is? Meditation is when you make yourself calm by thinking in your mind. Meditation is an important part of the practice of Buddhism. Meditation helps us think to ourselves so that we can understand our actions, thoughts, and feelings. Meditation can help us relax when we are upset and can help us be happier. We can meditate even if we aren't Buddhists! Christians meditate, too!

Set up the space similarly to yesterday's yoga practice: mats or towels on the floor in a room that is separate from the rest of the VBS. Add pillows or blankets so that children can be comfortable. This should be a quiet space with the lights dimmed. Leave the room quiet (no music). Invite children to lay on the mats in a comfortable position. Guide them in the following meditation in a low, soothing voice, encouraging participants to stay quiet and not fidget. Ask the family group leaders to participate in this as well so they can lead by example. Some children may fall asleep—this is okay, if someone does fall asleep, allow them to sleep and do not allow children in the immediate vicinity to wake them. Encourage children to keep their hands, feet, and ideas to themselves. This is a silent meditation time.

1. Lie down in a comfortable position and close your eyes.
2. Take a deep breath in and let the air flow out gently through your nose. Take another deep breath in. Breathe deeply. Now breathe out slowly. Feel yourself beginning to relax.
3. Bring all of your attention to your right foot, noticing how it feels. Squeeze the right foot, making a fist with your entire right foot and all five toes; tense and squeeze it tightly. Hold this tension as you breathe in. And as you breathe out.
4. Release all tension in the right foot. Relax it completely and notice the tension release. You may feel a tingling sensation in the foot.
5. Take a deep breath, breathing in... and out.
6. Move your attention to your left foot. Bring all of your attention to your left foot, noticing how it feels. Squeeze the left foot, making a fist with your entire left foot and all five toes; tense and squeeze it tightly. Hold this tension as you breathe in. And as you breathe out.
7. Release all tension in the left foot. Relax it completely and notice the tension release. You may feel a tingling sensation in the foot.
8. Take a deep breath, breathing in... and out.
9. Feel your feet relax.
10. *Guide children slowly up and around the body, tensing one body part at a time to create tension, immediately followed by the contrasting sensation of release and ease. Follow each part with a deep, cleansing breath. After tensing both feet, follow the same simple instructions from above to continue through the following series:*
 - Right ankle and calf, left ankle and calf
 - Right knee, left knee
 - Right thigh, left thigh
 - All feet and legs
 - Hips
 - Butt
 - Belly
 - Entire lower body, from tummy down
 - Chest and heart
 - Right arm, left arm
 - Right hand, left hand
 - Shoulders
 - Neck
 - Face
 - Whole body at once (do this one twice)

When you're finished guiding the children through this meditation, make sure they spend at least a few minutes laying on their backs quietly, encouraging them to keep their breathing slow and steady. Invite them to slowly get up and "come back to life" while they prepare to move on to the next activity.

Meditation from <https://chopra.com/articles/3-kid-friendly-meditations-your-children-will-love>

CRAFT: Batik part 1

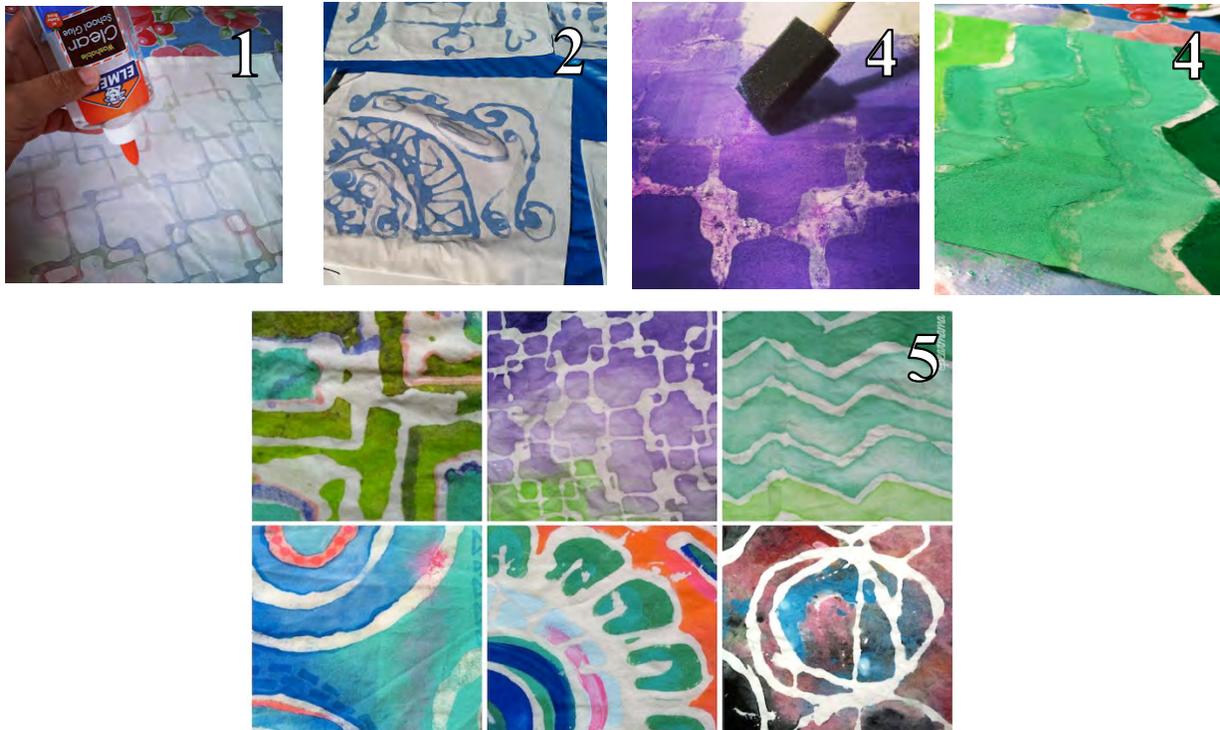
Batik (pronounced bah-teek) is an ancient handmade fabric art that began in Southern Asia. Start by showing children images of batik art. Batik is older than history, with traces even found in the wrappings of Egyptian mummies. In Asia, batik was made in China, India, and Japan. The art of batik has been passed down in Nigeria, Senegal, Ghana, and other countries in Africa for generations, each region producing its own unique patterns and colors. Imagine if the cloak of Jesus that the woman touched looked like some of these designs! Today and tomorrow, children will make their own batik designs.

Materials: Washable glue (like Elmer's clear gel), paintbrush, craft paint, white cotton fabric cut into 1 foot squares

Instructions:

This is a two-day activity. Complete steps 1-3 today.

1. Decide on a pattern. (Printable patterns are provided in the appendix) Place the design under the cloth and tape the design and the cloth together so that you can see the design through the fabric. Write your name on the design paper.
2. Trace the design with glue, repeating until either the fabric square is completely covered or you have filled the desired amount of space. Do not allow glue to smear or to clot. The designs will turn out best when the line of glue is thick and continuous.
3. Let glue dry overnight.
4. Once the glue is dry it will be clear. Using craft paint (or watered-down acrylic), brush the paint directly onto the fabric and over the dried glue. Use as many colors as you like. Once the fabric is fully painted, let dry.
5. Once paint is dry, rinse the fabric square until the glue is completely gone. You will begin to see that parts of the fabric resisted the paint. Let dry
6. Enjoy!



Directions and photos were adapted from <http://pearmama.blogspot.com/2013/03/diy-batik-glue-resist-pearmama.html?m=1>

Alternative craft: Paper batik

If you're primarily working with a younger group that would have a difficult time making patterns with glue, try making a batik on paper. This is also sometimes called a "wax resist."
(Do steps 1-3 today and 4-6 tomorrow.)

Materials: White paper, crayons, watercolors, cups of water, paint brushes, paper towels and newspapers, iron and ironing board (optional)

Directions:

1. Lay newspapers down on your workspace to make cleanup easier.
2. Give each child a piece of white paper and write their name on the back of each sheet.
3. Have them draw a design on the sheet of paper in crayon. Show them some of the shapes that are common in the region (diamonds, flowers, leaves, circles, swirls, etc.) but allow them to make whatever design they choose. Make sure they leave some spaces uncolored so the paint colors will show. Also encourage them to use a white crayon sometimes – it will make the design look really cool!
4. Have the children crumple up their designs. Ask them to open them up and crumple them again. And again. Do this until the paper almost feels like fabric when flattened. Carefully flatten out the paper and place it on newspaper.
5. Using watercolors, have children paint over their crayon drawings. They can paint everything in one color or try many different colors. Wipe excess paint away with paper towels and hang up to dry.
6. OPTIONAL –You may place the designs between two paper towels on an ironing board. Iron to flatten and dry your drawing.



GAME: Pao Nang Yang (Blowing Rubber Bands) *Thailand*

Pao Nang Yang is a rubber band blowing game widely enjoyed by children in Thailand. As it only requires a few rubber bands, two players, and the simple skill of blowing, it has become a popular way to pass the time both at school and at home. The game is found in many different regions throughout Thailand. The rules are the same, but the names may be different. Pao Nang Yang is the most common name.



Pao Nang Yang is all about winning rubber bands and therefore this key item should not be substituted with anything else. Rubber bands are often used in households to tie together multiple items or seal bags containing food. Light and cheap, they are found in abundance around the home or can easily be bought from local stores, making them a useful item for children to play with.

Two to three players play each game, but multiple groups can play at the same time.

Materials: Small rubber bands, around 2 to 3 centimeters in diameter. The game can be played indoors or out, but is best played on a large, smooth surface such as a flat floor or table, where there are no bumps or obstructions that could stop the rubber bands from being blown accurately.

To Play:

1. Encourage children to practice blowing a rubber band on the table or floor. They should take big, deep breaths and then use their mouths and cheeks to control the speed and direction of the air when they blow out.
2. Decide who goes first
3. Each player places their rubber band on the floor approximately 1 yard away from each other.
4. The first player, using only their breath, blows their rubber band as hard as they can in the direction of their opponent's rubber band. Once they have completed their turn (one breath/blow per turn), their opponent repeats the process, this time blowing their rubber band back towards the other player's band.
5. Each player can only blow their rubber band once during a turn. If they blow more than once, they lose the game and their opponent can keep their rubber band.
6. The players both continue to take turns until one of their rubber bands is blown onto their opponent's rubber band. The bands must overlap for it to be considered a win. Whoever manages to do this first wins the game and can keep the loser's rubber band as a prize.
7. If three players are playing, the first person to lose is eliminated and play continues with the remaining two players until one eventually wins.
8. Since each game is about 3 minutes long, encourage children to play with different children and even with the VBS leaders!



Adapted from:

http://www.unescobkk.org/fileadmin/user_upload/culture/ICH/Children_s_Games/PDFs/Northern_Thailand/Pao_Nang_Tong_type_1.pdf

SNACK

Kid-Friendly Lettuce Wraps *Thailand*

Prep time: time to collect ingredients, slice/chop, and arrange in bowls. Assemble in 5 minutes.

Lettuce wraps of stir-fried tofu or meat and vegetables are very popular in Thailand. This recipe is not spicy and does not contain meat. All the ingredients are child-friendly but be mindful of any allergies you have among your participants. We have suggested fillings and recommend that the fillings be arranged “salad bar” style so that children can decide what to put into their lettuce wrap.

Ingredients

- 2-3 heads iceberg lettuce

Suggested fillings:

- Grated carrot
- Sliced mushrooms
- Thinly sliced or chopped hard-boiled egg
- Chopped chives
- Bean sprouts
- Chopped cucumber
- Chopped fresh tomato
- Sweet peas
- Sweet corn
- Chopped mango
- Chopped apple
- Dry roasted, salted peanuts chopped
Note: Be mindful of peanut allergies
- Garbanzo beans/chickpeas
- Edamame
- Fresh basil
- Grated cheddar cheese
- Grated mozzarella cheese
- Sesame seeds
- Sunflower seeds
- Dried cranberries
- Raisins
- Water chestnuts



To assemble, take a whole lettuce leaf and fill the center of the leaf with ingredients. Then wrap the sides of the lettuce like a taco and eat!

Thai Coconut Rice *Thailand*

Makes 12 small servings. Prep time 45 minutes.

Ingredients:

- 1 1/2 cups of jasmine rice
- 1 can of coconut milk. The regular full fat version, not the lite version or the milk substitute.
- 1/4 cup of sugar
- 1 teaspoon of kosher salt

Instructions:

1. Put rice in a strainer and give it a good rinse in the sink.
2. Put the rice in a medium saucepan with the coconut milk, sugar, salt. Fill the empty coconut milk can full of water and pour that in, too. The coconut milk will have probably separated in the can into a thick white semi-solid layer and a clear liquid layer. That is OK.
3. Bring the rice mixture to a boil over high heat, stirring constantly. Reduce heat to low, cover the pot (lid or foil), and let barely simmer for 20 minutes.
4. Uncover and stir the liquid layer back into the rice with a fork, fluffing as you go. Remove from heat, cover, and let stand for 5 more minutes.
5. To reheat the rice, cover with a damp paper towel and microwave for a minute or two. This helps rehydrates the rice.
6. Serve the rice with fresh fruit (mango, peaches), a generous drizzle of the coconut sauce. Sesame seeds sprinkled on top make a nice garnish.



Adapted from: <https://macaronsandmayhem.com/2017/02/05/sweet-and-salty-coconut-rice/>

FUN FACTS: Thailand

- Thailand is where you'll find the world's smallest and the largest creatures. The smallest mammal in the world, the bumblebee bat, calls Thailand home. You can also find the largest fish, the whale shark, in Thai waters.
- Thailand loves its King and shows him great respect. Thailand has a rule that if you are mean or disrespectful toward the King, you could be put in prison.
- There are about 35,000 temples in Thailand. Thailand is truly a land of temples!
- Thailand is home to many, many animals. Thailand has more birds than Europe and North America combined!
- The national flower of Thailand is the orchid.
- Thailand is known as the "land of smiles" because the people of Thailand seem to be always ready with a smile. They are a peace-loving people.
- Rice is a main part of Thai cuisine and Thailand supplies rice to other countries.
- In Thailand, "Sawadee" is the word for hello.

LETTER: Supaweyt

Supaweyt is an 11-year-old boy who lives in Bangkok, Thailand, where Global Ministries partner, the [Church of Christ in Thailand](#), holds regular gatherings. At one of these gatherings, church leadership interviewed Supaweyt about his Buddhist faith.

Buddhism teaches us to be good and not do bad things. I learned about Buddhism at school from my teachers, and I also learned from my dad and my mom. My teachers taught me to obey my parents and always to do good. It feels good to be a Buddhist. It makes me happy because I am learning to be a good person. Buddhism means I must do what is the very best and not do evil.

In Buddhism, we have to make "merit," which means doing good deeds. One way to make merit is to honor the spiritual beings I may have harmed in a past life by doing something good for them. Another way is giving good gifts to the monks and nuns. I receive merit when I do these good things. That is part of how we practice our faith.

Ever since I was very small, I go with my family to the temple to meditate. When my family gets to the temple, we bow three times to the image of Buddha, who was the teacher who started Buddhism.

I meditate every day to calm my mind and body and to clear my mind from bad thoughts. Some people might think we are praying, but we are not. When I meditate, I think about calming my body and breath so that I can think about how I can do better in my life. I try to change my negative thoughts to thoughts about how I can help people and the earth.

Buddhist monks and nuns devote their lives to meditation and good works. People like my family help the monks and nuns by bringing them food and gifts.

DAY 3 – East Timor

The Story of Joseph - Genesis 37 & 39-47

Welcome

Welcome children and volunteers.

Play and sing “The More We Get Together.”

Ask a few questions to help remind participants about what they learned the previous day. Who was our storyteller yesterday? What story did she tell us? What did you learn about Buddhism and Thailand?

This week we’ve been learning that we are All God’s Children. Today we’ll hear a story about a man named Joseph and learn about people who live in East Timor. *[Point to East Timor on the map. Explain that East Timor is also known as Timor-Leste.]* In East Timor you say “bondia” (b-ohn dee-uh) to say good morning. Let’s practice that. Try saying it to your neighbor. *[Give them time to practice saying it to one another.]* Great job!

Today we are going to meet a man named Joseph who had a bright, colorful coat and a few big problems with his older brothers. Look! *(Point to Joseph as he begins to walk towards the group from the other side of the room.)* There he comes now!

STORYTELLER: Joseph

Setting the scene: Create a backdrop resembling ancient Egypt. Paint a pyramid, a sphynx, and fields of grain. If possible, build a pyramid out of cardboard and paint it gold. Fill 7 large burlap grain bags with pillows or crumbled-up newspaper and place in front of the backdrop. If grain bags are not available in your town, paint a piece of grain on the front of old pillowcases and fill with newspaper so that they look like full bags of grain. Stack a few empty grain bags to the side of the full grain bags.



Joseph wears a brightly colored robe, a gold chain around his neck, sandals, and a gold crown or gold head band. He enters without seeing the children, carrying a clipboard with paper on it and a quill (or a pencil with a feather taped on top) in hand. He begins to count the bags of grain and take note of how many bags are empty. After he has noted the number of bags he turns around and sees the children. He assumes they are travelers who want to buy grain during the famine. Joseph starts speaking calmly and slowly, then picks up speed and starts to talk with more animation as the story goes on.

Oh hello. Have you come to buy grain? We have had many travelers coming to Egypt from neighboring countries recently to buy food because they can’t find anything to eat in their own countries. These two years of famine (not being able to grow crops) have been hard for families everywhere.

It seems like only yesterday that I helped the Pharaoh, the king of Egypt, understand his dream about the famine. What's that? You haven't heard that story? I thought everyone knew by now. I suppose we must start at the beginning.

Twelve years ago, I was living in Canaan with my family: my nine brothers, my mother and father, and my sisters. When I was seventeen, my father, Jacob, gave me a beautiful coat – like this one that I'm wearing now – and my brothers were jealous. Then I had two dreams, and I was SO SILLY to share them with my family. You see, in the dream, I basically saw my family worshiping me like a king. It made them really angry to hear that dream. Then I had another dream, and I *definitely* should not have shared this dream with my family: I told them, "Look, I have had another dream. The sun, the moon, and eleven stars were bowing down to me." And my father became angry; he said to me, "What kind of dream is this? Should I bow to the ground before you?" (*Shakes head*) I had no idea how the dreams made my family feel.

My brothers especially became very angry with me and sent me away to work for someone important in the Egyptian government. It was hard work! I did well there, but eventually, I was accused—wrongly I tell you!—of a crime and was thrown in jail! I didn't commit the crime, but no one would listen to me.

While I was in jail, I listened to two more dreams from two prisoners and told them what I thought the dreams meant. They got out of jail and my ideas turned out to be true! I thought maybe the other prisoners would come back to help me after they saw that my thoughts on their dreams were true, but they never came. I spent two more years in jail after that! Two. Whole. Years. It felt like forever. But then one day I was sleeping in the jail and one of Pharaoh's own servants (Pharaoh was the King in Egypt) came and woke me up. They told me that Pharaoh requested that I listen one of his dreams and tell him what it means. I'd been in the prison for two years, so I had to clean myself up a bit. I shaved my beard, cut my hair, took a bath, and put on clean clothes. I went to Pharaoh and he told me his dream.

I listened carefully to the dream. To me, it sounded like God was trying to send Pharaoh a message. God was saying that there would be seven years of healthy plants when Egypt would have a lot of good foods to eat and then there would be seven years of famine where nothing will grow and people from all over the land will not have anything to eat.

Pharaoh was so kind to me. After I interpreted his dreams, he appointed me to oversee the land and prepare Egypt for the famine. For those first seven years when there was a lot of food, we tucked some away safely to be used during the famine. We saved and we prepared for the time when there wouldn't be much food. And as you see, the dreams were correct. We had seven years where there was more than we needed and now we are do not have much. We prepared well, and now we are able to help our neighbors to survive during these hard years. It will be a long seven years, but we will be okay.

Pharaoh is the King of Egypt and I was a prisoner! But he still trusted me and together we are helping people all over Egypt. I am glad that we were able to help each other and work together.

Oh! I should also tell you that I recently saw my brothers again. A lot of stuff happened, but long story short, I was able to forgive them, and they were able to forgive me. It's a very happy thing. Last week my brothers went back to Canaan to bring their families and our father back to Egypt. Pharaoh has given us the best land in Egypt where we can live. They will bring my father here to live close to me. I am so happy and cannot wait until they return to Egypt.

Anyway, you wanted to buy grain, correct? Let me go find someone to take the order for you.

Joseph walks away from the group.

The director returns for story review with the children.

Wow! Have you heard Joseph's story before?

- Who was Pharaoh?
- How did Joseph meet Pharaoh?
- What were Joseph and Pharaoh able to do when they worked together?
- What were some happy things in this story?

Family groups move to rotation stations for the lesson, activity, craft, and snack.

All-VBS Closing *After lesson, activity, craft, and snack*

What was the story we heard earlier today about Joseph? Can you help me remember? What did you learn about East Timor? Did you learn anything new about Christianity?

Tomorrow we will learn about Indonesia. [*Point to Indonesia on the map, ask children to practice saying "Indonesia."*] I can't wait to learn more about the people who live there!

Play and sing "The More We Get Together."

Closing Prayer

Dearest God, we thank you for giving us the gift of your son, Jesus Christ. Please help us to love our siblings as much as we love our neighbors, even when it gets hard. Thank you for teaching us how to listen to and learn from our friends who practice other religions. We ask that you continue to nourish our souls and help us grow in our faith. In your son's name we pray, Amen.

FAITH TRADITION: Christianity

Today we will be talking about another religion practiced in Southern Asia. You might be more familiar with this one. It's called Christianity. Did you know that there are Christians in Southern Asia? What do you know about Christianity?

Continue the conversation about Christianity. Encourage thoughtful reflection about how the children understand Christianity and what it means to them.

Christianity is one of the largest religions in the world with over 2 billion people following Christianity! Christian means follower of Christ. Who was Christ? Christians believe that Jesus Christ was the son of God who came to Earth to spread God's word and to spread love. Those words were written down into a book that Christians use in churches. It's called the Bible. Some of the biggest lessons shared in Christianity are to love God with all your heart, soul and mind, and to love your neighbor as yourself.

What is the big holiday that we celebrate Jesus' birthday on? Christmas!

Christianity grew out of Judaism. Jesus was born and lived his entire life as a Jew. He lived a short life and taught many important lessons. Jesus most of his life around ordinary people.

- What lessons have *you* learned from Jesus?
- What do we celebrate on Easter? Can you explain to me what happened to Jesus? Why is this important?
- We have been learning about other religions and what we can learn from those religions. What can people who practice other religions learn from Christians?

ACTIVITY: Communion

Discuss the importance of communion with children. Leave time for questions and answer all thoughtfully and intentionally.

Communion is an important ritual for Christians. It represents Jesus' sacrifice when he died on the cross for us.

Read Luke 22: 19-20 and invite children to participate in communion if they want to, making sure they understand the significance of the bread and the cup. Use gluten-free crackers or bread with grape juice as the elements. This may be a good time for the pastor of the church to meet the children to emphasize that the pastor is an open and accessible figure within the church.

On the night Jesus was betrayed, he took bread, gave thanks and broke it, and gave it to them saying, "This is my body given for you; do this in remembrance of me." In the same way, after supper he took the cup saying, "This cup is the new covenant in my blood, which is poured out for you." Do this in remembrance of me.

Note: If your team decides not to celebrate communion together on this day, an alternative activity has been provided in the appendix. See Labyrinth activity in Appendix.

CRAFT: Glue Batik part 2

Finish the craft from yesterday, beginning with step 4.

Materials: Washable glue (like Elmer's clear gel), paintbrush, craft paint, white cotton fabric cut into 1 foot squares

Instructions:

1. Decide on a pattern. (Printable patterns are provided in the appendix) Place the design under the cloth and tape the design and the cloth together so that you can see the design through the fabric. Write your name on the design paper.
2. Trace the design with glue, repeating until either the fabric square is completely covered or you have filled the desired amount of space. Do not allow glue to smear or to clot. The designs will turn out best when the line of glue is thick and continuous.
3. Let glue dry overnight.
4. Once the glue is dry it will be clear. Using craft paint (or watered-down acrylic), brush the paint directly onto the fabric and over the dried glue. Use as many colors as you like. Once the fabric is fully painted, let dry.
5. Once paint is dry, rinse the fabric square until the glue is completely gone. You will begin to see that parts of the fabric resisted the paint. Let dry.
6. Enjoy!



Directions and photos were adapted from <http://pearmama.blogspot.com/2013/03/diy-batik-glue-resist-pearmama.html?m=1>

Alternative craft: Paper batiks 2

Finish the craft from yesterday, beginning with step 4.

Materials: White paper, crayons, watercolors, cups of water, paint brushes, paper towels and newspapers, iron and ironing board (optional)

Directions:

1. Lay newspapers down on your workspace to make cleanup easier.
2. Give each child a piece of white paper and write their name on the back of each sheet.
3. Have them draw a design on the sheet of paper in crayon. Show them some of the shapes that are common in the region (diamonds, flowers, leaves, circles, swirls, etc.) but allow them to make whatever design they choose. Make sure they leave some spaces uncolored so the paint colors will show. Also encourage them to use a white crayon sometimes – it will make the design look really cool!
4. Have the children crumple up their designs. Ask them to open them up and crumple them again. And again. Do this until the paper almost feels like fabric when flattened. Carefully flatten out the paper and place it on newspaper.
5. Using watercolors, have children paint over their crayon drawings. They can paint everything in one color or try many different colors. Wipe excess paint away with paper towels and hang up to dry.
6. OPTIONAL –You may place the designs between two paper towels on an ironing board. Iron to flatten and dry your drawing.



GAME: Marbles

The use of marbles in children's games dates back hundreds of years and is widespread throughout many parts of the world. In East Timor, the marble game that was played by older generations is much the same way children play today. Players shoot or roll their marble to successfully knock the other players' marbles out of the circle. In East Timor, the player gets to keep the opponent's marbles if they win.



Materials: Marbles, tape or chalk. This activity is best done outside.

Instructions:

1. Split children into groups of 2-3 people.
2. Draw a 2x2 foot circle on the ground with tape or chalk. You will need one circle for every group.
3. Each player puts 10 marbles in the circle. Consider dividing marbles by color so children can keep track of which marbles belong to each player.
4. Each player then drops one marble outside the circle. It helps if this marble is distinct from the other marbles, possibly larger. The player whose marble lands closest to the circle without actually touching the border goes first.
5. Using the marble that is now outside the circle, the player must attempt to knock the other marbles out of the circle. Any marbles that are knocked out of the circle now belong to that player. Each player gets one shot per turn.
6. The game continues until all marbles are knocked out of the circle. Whoever has the most marbles wins the round.

For younger groups that might struggle with using marbles, you can adapt this game by using larger balls like ping pong or tennis balls. They can be painted with nail polish to keep track of which player has which pieces.

SNACK

Roasted Corn on the Cob

Prep time: 35 mins.

Believe it or not, corn on the cob is a very popular snack in East Timor! Vendors sell roasted ears of corn on the streets. Roasting corn is simple and delicious!

Ingredients:

- Corn on the cob (not husked)
- Butter
- Salt and pepper
- Optional: consider using garlic salt or seasoned salt

Instructions:

1. Preheat oven to 350 degrees F
2. Place corn husks directly on the oven rack and roast for 30 minutes or until corn is soft.
3. Peel down the husks and use as a handle when eating.
4. Optional: Rub softened butter and sprinkle with salt and/or pepper.



Bibingka *Philippines, popular in East Timor*

Makes 15-20 squares, prep time 1 hour and 15 minutes

Bibingka originated in the Philippines, but it also a popular dessert in East Timor.

Ingredients

- 1/2 cup butter, softened
- 1 lb sweet rice flour
- 2 1/2 cup sugar
- 1 tsp. baking powder
- 3 cups milk (fresh or evaporated)
- 5 eggs, beaten
- 1 tsp. vanilla
- 1 cup coconut flakes

Directions

1. Preheat oven to 350 F.
2. Mix all ingredients in a greased 13 x 9 pan.
3. Bake 1 hour at 350F, or until a toothpick inserted in the center comes out clean.
4. When cool, cut into squares.



Recipe from <https://www.foodnetwork.com/recipes/bibingka-recipe-1955549>

Photo from <https://www.kawalingpinoy.com/bibingka/>

FUN FACTS: East Timor

- East Timor is mostly mountainous and surrounded by beautiful sandy beaches and crystal-clear water.
- Residents of East Timor are known as *Timorese*.
- East Timor has a large range of wildlife including water buffalo, monkeys, deer, pigs, horses, crocodiles, cattle, goats, chickens, ducks, rats, and bats.
- The word 'Timor' means east. That means that we call the country 'East East' when translated!
- The *United States Dollar* is the official money of East Timor.
- Fishhooks and beads made from shells have been found on the island dating back 30,000 years ago!
- Local legend has it that the island of Timor was formed from the body of an aging crocodile as a gift to a little boy who helped him while he was sick. Natives of the island are thought to be descendants of the little boy!
- East Timor is a small country that gained independence from Indonesia in 2002.
- East Timor the only country in Southern Asia that is mostly Christian.

LETTER: Amena

My name is Amena and I live in East Timor. I have two sisters and five brothers. My mom's name is Maria and my dad's name is Manuel.

I enjoy spending time with my friends and playing games. Sometimes we like to make wooden playhouses and play games in them. I think I am a very good playhouse builder. I also spend a lot of my time helping my parents around the house. I help to take care of my siblings, cook dinner, and other things to keep the house clean. I enjoy washing the dishes, but I don't really like mopping the floor.

I am a Christian and go to church. Going to church is very important to us. If we even miss one Sunday, it's not good. I like going to church, though, because I get to see my friends. Sometimes we even get to participate in the service together. I love doing that.

I also love it when it's Mary's Month. Mary's Month happens twice per year and every night during Mary's Month we go to each other's homes and pray together. It's very fun because sometimes I have the chance to lead the prayers and prepare the songs we will sing.

DAY 4 – Indonesia

The Woman at the Well – John 4: 3-15

Welcome

Welcome children and volunteers.

Play and sing [“To Dwell in Unity.”](#) We recommend that you use more inclusive and kid-friendly language like this:

See how good and how happy it is for people live together (x2)

In unity, to live in unity, lai lai lai lai lai lai lai lai lai (x2)

(Repeat)

Ask a few questions to help remind participants about what they learned the previous day. Who was our storyteller yesterday? What story did he tell us? What religion did you learn about? What country?

This week we are talking about our neighbors in Southern Asia and how we are All God’s Children. Today we are going to hear the story of the woman at the well and learn about Indonesia. Do you remember where Indonesia is on the map? *[Point out Indonesia on the map.]* We’ll also learn more about the religion of Islam.

Are you ready to meet our special guest? Today we are going to meet a woman named Photini, who is from Samaria. One day, Photini met a very important person and learned a lot from him. Look! Here she comes!

STORYTELLER: Photini, The Woman at the Well



Setting the scene: Paint rolling desert hills onto a backdrop (See image). Using the cardboard bricks from earlier in the week, build a low circle three rows high in the front of the backdrop to be the well. Photini is a traditionally dressed woman (see image from Day 2) wearing a head covering.

Photini enters from opposite the well, walking slowly, carrying a bucket with a rope attached to it. She is going to fetch water for the day. During her monologue, Photini lowers the bucket into the well; she gets excited while talking and leaves the bucket at the bottom until the end of her monologue, then pulls it up and walks back to her village.

Hello, friends! I see you've come to hear the good news and to see where Jesus sat! Jesus sat right here just last week! (*Motions to the spot.*) This is holy ground! Jesus walked here! Can you believe it? I can hardly believe it myself and I was *here*.

I heard that Jesus had been in Judea and was on his way back to Galilee. It was just a normal day when he came through. Though it was very strange that he decided to pass through because people here are Samaritans and Jesus is Jewish. You probably know that Jewish people and Samaritans don't get along, and most Jewish people decide to go alllllllll the way around Samaria on their way to Galilee even though it's a long way and can sometimes take a few extra days. (*Pretends to hear a question from a child.*) What's that? Why don't Jewish people and Samaritans get along? That is a very good question and I'm sorry to say that I don't really have the answer... We have different views on things about the Bible and we never agreed.

But that's what's so special about Jesus stopping here at this well! He decided to go straight through Samaria on his way home instead of going around.

Last week, I was walking out to the well to get my water. I went out around noon and I was thinking about all the things I had to do later in the day. I wasn't paying any attention to my surroundings. I arrived at the well and then noticed that there was a man sitting right here, where I showed you, all alone. He surprised me because no one goes to the well at noon! Then I looked closer and could tell that he was very tired. He was covered in dust and his hair was messy and his feet were very dirty. He looked exhausted and I could tell right away that he was Jewish, so I quickly went up to the well and tried to ignore him. I wasn't going to let him stop me from getting done what I needed to do for the day!

I began to lower my bucket, just like this (*gently lowers bucket into well*), and out of the blue he said, "Give me a drink." I nearly dropped the bucket because I was so surprised. "How is it that you, a Jewish man, ask a drink of me, a woman of Samaria?" I said to him, because Jewish people and Samaritans do not share ANYTHING in common. Then he said the weirdest thing. He said, "If you knew who I was, you would be asking me for a drink. And I would give you living water." Now what in the world does that mean? Living water!?!? (*scratch chin or head quizzically*) What do you think it means? (*Allow children to respond.*)

He didn't even have a bucket, so where was he going to get some (*said rather sarcastically, with air quotes*) "living water"??

I was pretty rude and said, "Who do you think you are? Are you trying to say you are better than us?" He smiled and laughed and said, "Everyone who drinks of this water will be thirsty again, but those who drink of the water that I will give them will never be thirsty. The water will give will them eternal life." Now what in the world does *that* mean?? Honestly, I had no idea! Finally, I figured living water couldn't be that bad of a thing, so I said, "Sir, give me this water, so that I may never be thirsty or have to keep coming here to draw water."

Then he told me things about myself that almost no one else knew! In that moment I knew he was special, and I began to guess who he was. He was Jesus, the Messiah!

I ran as fast as I could back to my village—I even left my bucket down in the well! (*laughs sheepishly*) I gathered all the villagers together and told them about Jesus. I said, "Come and see a man who told me everything I have ever done! He cannot be the Messiah, can he?" They wanted to see for themselves, so they all followed me back to the well. My fellow townspeople asked Jesus to stay in the city for a couple of days and he said yes! Jesus stayed with us, Samaritans, for two whole days! And many of my fellow villagers became believers in those few days.

It was a very exciting few days! I am so glad that I met Jesus and listened to him. Who would have thought that this Jewish man would have changed the lives of us Samaritans?! Now I have taken it upon myself to

continue spreading Jesus' word too all that will listen to me—which is why I'm here telling you this story today. Jesus has come to Samaria!

Photini pulls up her bucket from the bottom of the well and heads off back to her village.

The director returns for story review with the children.

- How did Photini feel when she first met Jesus at the well? Why?
- What did Photini learn from Jesus?
- Was it good that Photini listened to Jesus?
- What can we learn from this story?

Family groups move to rotation stations for the lesson, activity, craft, and snack.

All-VBS Closing *After lesson, activity, craft, and snack*

What story did we hear today? What did you learn about Indonesia? What did you learn about Islam?

Tomorrow we will travel to Bangladesh! [*Point to Bangladesh on the map.*] I am excited to see what we learn about people who live in Bangladesh!

Play and sing "To Dwell in Unity."

Closing Prayer

God, thank you for teaching us the importance of listening to those who are different from us. Please help us to continue to listen to your words. Thank you for your presence in our lives. In your name we pray, Amen.

FAITH TRADITION: Islam

When talking about Islam with VBS participants, keep an open mind with their questions and try to respond without bias. The point of this section is to create conversation and encourage participants to think critically about their prejudices. If you are having difficulties explaining or talking about Islam, consider inviting a local Iman or other Muslim from your community to speak. Islam is a deeply misunderstood religion and the first step to creating a more just world is through understanding. See Appendix for links to more information about Islam.

Review Hinduism, Buddhism and Christianity.

Today we will learn about a religion that has a lot of similarities to Christianity. It is called Islam. What do you know about Islam? Do you have any Muslim friends?

There are a lot of misconceptions about Islam. Lots of people think they understand Islam, but it is often misunderstood.

Islam began almost 1500 years ago with a man named Muhammad. He met the angel Gabriel when he was 40 years old in Saudi Arabia. This is the same angel Gabriel that speaks to so many people in the Bible. Gabriel told Muhammad the final message of God, which then became the Qur'an, which is the Islamic holy book—like the Bible for Christians. Muslims call their god "Allah" which just means god in Arabic. Do you know how to say "God" in other languages? Spanish: Dios. Italian: Dio. French: Dieu. And now you know it in Arabic: Allah.

In Islam, there are 5 very important things, called the Five Pillars. They are similar to our Ten Commandments.

1. Shahadah – declaration of faith. Muslims say, "There is no God but Allah, and Muhammad is his messenger." Christians do something similar when we affirm Jesus as our Lord and Savior when we are baptized or confirmed.
2. Salah – Five daily prayers (at dawn, just after noon, mid-afternoon, just after sunset, after dark). Have you ever seen a Muslim praying? Christians pray a lot, too.
3. Zakat – Obligation to give 2.5 percent of savings and valuables to the poor every year. This is very similar to tithing. Do you know what tithing is? Do any of your parents give money to their church or donate to organizations?
4. Sawm – Fasting (Ramadan). During the month of Ramadan, Muslims do not eat or drink between sun-up and sun-down. This is to help learn self-control, gratitude, and compassion for people who are less fortunate. During Ramadan, Muslims spend extra time reading the Qur'an and pray even more than usual. (Pregnant or nursing women, sick people, elderly people, and children do not have to fast.) Do you ever give things up during Lent? Why do you do that?
5. Hajj – Pilgrimage to Mecca. All Muslims are expected to go to their holy land at least once in their lifetime. Christians also sometimes like to visit the places where Jesus lived and had his ministry. Would you like to visit the places where Jesus spent his time?

ACTIVITY: Good Deeds

This activity is based on the Muslim holiday of Dhul Hijjah. It celebrates the time where many people go on a pilgrimage to Mecca. The first 10 days of Dhul Hijjah are considered the best days of the year and people go out of their way to perform good deeds for others.

Below are a sample of “good deed cards” that can be used to have groups act out kind ways to treat one another. Printable cards are located in the Appendix.

After acting out a few of these cards with your group, ask the children about other ways they can be kind to others. Then invite them to take a few cards to share with others.

You can find printable cards at:
<http://parenthoodmuslimstyle.com/wp-content/uploads/29/DhulHijjahActivityPages1-3.pdf>



1

Parenthood: Muslim Style

CRAFT: Leaf Kites *Indonesia*

Did you know that the oldest kite in the world comes from Indonesia?! Kite making is still very popular in Indonesia. They even host an International Kite Festival every year!

Materials: Clear tape, scissors, string, 2 sticks, leaves (if leaves are not plentiful in your area, paper can be used in the same way)

1. Place the sticks in a cross. Using tape or string, wrap the point where the two sticks cross, alternating sides, until they are solidly held together
2. Tape leaves together. Lay leaves down, overlapping, and tape them together on the front and the back until they create a large, roughly diamond shape.
3. Attach leaves to the sticks. Using clear tape, attach leaves to the sticks in multiple places.
4. Cut leaves to look like a diamond shape, roughly the size of the sticks.
5. Tie a long piece of string to the point where the two sticks attach.



Instructions and photos adapted from <https://www.instructables.com/id/Leaf-Kite/>
Visit <https://www.happinessishomemade.net/kids-craft-diy-paper-kite/> for instructions on creating paper kites if leaves are not in abundance in your community.

GAME: Semut, Orang, Gajah (Ant, Person, Elephant) *Indonesia*

This game is similar to Rock, Paper, Scissors and comes to us from Indonesia. Spend some time practicing how to say the three words.

Instructions:

1. Divide the entire group into pairs. Partners face each other, making a fist in front of them. Partners count to three together and on three make one of the three possible hand signs – semut, orang, gajah.

Semut: ant
SEM-ooht
(pinkie finger)



Orang: person
OH-rahng
(pointer finger)



Gajah: elephant
GAH-jah
(thumb)



2. Semut (ant) beats gajah (elephant) because the semut can crawl in the gajah's ear and tickle him to drive him crazy.
Orang (person) beats semut (ant) because the orang can stomp on the semut and squash it.
Gajah (elephant) beats the orang (person) because the orang can be trampled by the gajah.
3. Play best out of three. Consider playing in tournament style until every person has played a match against every other person.
4. For a variation on Semut, Orang, Gajah, split the group into two teams. Designate a line in the center of the area of play and a home base on each side of the line. Each team secretly decides which motion they will do then both teams come together and form two lines facing each other on the designated line in the center area. On the count of three the teams will make their predetermined motions. The team that loses collectively turns around and attempts to run to their home base while the winning team chases the losing team and tries to tag them before they get to their base. The team members who are tagged must join the winning team. The game is over when all players end up on one team or time runs out.

SNACK

Pisang Bakar *Indonesia*

Prep time 5 minutes

Ingredients

- 5 bananas chopped into discs. Use bananas that are not ripe or are not very sweet bananas.
- 1 tablespoon coconut oil
- 3 tablespoons thick coconut milk (or sweetened condensed milk)
- Optional chocolate shavings

Directions

1. Heat coconut oil in a flat pan on low heat. Wait until all oil melts and begins to sizzle.
2. Place banana discs in the pan. Do not stack them on top of each other.
3. Cook 2 minutes, or until the side touching the pan is browned.
4. Using a spatula, flip the bananas and brown the other side.
5. Remove from heat.
6. Serve hot with a drizzle of coconut milk (or sweetened condensed milk), or chocolate shavings.



Photo and recipe adapted from <https://www.peacefuldumpling.com/recipe/grilled-bananas-pisang-bakar>.

Pan Fried Bananas

Prep time 10 minutes

Ingredients

- 2 Bananas (slightly overripe)
- 2 tablespoons of sugar
- 1 teaspoon cinnamon
- ¼ teaspoon nutmeg (optional)

Directions

1. Slice the bananas into rounds, approximately 1/3 in thick
2. In a small bowl, combine sugar, cinnamon, and nutmeg. Set aside.
3. Lightly spray a large skillet with nonstick oil spray. Warm over medium heat.
4. Add the banana rounds and sprinkle ½ of the cinnamon mixture on top.
5. Cook for about 2-3 min.
6. Flip the rounds, sprinkle with the remaining cinnamon mixture.
7. Cook for 2-3 more minutes until the bananas are soft.



Photo and recipe adapted from <https://dizzybusvandhungry.com/pan-fried-cinnamon-bananas/>

FUN FACTS: Indonesia

- 740 different languages and dialects are spoken in Indonesia!
- Indonesia has about 400 volcanoes and about 150 are active!
- Indonesia shares land borders with Malaysia, Papua New Guinea and East Timor.
- The giant Komodo dragon, Javan rhinoceros, tigers, orangutans, elephants, and leopards are all found in the jungle forests of Indonesia.
- The money in Indonesia is called the Rupiah.
- Indonesian food usually includes rice served with fish, chicken, vegetables, spices, and coconut milk.
- Indonesians love the game of badminton and often win gold medals at the Olympic games. Football (soccer) is also very popular.
- Indonesia is the largest Muslim country in the world.

LETTER: Lidia

Dear friends,

My name is Lidia. I live in Kupang City, Indonesia. I am 10 years old. I have 4 siblings. We are Muslims, but we live in a diverse family. My great-grandmother was a Christian who converted to Islam. Therefore, I have extended family members who are Christians. We always visit each other on both Christian and Islamic holidays. My family goes to visit them on Christmas Day, while they always visit us on Eid al-Fitr.

I am in the 5th grade at Bonipoi 2 Elementary School. There are 38 students in my class. Our religions are different; 1 person is Hindu, 5 are Christians, and 31 are Muslims. I share a table with a Christian friend named Jason. We often play and study together. My classmates respect each other's religions.

I like to go swimming. Sometimes my classmates and I go to swimming pool for physical education class at school. The teacher of this class is a Christian, but he loves all students equally. Our trips to the swimming pool are happy because we always have fun together.

My message to you is that we should not insult others. Do not be picky in making friends. We must respect each other even though we are different in terms of race, ethnicity, religion, skin color, and hair type.

If you come to my country, please visit the worship places of different religious groups so that you may have chance to learn about people of other religious groups.

Greetings of peace,
Lidia



DAY 5 – Bangladesh

The Good Samaritan – Luke 10: 25-37

Welcome

Welcome children and volunteers.

Play and sing “Weave Us Together.”

Ask a few questions to help jog the participants’ memories about the previous day: Who was our special guest yesterday? What story did she tell us? What religion did we learn about?

This entire week we have been talking about our neighbors in Southern Asia, and about how we are all God’s children. We can listen to each other and learn from each other and work together to do some pretty cool things! Today we will learn about Bangladesh. Let’s find Bangladesh on the map. *[Point it out]* I’m excited for all of the things we will learn today!

Are you ready to meet our special guest? Today we are going to meet a lawyer. Jesus told this lawyer a very important story—a parable about the Good Samaritan. He is going to be speaking soon in the city to share the story with us. Let’s give him a lot of applause when he arrives.

STORYTELLER: The Lawyer

Setting the scene: Use the town back drop and have the lawyer sit in a regal looking chair or give him a “soapbox” to stand on. Make it look like he is telling this story in the town square to all who will listen. The lawyer dresses similarly to the other male storytellers this week: he wears the traditional clothing from the time period—a long shirt tied with a cord around the waist and a long robe over top, a keffiyeh head dress, and sandals (see image from Day 1). The lawyer also wears a bright gold necklace and gold bangles on his wrists; he is wealthy.

The lawyer enters regally—he is an important person—giving small bows and waving away the applause. He is trying to appear modest and bashful but is pleased to have the group in his home and is very excited and proud to share his story.

Helloooooo my friends! So wonderful to see you. I know you’ve all come to hear Jesus’ most recent story. Well, let me assure you, it does not disappoint. Although it does make you think a bit, but I suppose that is what all of Jesus’ stories are meant to make us do.

I’m a lawyer you know, so testing people is what I do all day every day. I can hardly stop myself from doing it in my personal life. It’s gotten me into trouble a few times, that’s for sure. Anyway, there I was, sitting with Jesus and the large group he was talking to, and I can’t say why, but I decided I should test Jesus. I stood up and said, “Teacher, what must I do to go to heaven?” Well, I already knew the answer because I have been a faithful Jewish man my entire life. Jesus responded with another question. He asked me, “What is written in the law? What do you read there?” *(Repeats the next quotation quickly and breathlessly, to show that he is the smartest in the room)* “You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.” I wanted Jesus to know that I knew the answer and was just testing him. Jesus responded, “You have given the right answer; do this, and you will go to heaven.” We all nodded in approval.

Well, that's all good, but I had another question, "And who is my neighbor?"

Jesus looked at me with his clear eyes and told us this story:

"A Jewish man was going down from Jerusalem to Jericho, and some people robbed him and hurt him badly. Soon after that, a priest was going down that road; and when he saw the hurt man, he passed by on the other side of the road. Later, another important religious person also saw the hurt man and passed by on the other side. But a Samaritan eventually saw him and came near him. When the Samaritan saw the hurt Jewish man, he felt very bad for him. The Samaritan went to the hurt man and took care of his cuts and injuries. Then he put the hurt man on his own animal, brought him to an inn, and took care of him."

Can you imagine a story like that? (*Insert name of VBS director*) told me that you learned about Samaritans yesterday, correct? Well then you know that Samaritans and Jewish people just don't get along. We never have and I don't know why. I just can't believe that a priest and another man who worked in the church walked right past a person who had been badly hurt. How awful! As leaders in our community, they should have helped this person. I am VERY disappointed in those two men. I do not know a single person who would've walked past and not done anything.

I am also in shock that it was a Samaritan who came and helped the injured person. A *Samaritan!* Samaritans and Jewish people don't get along, we don't do anything together or even talk to each other, and to think, a Samaritan came through and helped the man! It's just a very surprising ending! The Samaritan was a very nice person.

After Jesus told us that story, he asked us, "Which of these three, do you think, was a neighbor to the hurt man?" Well, clearly it was the Samaritan, but I didn't even want to say that word... "Samaritan" (*said with disdain*). I could see what Jesus was doing. I had tested him and now he was testing me. Well I knew I had to reply to Jesus, so I finally said, "The one who helped the injured man." I'm embarrassed now that I couldn't say the word "Samaritan," but it's in the past and I'll say it to you: The Samaritan helped the injured man - not the pastor or the man who worked in the church - the *Samaritan*. (*Pauses for a second, thinking of the incredulity of the story.*)

And finally, Jesus said to me, "Go and do the same." Wow! It can be so hard to show love to Samaritans and to people who are different than me in general! But he is Jesus and it's hard to say no to him! Jesus has told us, you and me, to go out into the world and share our love with everyone—not just the people we like. What do you think? Are you up for the challenge?

The lawyer walks away from the area.

The director returns for story review with the children.

- What do you think about this story?
- Did it surprise you that the Samaritan was the only person willing to help the hurt man?
- Why do you think the others kept walking and didn't help the man who was hurt?
- What can we learn from this story? How should we treat others?

Family groups move to rotation stations for the lesson, activity, craft, and snack.

All-VBS Closing *After lesson, activity, craft, and snack*

Play and sing "Weave Us Together."

This week we have been talking about our neighbors in Southern Asia. We learned about amazing places like India and Thailand, East Timor, Indonesia, and Bangladesh! (*Show map of Southern Asia, invite one child at a time to come up and show where each country is.*) We also learned about different religions and heard some awesome Bible stories that showed us what great things can happen when people listen to and learn from each other.

- What religions did we learn about this week? (*Invite children to shout out the answers.*)
- What stories did we hear this week? What was your favorite story?

How exciting it was to learn that we are All God's Children! That really is something to celebrate!

Closing Prayer

This is a repeat-after-me prayer that we are going to say together.

Leader: Dear God,

Children: Dear God,

Leader: Thank you for teaching us

Children: Thank you for teaching us

Leader: To love our neighbors.

Children: To love our neighbors

Leader: Please help us,

Children: Please help us

Leader: To continue to learn

Children: To continue to learn

Leader: And to love people

Children: And to love people

Leader: Who are different from us.

Children: Who are different from us.

Leader: Thank you for making us different.

Children: Thank you for making us different.

Leader: Amen

Children: Amen

FAITH TRADITION: Sikhism

There are many Sikhs in the world, including in Bangladesh, the country we're learning about today, and in the United States and Canada! The word "sikh" (pronounced *sick*) means disciple, seeker, or learner. Sikhism began 500 years ago. Back then, Hindus and Muslims were living and working together in Pakistan, where Sikhism started. Sikhism was started by a man called Guru Nanak. Guru means teacher in Punjabi, so he was "teacher Nanak." He believed that the differences between religions are not important to God. He said, "Whose path shall I follow? I shall follow God's path." Sikhs believe that there is only one God and he is the same for every religion.

Sikhs follow a holy book called the Guru Granth Sahib. Inside this book are lessons from all the teachers who started Sikhism.

Sikhs worship in temples called gurdwaras. That's a pretty cool word! Let's all try to say it together – gurdwara. *Gurdwara*. Exactly! Now you know what Sikh temples are called. Whenever they enter the gurdwara, Sikhs remove their shoes and make sure to cover their hair.

Sikhism teaches that people of different races, religions, or genders are all equal in the eyes of God. It teaches that men and women are equal and that women can participate in any Sikh ceremony or lead the congregation in prayer.

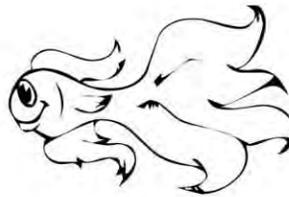
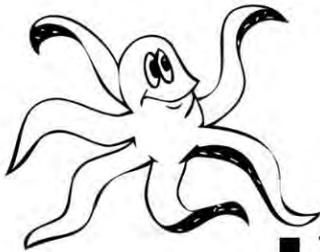
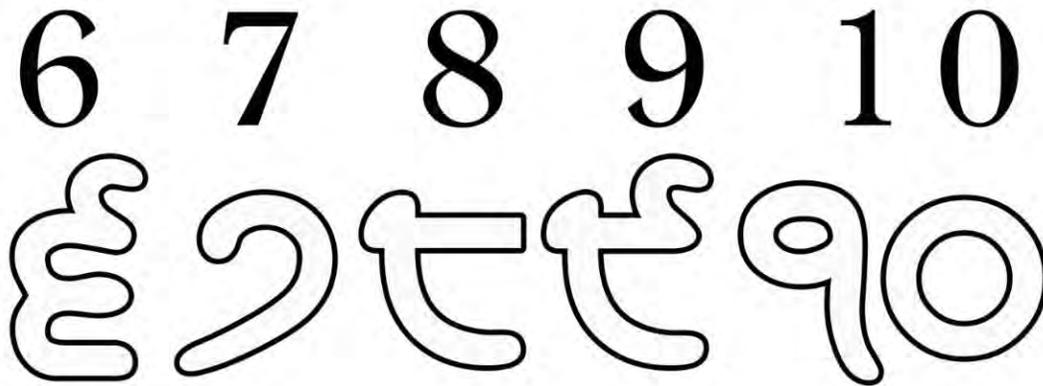
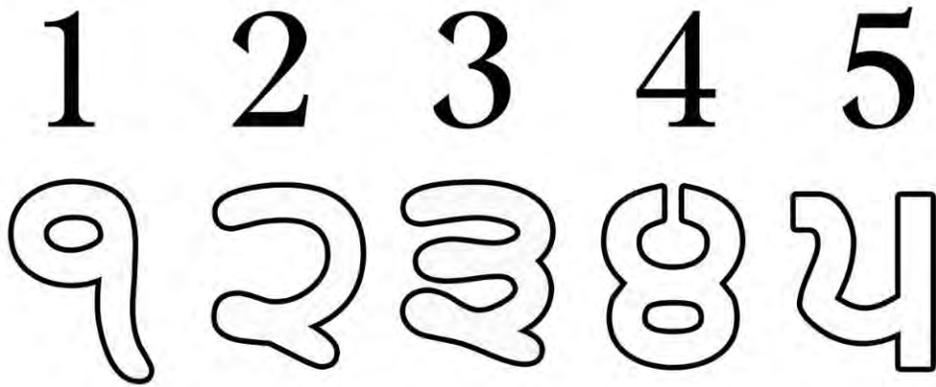
Sikhs believe honest living, equality of all human beings, and sharing and compassion are important.

ACTIVITY: Learn Numbers in Punjabi!

The Sikh religion originated in the Punjab region of India and Punjabi is the predominant language spoken by Sikhs.

Play this video so children can learn how to pronounce the numbers correctly:

https://www.youtube.com/watch?time_continue=91&v=bB9eK_P95tU



Little Sikhs™
www.littlesikhs.com

You can find this printable at

<https://static1.squarespace.com/static/5bfb7d41b98a787cb51215ff/t/5c796180eef1a1e4faff73c1/1551458688980/punjabi+numbers.pdf>

CRAFT: Weaving

Weaving is a popular art form throughout Southern Asia. *If you are able, you may wish to show this video about the process of weaving an Ikat print so the children see how it is done in Southern Asia:*

https://www.youtube.com/watch?v=B-IT9hIlyg8&list=PLiLn1fWr3_DyjpYR7MhPyyuN4HGID1Cq_D&index=2

Materials: 6"x8" pieces of cardboard and 1"x6" pieces of cardboard (for loom), scissors, ruler, yarn, large plastic needles, tape, small sticks (or popsicle sticks)

This project works best if the "looms" are made beforehand so that children can spend the entirety of craft time weaving.

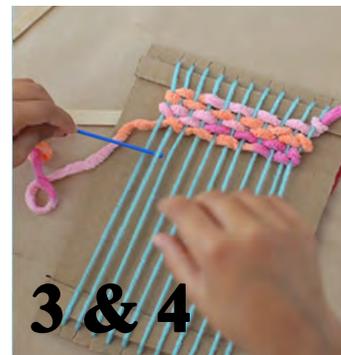
To make the loom:

1. Using the ruler, draw a straight line across the top and bottom (shorter edges) about a half inch from the edge. Measure in 1" from each side, then make 12 hash marks around 3/8" apart across the top. Repeat across the bottom.
2. Using an exacto knife or scissors, cut along each hash mark, stopping at the 1/2" line.
3. Glue on the 1"x6" pieces of cardboard so that the top aligns with the 1/2" line.
4. Cut 12 pieces of yarn and thread each slit, making sure to leave a 3" long tail at both ends. Tape ends to back with scotch tape. Make sure threads are tight, but not stretching the yarn.

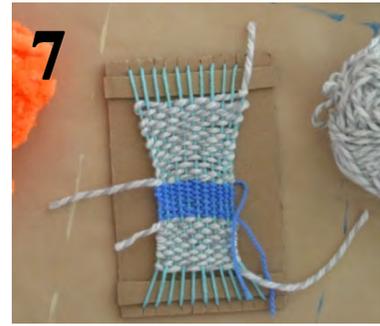


To weave:

1. Cut a 2-foot-long piece of yarn. Thread it through the plastic needle then tie a knot at the top of the needle. (If you do not have plastic needles, you can use a partly-unfolded paper clip: tie yarn to the curved end and continue with instructions. See image.)
2. Tie the end of the yarn that is not attached to the needle to the first piece of yarn, just below the 1x6" piece of cardboard, leaving a 3" tail. Position the knot so that the yarn appears to be coming from underneath the first piece of yarn. Slide the needle over the next string, then back under the third, over the fourth, and so on until you reach the last string. Pull the needle and all excess yarn through.
3. For the next row, go back in the opposite direction, continuing to use the over-under pattern. Make sure you are not going under and over the same yarns as the previous row. Each row should continue the pattern going under and over the opposite yarn as the previous row.
4. Continue for a few rows, alternating the over-under pattern, then push the yarn rows up so they are snug and there is no space between the rows.
5. To switch colors, cut a 3" tail off to one side of the weaving. Thread the new color into the needle (or bobby pin or paper clip) and continue the over-under pattern, again leaving a 3" tail where you began.



- Continue with as many colors as desired, always leaving a 3" tail of yarn at the beginning and end of every color. Don't worry about the tails hanging out – at the end they will all be taped to the back.
- When you reach the bottom of the loom, cut the yarn, leaving a 3" tail off to the side.



Taking the weaving off the loom:

- Undo the tape from the bottom on the back of the loom and carefully pull the bottom ends of yarn out of the notches.
- Starting on one side, tie each pair of the yarn together. Tie strings 1 & 2 together, 3 & 4, 5 & 6, etc. You will have six knots – double-knot each. Now, you can trim the hanging strings, leave them long, or decorate with beads or pom-poms.
- Undo the tape from top of the back of the loom and carefully pull the ends of yarn out of the notches. Again, tie pairs of yarn together with double-knots: strings 1 & 2, 3 & 4, 5 & 6, etc. Do not trim, do not add beads to this end.
- Flip the weaving upside-down so that you are looking at the back of the weaving. Tape down (or tie in) all 3" tails that were left from switching colors.
- Leave the weaving upside-down. Place the stick along the top of the weaving, directly on top of the yarn pairs you just tied together. Pull the yarn pair down over the top of the stick and tie into the top of the body of the weaving to create a loop. Repeat for all six knots.
- To create a hanger for your weaving, cut an 18" piece of yarn and fold over so that your yarn is doubly-thick. Loop the folded end around one side of the stick and knot it into place. Add beads if desired. Leaving a few extra inches of yarn, wrap the other end around the other side of the stick and double-knot.



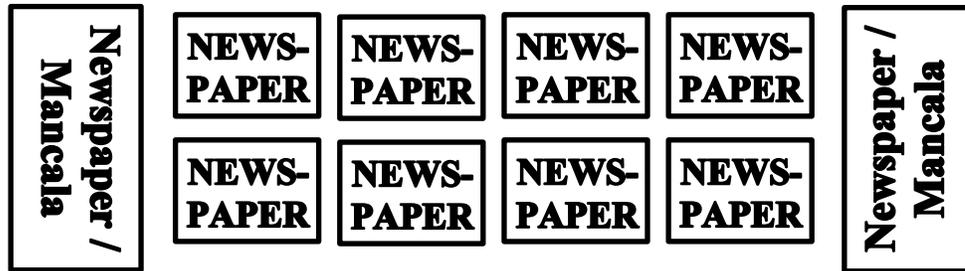
Instructions and photos adapted from <https://www.artbarblog.com/weaving-kids/>

GAME: Congklak (Mancala)

Congklak is a game like mancala that is played throughout Southern Asia under many different names. In this version of mancala, we work together with our teams instead of playing on our own.

Materials: 10 pieces of newspaper or printer paper, open area. You may also want some extra volunteers to be present on this day if family groups are small.

1. This version of mancala will be played with people as the pieces. Place the 8 pieces of newspaper on the floor in two rows with four on each side. Place a larger piece of newspaper at the end of the each of the two rows. This should mimic the shape of a normal mancala board.



2. Divide group into two teams with even numbers. This may be a good time to bring two different family groups together to play against each other or invite extra volunteers to be present for the activity. Teams stand on opposite sides of the board. All four newspapers plus the longer newspaper (mancala) to the right of the four belong to one team, and the opposite side belongs to the other team.
3. Divide the people on each team up equally among the 4 pieces of newspaper on their side of the board. If there are four people on a team, one person stands on each newspaper. If there are less, you may remove newspapers to accommodate (i.e. if you have only 3 people on each team you can remove two newspapers on each side of the board) and if there are more than 6 people on a team, more than one person may stand on a newspaper. Try to be as evenly distributed as possible.
4. Continue like normal mancala, with the players acting as the game pieces; all team members must decide together who, when, and how they move.

Rules of mancala

The object of the game is to collect the most pieces.

The game begins with one player picking up all the pieces from any of the spaces on their side of the board, then, moving counterclockwise, the player deposits one of the pieces on each space until the pieces run out. If the player runs into their own mancala, they deposit a piece, if they run into the opponent's mancala, they skip it and continue moving to the next space. If the last piece deposited is in that player's mancala, the player takes another turn. If the last piece deposited is in an empty pocket on your side of the game, the player takes the last piece deposited and any pieces on the space directly opposite (on the opponent's side) and places all those pieces in their mancala. The game ends when all spaces on one side of the board are empty. The player who still has pieces on their side of the board moves all the pieces to their mancala. Count the pieces in each mancala, the player with the most pieces wins. If helpful, here is a youtube video explaining the rules:

<https://www.youtube.com/watch?v=QjfajYNYfgc>

You may also want to have some mancala boards on hand so children can practice the game.

SNACK

Paratas *Bangladesh*

Makes 10 servings. Prep time 20 minutes.

Ingredients:

- 1 1/2 c all-purpose flour
- 1 T oil
- 1/2 t salt
- 1/2 cup water

Directions:

1. Mix the flour with oil and salt with your hands.
2. Slowly add water and mix with your hands lightly. When the mixture does not stick to your hands, it is ready.
3. Form 2-inch balls and roll out each into a snake on a floured surface. Rub with oil and roll up the snakes into a circle (like a snail). Roll these circles out thin and flat.
4. Heat oil in a pan and fry each side until golden brown.



Recipe and photo adapted from <https://recipes.sparkpeople.com/recipe-detail.asp?recipe=2166386>

Mango-Apple Chutney (Aamer Kashmiri Achar) *Bangladesh*

This is a traditional chutney recipe in Bangladesh. The chilis have been removed from this recipe to be more child friendly.

Prep Time : 30 minutes

Ingredients

- 1 raw mango/green mango
- 1 green or red apple
- 1 1/2 cups sugar
- 1/2 cup golden raisins
- 1 tablespoon ginger
- 1 cup white vinegar
- 1 tablespoon salt

Instructions

1. Wash mango and pat dry with a clean cotton cloth. Peel mango and cut into 6-8 pieces. Mix with 4 tablespoons of salt and keep into refrigerator for at least 2 hours.
2. After 6 hours wash again and strain excess water completely. Set aside and allow to dry.
3. Clean and cut the apple into 6-8 wedges and set aside.
4. In a large saucepan, mix sugar and all ingredients with mango and apple.
5. Turn stovetop to low heat and cook low heat.
6. Stir occasionally so the mixture does not stick to the bottom of the pan.
7. After 10-15 minutes a syrup should form and the fruit will become soft.
8. Once cooked, remove from stove and allow to cool at room temperature. Syrup will thicken as it cools.
9. Transfer to closed container and refrigerate until use.
10. Eat with paratas (recipe above), naan bread, or crackers.



FUN FACTS: Bangladesh

- People in Bangladesh speak the Bangla language.
- Money in Bangladesh is called “taka.”
- Bangladesh has six seasons instead of four. It has grismo (summer), barsha (rainy season), sharat (autumn), hemanto (cool season), sheet (winter), and bashonto (spring).
- The national animal of Bangladesh is the Royal Bengal tiger. It has a roar that can be heard up to miles away!
- Half of the people in Bangladesh are farmers.
- In Bangladesh, the left hand is considered to be unclean. The right hand is used when greeting someone, eating, or passing food.
- Cricket is the most popular sport in Bangladesh.
- Jackfruit (Kathal in Bengali) is the national fruit and the mango tree is the national tree of Bangladesh.

LETTER: Tara

My name is Tara. I live in Bangladesh and I am 11. My family is Sikh.

We worship at a *gurudwara* and it is also a community center. We have to take a bath before we go to the *gurudwara*- everyone in our family. When we get to the gate of the *gurudwara*, we take off our shoes and wash our hands and feet. Again! Then we enter and bow at the *Sri Guru Granth*, our holy book, and give an offering of money.

My father and brother sit on one side of the carpet with the men, and my mom and I sit with the women. A leader reads the scriptures and we sing *kirtran*, which means singing hymns to God. I love singing! But my favorite part is eating together after worship.

Our *gurudwara* has a kitchen called a *langar* and the meals we make are open to anyone, even if you aren't Sikh. We do this to show that all people are equal, even if they are different.

Sikh men, like my dad, are supposed to wear a turban to show that they are all equal. They grow long beards, too! We don't cut our hair because we believe our hair is a gift from God. So, Sikh men and women, and even children, have very long hair.

Since our religion started in India, we celebrate Diwali, the festival of lights, just like Hindu people do. We remember an important Sikh *guru* (teacher). We go to *gurudwara* and sing *kirtran* and have a meal. But the best part is fireworks at night and decorating our house with lamps and lights!

Appendix

Sample Letter to Parents

This sample letter is for the parents of children who will be participating in this curriculum series. This letter provides information about the topics that will be covered during the week at Vacation Bible School and can be helpful in engaging parents more deeply in the content. Feel free to modify it to fit the needs of your congregation.

Dear Parent,

Your child will be participating in *All God's Children*, a curriculum for children created by Global Ministries that explores diversity and God's presence in Southern Asia. Each day, children will be learning about a Bible story that illustrates unity and diversity, along with a world religion, a different country, and what life is like in the words of children who live there today. We believe this is an exciting curriculum that brings new meaning to familiar stories.

The children from around Southern Asia who share their stories may have many things in common with your child. However, some parts of their lives are vastly different, so we encourage you to maintain an open conversation with your child about what they are learning.

This curriculum is part of the Global Ministries Southern Asia Initiative, which invites the whole church to focus on the Southern Asia region. We pray that this program will help to foster a sense of wonder in your child as they explore new places and meet new faithful friends who live there.

Peace,

(Insert Director's Name and Church Name Here)

Giving Opportunities

Many of the most creative and inspiring fundraising activities to support Global Ministries partners and programs are led by Vacation Bible School groups and youth camp participants! Making gifts for and taking leadership in a fundraising effort is a wonderful opportunity for children and youth to participate in God's mission today and to feel more connected to the vital ministries carried out by Global Ministries and global partners.

Global Ministries works with partners in Southern Asia and around the world to provide food, healthcare, clothing, housing, school fees, and books for children. If your Vacation Bible School, Youth Group, Sunday School class, or Youth Camp program is interested in hosting a fundraiser while studying the *All God's Children* curriculum, Global Ministries invites you to learn more about Southern Asia partners who organize children's programs:

- [Child Development Centers and Residential Homes of the Diocese of Durgapur](#) of the Church of North India Diocese of Durgapur of the Church of North India provides children with formal education, meals, musical instrument lessons, medical check-ups, sports, sewing lessons, and more.
- [Empowering Children and Youth program of the Church of the American Ceylon Mission](#) has daycare centers and after-school programs for children and youth in Sri Lanka with activities such as leadership training, peace building, sports, and receiving school supplies and meals.
- [Family Village Farm](#) is a Global Ministries Child and Elder Sponsorship partner in India that provides food, clothing, education, and training for children living at the home.
- [Lisadila School](#) educates children in a remote community in the country of East Timor.
- [Snehakunja Children's Home of the Church of North India](#) is a ministry for children who are ill or have lost parents to HIV/AIDS.

Information on sending gifts to Global Ministries online or by check in the mail can be found at www.globalministries.org/give. To request free materials, photos, giveaways, or for additional information, contact the Office of Resource Development at (317) 713-2555 or gifts@dom.disciples.org.

Looking for inspiration from successful fundraisers hosted in the past?

- Parkway Christian Church in Davie, Florida raised funds for the Food for Learning program of CONASPEH in Haiti by hosting an auction of artwork by children throughout the week of Vacation Bible School.
- The Bible Day Campers of St. John's UCC in Boalsburg, Pennsylvania raised funds to send solar powered lights to Global Ministries partners. For every \$15.00 raised, the campers added a sun ray to a large sun.
- Hilltop United Church of Christ in Parker, Colorado raised funds for Daisy Dube Children's Home in Zimbabwe through hosting a horseshoes game tournament.
- Central Christian Church in Washington, Indiana raised funds for a project in Mexico through a noisy offering in the service full of the coins and change as they walked down the church aisles.

Additional Activities

The following activities may be used in place of or in addition to the activities provided in the VBS.

Labyrinth

Materials: If your church has a permanent labyrinth space, invite the children to use it, always respecting the space. If your church does not have a permanent labyrinth space, use this design to create a labyrinth on a large-scale using chalk or tape on a basketball court or stones in a courtyard.

Labyrinths usually have three movements. Invite the children to go through the labyrinth slowly, thinking about the following things. As they reach the center, they may pause or continue walking. Encourage each child to go through the labyrinth slowly and quietly, respecting the journeys of their groupmates. Allow children to enter one at a time, with about a minute between each person. They are allowed to pass the person in front of them on the path, because everyone must go at their own pace, but they must do so quietly, and without touching the other person.

A labyrinth helps direct one's focus toward God. Unlike a maze, which has dead ends and the possibility of getting lost, a labyrinth has a clear path, but it sometimes takes unexpected twists and turns. In this way it resembles the journey of life.

1. As one moves toward the center of the labyrinth the person focuses on letting go of worldly attachments or coming to God with a question.
2. At the center, the person comes to the center of their relationship with God. One may linger in the center of the labyrinth, spending time reflecting on one's relationship with God and praying.
3. Eventually, however, the need returns to move out into the world again. As the pilgrim leaves, they walk with Jesus back into the world as a renewed person.



Labyrinth descriptions and instructions adapted from: <https://emu.edu/seminary/labyrinth>

Fly the kites!

Fly the kites you made earlier this week!



Sardines

Similar to hide-and-seek, but only one person hides and everyone else looks for them. As seekers find the person hiding, they hide with them. The last person to find the group of hiders becomes the hider for the next round.



Dog and Bone

Materials: Handkerchief or plastic bottle, ample open space

1. Divide the group into two teams.
2. Place the handkerchief or plastic bottle in the center of the room. This is the "bone."
3. One person from each team comes to the center of the group and attempts to take the "bone" back to their team. Players cannot touch each other; they must find a way to get the bone without touching the other player.
4. Once one player has successfully retrieved the bone to their team, the player who lost is removed from the game and another person from each team comes forward to try to take the bone again.
5. The game is over when one team has lost all their players and, thus, has no more players to come forward and try to take the bone.



<https://www.thebetterindia.com/53779/old-childhood-verge-of-extinction-indian-games/>

Songs

Here is a list of songs that fit along with the theme for the week. We encourage the same song every day, but you are welcome to include more songs into the opening and closing sessions if there is time.

Song	Link
Weave Us Together (Main Song)	https://www.youtube.com/watch?v=XiTS6RPYTNE
Jesus Loves the Little Children	
The More We Get Together	https://www.youtube.com/watch?v=lldmkrjXQ-E&t=88s
To Dwell in Unity	https://www.youtube.com/watch?v=To1g6glvRjc

Religion Information

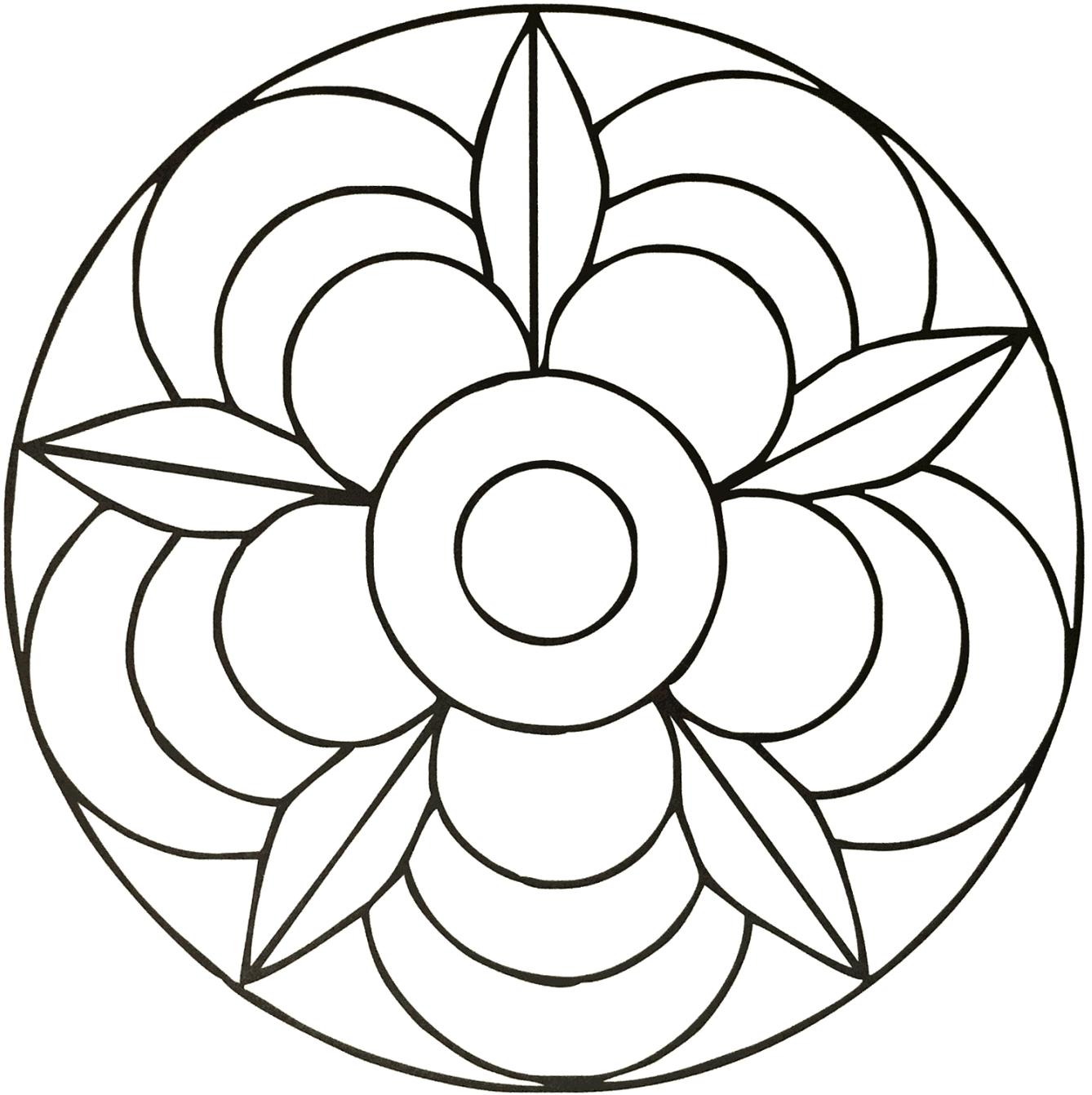
The United Religions Initiative has a plethora of information about the religions we have learned about in this VBS. If you wish to deepen your knowledge about these religions (and other world religions!) visit <https://uri.org/kids/world-religions>.

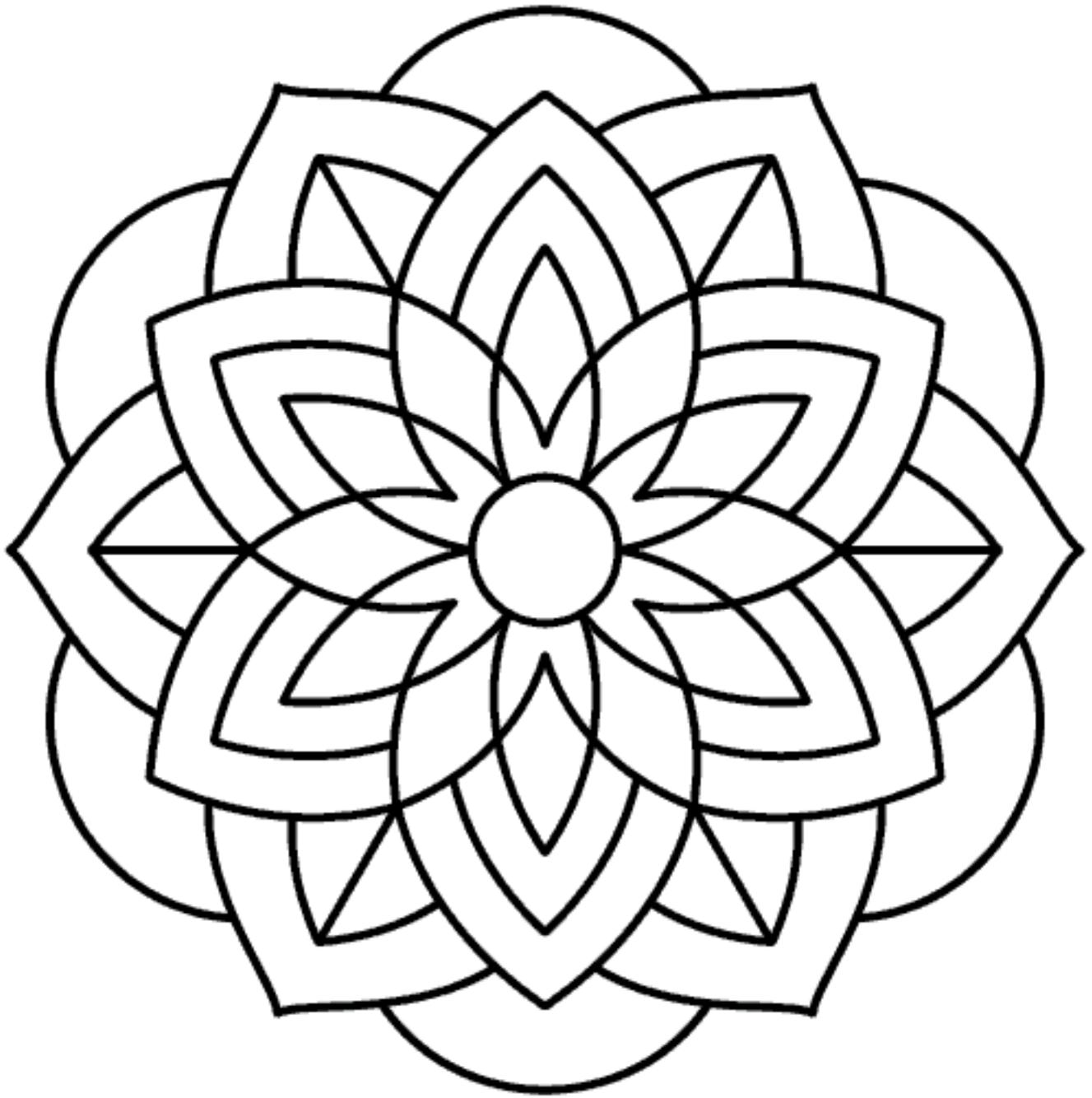
Additional Resources: Books

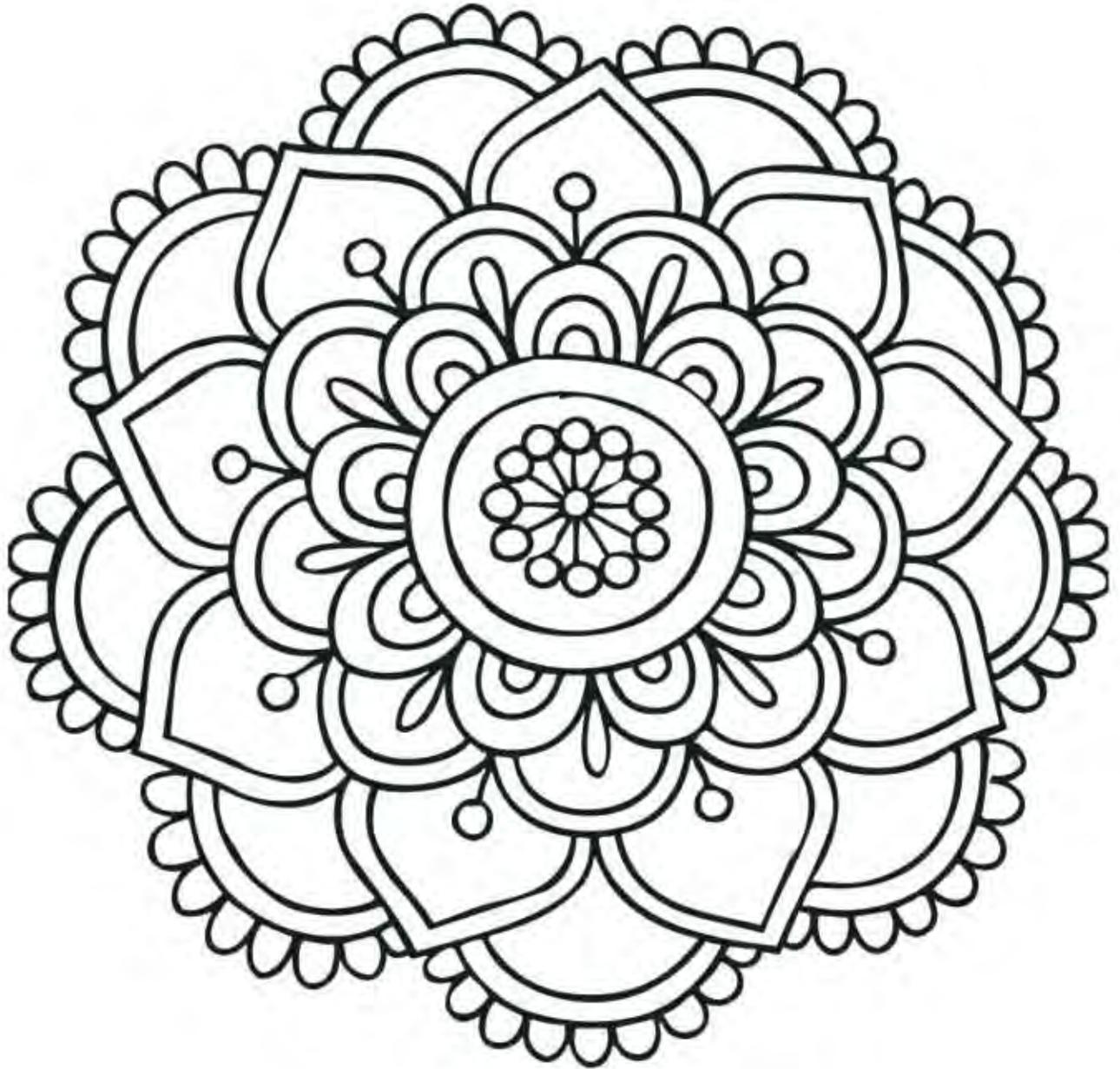
	Book Title	Author
Day 1	<u>Say Hello!</u> <u>Oh, the Places You'll Go</u>	Rachel Isadora Dr. Seuss
Day 2	<u>Same, Same. But Different</u>	Jenny Sue KostECKI-Shaw
Day 3	<u>Timeless Tales of Malaysia</u>	Tutu Dutta
Day 4	<u>Laila's Lunchbox</u>	Reem Faruqi
Day 5	<u>Who is My Neighbor?</u>	Amy-Jill Levine

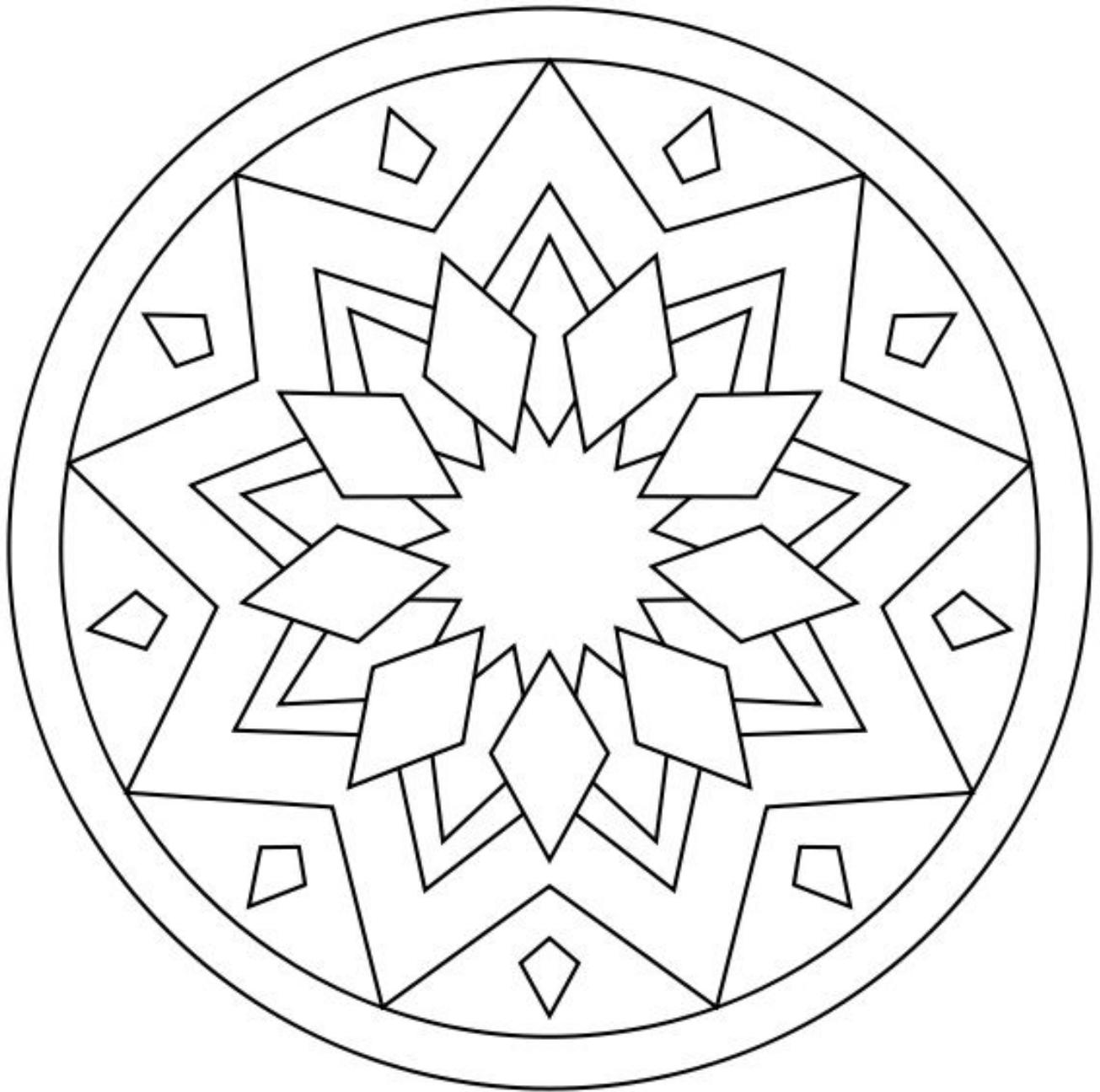
Craft and Activity Supplements

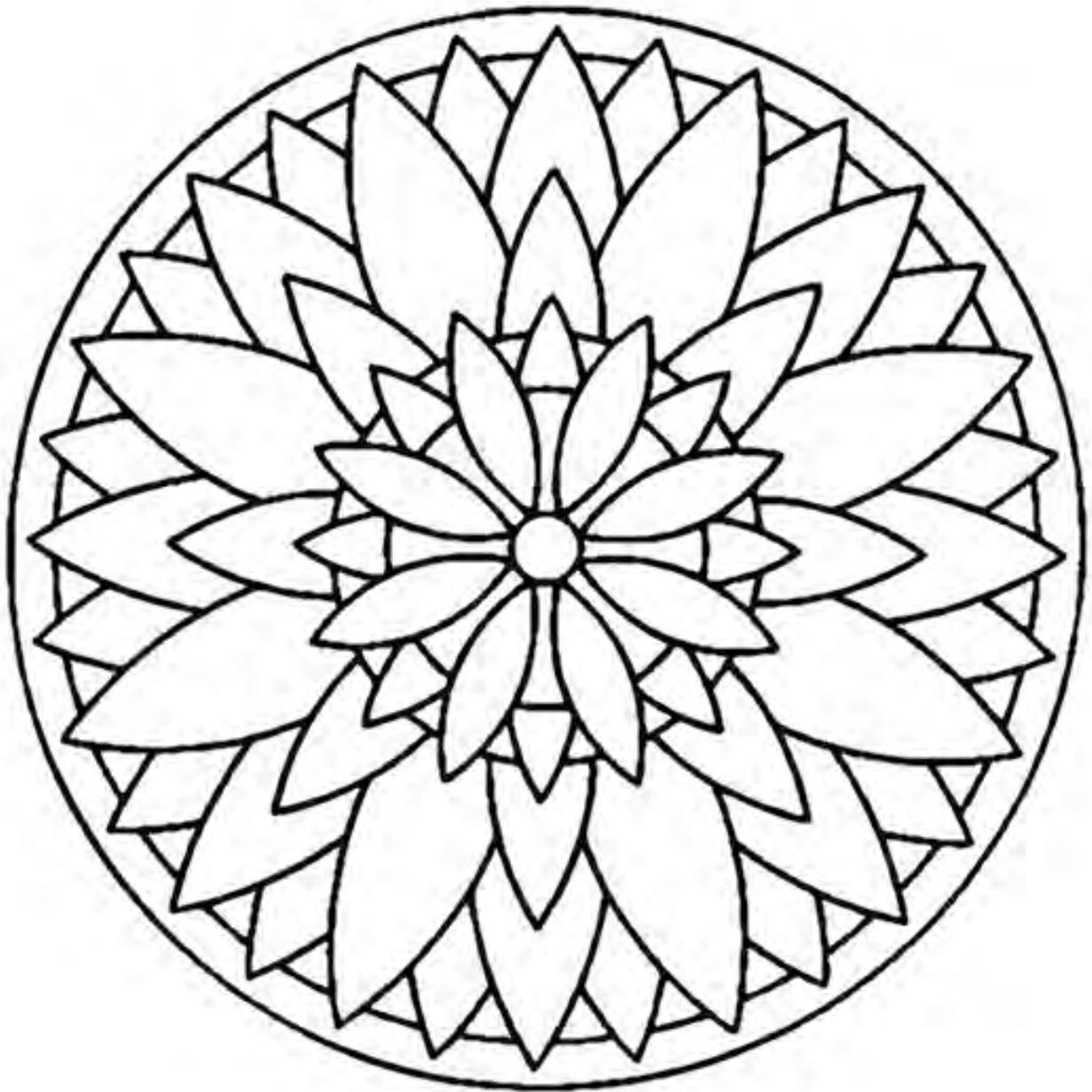
Sample Mandalas



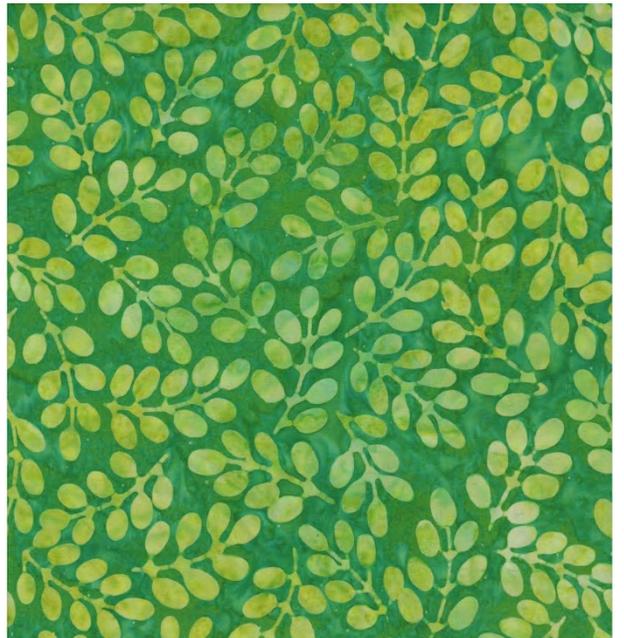
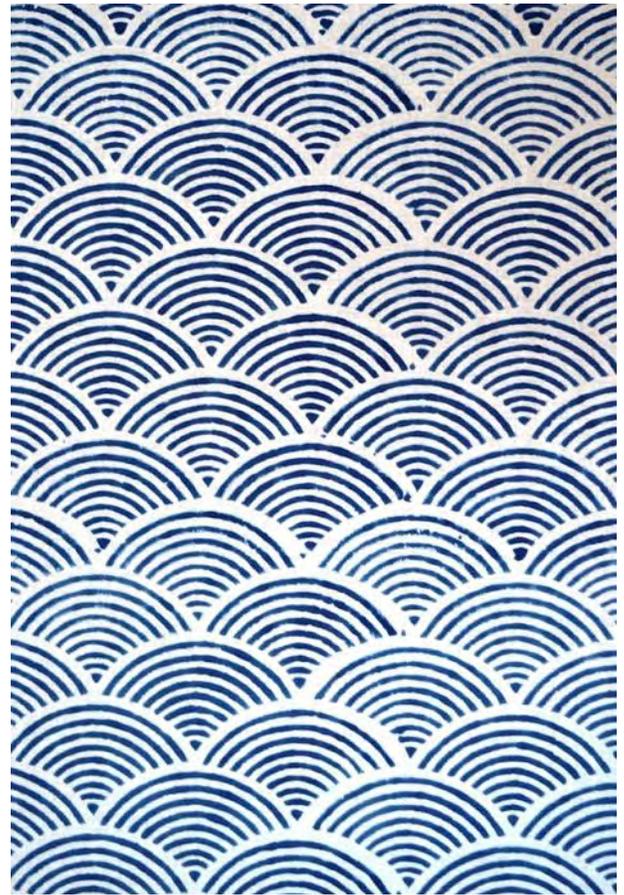


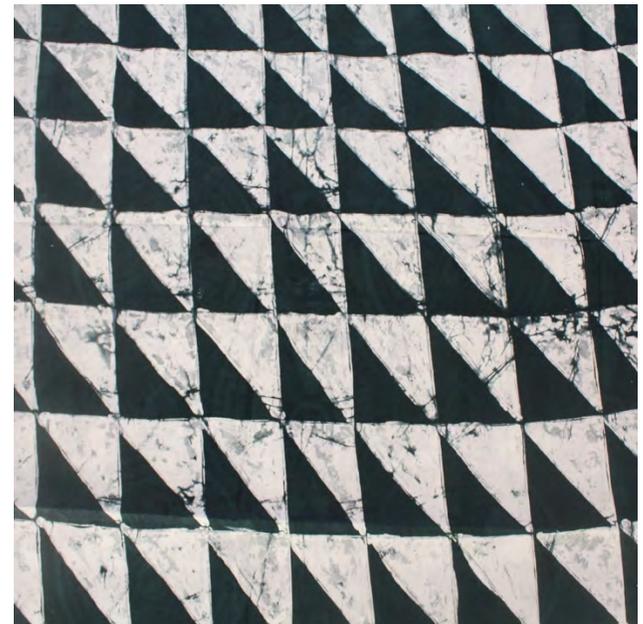






Sample Batik Patterns





CALM DOWN YOGA FOR KIDS



I am strong.

Use your strength to catch tricky waves.



I am kind.

Stretch high and spread kindness all around.



I am brave.

Be brave and fearless as you fly down the ski run.



I am friendly.

Stretch like a dog wagging its tail.



I am wise.

Be a wise owl perched on a tree branch.



Childhood 101 & Kids Yoga Stories

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Good Deeds Activity Cards (Dhull Hijjah)

Be Nice to
our Neighbours



Smile! It's a good
thing to do



Keep in touch
with Family



Visit people who
are sick



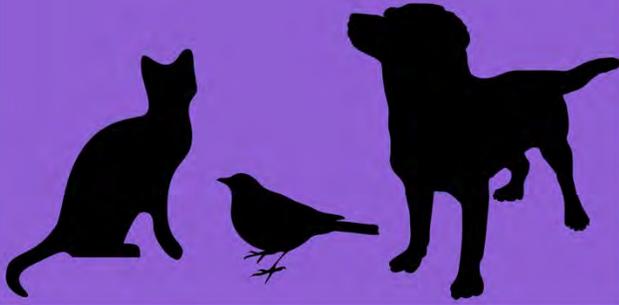
Keep Clean



Give Gifts



Be Kind to all
Animals



Say
'Assalamu Alaikum'
when we meet
someone



Remove harm from
pathways



Be good to
our Parents



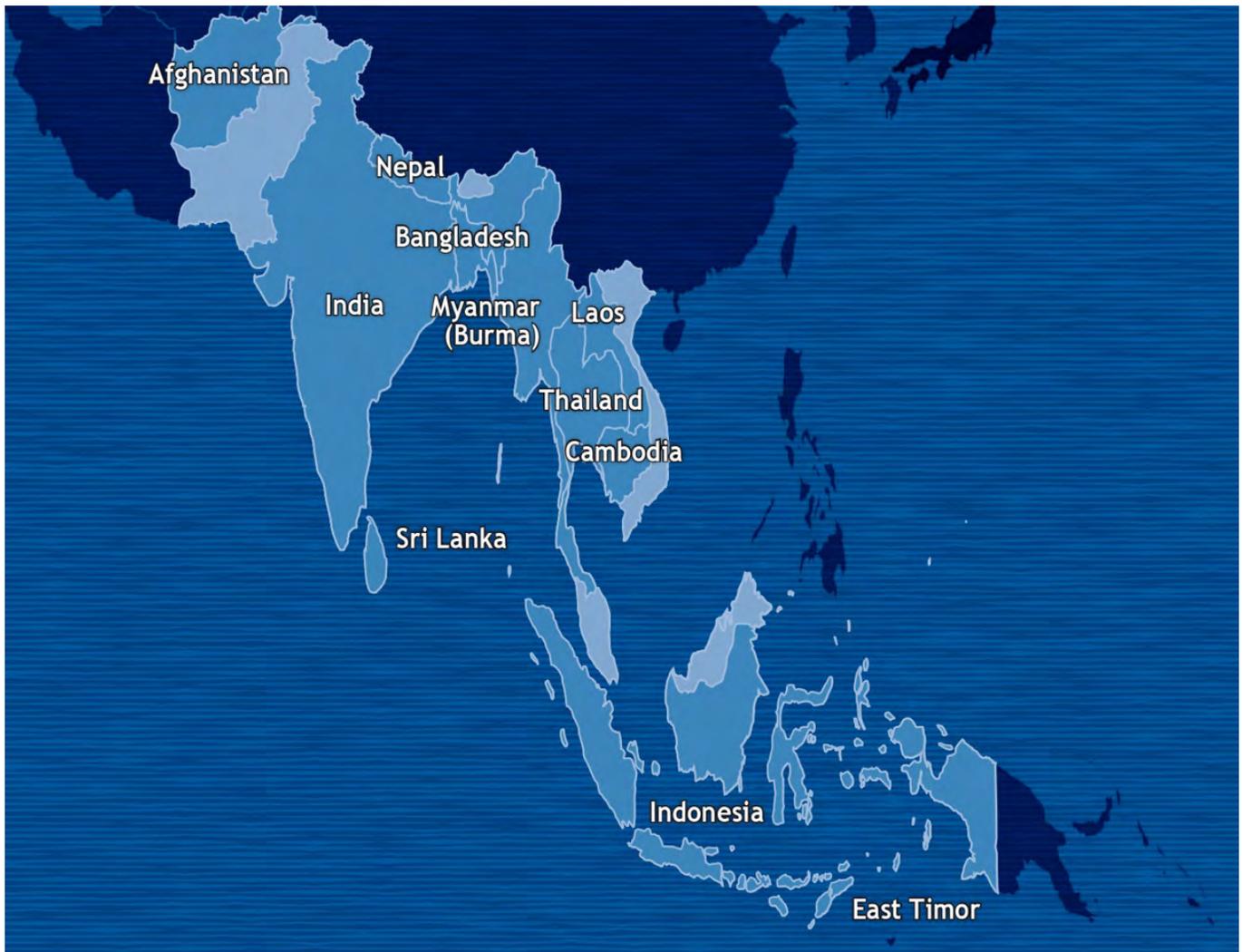
<http://parenthoodmuslimstyle.com/wp-content/uploads/29/DhulHijjahActivityPages1-3.pdf>

Rules

The following rules are suggestions for facilitating a safe and healthy Vacation Bible School. Add and remove as you see fit. List rules during the first day of VBS and post the rules in a central area so they are visible.

1. No hitting or fighting.
2. No name calling.
3. Listen when others are speaking. Raise your hand to speak during group activities.
4. Stay inside the church (or building where VBS is being led).
5. In case of an injury or emergency, find an adult, preferably the VBS director.
6. Stay with your family group at all times.
7. If you feel uncomfortable, find an adult you trust to explain the situation. Adults should address the issue with discretion, according to the Child Protection Policy.

Southern Asia Map



Global Ministries Partners in Southern Asia

To learn more about the countries featured in this curriculum, in addition to the rest of Global Ministries' partners in Southern Asia, we invite you to explore the organizations listed below. You can also visit <https://www.globalministries.org/southernasia>.

Bangladesh

The **Christian Commission for Development in Bangladesh** operates development programs throughout Bangladesh, serving 51,000 poor families. Programs include literacy training, loans to start small businesses, skills training and women's programs. It also provides disaster relief and rehabilitation assistance when needed. The Bangladesh lowlands are frequently subjected to flooding.

The **Church of Bangladesh's** goal is to uplift the status of people in the church community and reduce the social, economic and moral inequalities. This Community Development Projects aim to empower the rural poor people around issues of health, women's rights and human rights and to provide vocational development opportunities for youth and adults (especially including women).

East Timor

The **Protestant Churches of East Timor (IPTL)** was founded in 1979 as a coordinating body between formerly independent churches in East Timor. The IPTL is fully committed to and engaged in spiritual, cultural and social reconstruction of their young country. Currently the church is involved in leadership training and on-going education of its pastors, to enhance their effectiveness and improve their pastoral skills.

India

Global Ministries has 17 partner organizations in India working on a variety of subjects ranging from community health to theological education to women's rights and environmental justice. For the full list of our partners and projects in India, visit <https://www.globalministries.org/india>.

Indonesia

Global Ministries has 13 partner organizations and projects in Indonesia working on a variety of subjects, including theological education, agriculture, and clean water. For the full list, visit <https://www.globalministries.org/indonesia>.

Sri Lanka

The **Church of the American Ceylon Mission (CACM)** has roots in the work of early missionaries in the Jaffna peninsula of Sri Lanka from 1813 onward. These were missionaries sent by the American Board of Commissioners for Foreign Missions (ABCFM), the predecessor body of UCC mission that celebrates over 200 years of global mission, and a predecessor body of today's Global Ministries.

The **Ecumenical Institute for Study and Dialogue** is dedicated to promoting mutual understanding and cooperation among members of the various religious traditions represented in Sri Lanka. The Study Center building is used by a number of church-related organizations and other institutions to provide accommodation for participants involved in Study Programs. The endowment fund enables the EISD to continue developing and offering opportunities for programs that will promote respectful and cooperative relationships among differing faith traditions.

The **National Christian Council of Sri Lanka** has been involved in interfaith dialogues, theological education and rehabilitation in the midst of the civil war. They are now developing their capacity to address the HIV/AIDS crisis. The National Christian Council of Sri Lanka has been involved in interfaith dialogues, theological education and rehabilitation in the midst of the civil war. They are now developing their capacity to address the HIV/AIDS crisis.

Thailand

The **McGilvary Faculty of Theology** is dedicated to preparing quality leadership for the Christian church in Thailand. Payap University is a Christian institution that offers an excellent education and training in a variety of subjects. Both Payap University and McGilvary are attended by students from several nations of Southern Asia in addition to Thailand, including China, Myanmar, Vietnam, Cambodia, and Laos.

The **Church of Christ in Thailand** has active programs in HIV/AIDS education and prevention. They also are providing vocational training to tribal women in the hope that this will reduce the numbers of women joining the sex industry.

Please consider the environment when using this curriculum – only print the pages that you need and, if possible, print double-sided on recycled paper.

Share with Us!

Please use this form to let us know when and where you used the *All God's Children* curriculum so we can share your story with others and so that you can offer suggestions and comments about this curriculum. Return the form to either the Cleveland, OH office or the Indianapolis, IN office (addresses are on the final page).

Date of VBS _____

Your Name _____

Role in program _____

Phone _____ E-mail _____

Church Name _____

(Street) (City) (State) (Zip)

My overall rating of the *All God's Children* curriculum is (circle one):

Excellent Good Fair Poor

The best parts of the *All God's Children* curriculum are:

My suggestions for improving the *All God's Children* curriculum are:



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