



# Journey to India



An Educational Experience for the Children of The Christian Church (Disciples of Christ) in the United States and Canada and The United Church of Christ

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[www.docfamiliesandchildren.org/kids-to-kids](http://www.docfamiliesandchildren.org/kids-to-kids)

[globalministries.org](http://globalministries.org)



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# Overview

## Vacation Bible School Curriculum

Welcome to Journey to India, an educational experience to teach children, of all ages, about some of the mission work of Global Ministries, a joint ministry effort of the Christian Church (Disciples of Christ) and The United Church of Christ.



The development of this VBS material is part of the expansion of KIDS to KIDS, a children’s mission program that gives children in North America opportunities to learn about and serve children from other parts of the world.

Here you will find everything you need to create a memorable Vacation Bible School experience for your whole faith community. The program can be adapted for use in small or large congregations, in urban or rural settings with many or few resources and everything in-between. It can be held during the day or evening. It can be adapted for church school classes or other small group experiences.

This curriculum is web-based so that it is available to all, free of charge! There is a cost of \$10 for the Journey to India music CD.

Web-based means that we can easily link you to other helpful websites. No doubt you will find many additional helpful sites. The amount of information is incredible. The direct contact with people in far away places is exciting. These facts help to remind us of our interdependence upon one another.

Everyone who takes part in Journey to India will be immersed in Indian culture, traditions, games, crafts, stories and foods for five days. They will have opportunities to reflect on Biblical passages and share experiences with a “family” of children and adults.

The goal of this program is two-fold — to help participants develop a deeper understanding and appreciation of people who live in the country of India and to learn about and support some of the Global Mission Projects in India.

India is a vast tapestry of languages, customs, religions and people. By the end of the week, India will feel much closer and more familiar to your faith community. Perhaps you may consider going even deeper into your study of India and the work of our Global Mission Partners. Perhaps your faith community will decide to take a People-to-People Pilgrimage to India to visit the places you have learned about through Journey to India.

While participants will learn much about how Indian culture differs from North American culture during this experience, it is important that they also realize how much alike is the human family. Leaders are encouraged to look for ways to point out that, beneath the surface differences, human beings share many of the same feelings, hopes and dreams. We are all God’s people and we are interrelated despite differences in faith traditions, cultures, skin colors, and geography.

## DAILY THEMES

Day 1 Preparing for a Journey

Day 2 Who is my Family? Global Ministries Mission, the Family Village Farm

Day 3 A Light in the Darkness is a Good Thing!  
Global Ministries Mission, Deep Griha Society

Day 4 A Day of Healing, Global Ministries Mission, Khariar Hospital

Day 5 Let us Celebrate and Praise God Together!



## CONTACTS

Global Ministries, Disciples Home Missions of the Christian Church (Disciples of Christ) and Local Church Ministries of the United Church of Christ hope that you find Journey to India a stimulating and fun event for your whole congregation.

If you have questions or suggestions please contact:



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## PRAYER OF PREPARATION

Dear God,

We pray for the children. We pray for the country of India. And we pray for ourselves – the people who gather together to share Your love for all Your children. *Vanakkam* (welcome). *Namaste* (the light in me acknowledges the light in you).

Amen



# Suggested Time Line for Directors and Organizers

## **THREE TO SIX MONTHS BEFORE JOURNEY TO INDIA**

- \_\_\_ Begin praying for your church's program.
- \_\_\_ Choose the dates, time frame, and location for your program.
- \_\_\_ Choose a Director (or Co-Directors).
- \_\_\_ Set a budget. If extra funds are needed, consider a special offering, fund-raiser or possibly charging a fee for participants.
- \_\_\_ Start collecting decorations, costumes, and other materials.
- \_\_\_ Does your church have a child protection policy?

## **TWO MONTHS BEFORE JOURNEY TO INDIA**

- \_\_\_ Begin recruiting volunteer staff.
- \_\_\_ Estimate your enrollment (based on previous years) and use this to plan how many Cottage Families you will have and how many Cottage and Grandparents will be needed.
- \_\_\_ Put out a list of supplies and materials that volunteers might donate (see Appendix H).
- \_\_\_ Investigate facilities and make a plan for where each aspect of Journey to India will take place (see Facilities section).
- \_\_\_ Begin publicity.
- \_\_\_ If you are using signing for song choruses and memory verses, line-up someone to do learn and do signs.

## **EIGHT WEEKS BEFORE JOURNEY TO INDIA**

- \_\_\_ Go through donated materials and supplies. Order needed materials.
- \_\_\_ Check with volunteers who are making costumes and decorations.
- \_\_\_ Complete recruitment of volunteers.
- \_\_\_ Increase publicity.
- \_\_\_ Plan the daily schedule (see sample schedules).
- \_\_\_ Hold orientation/organizational meeting with all volunteers.
- \_\_\_ Plan an Open House.
- \_\_\_ Begin pre-registration of participants.

## **FOUR WEEKS BEFORE JOURNEY TO INDIA**

- \_\_\_ Hold an Open House.
- \_\_\_ Continue to publicize the event.
- \_\_\_ Continue pre-registration.
- \_\_\_ Check with Cottage Parents, Story Teller(s), Mission Interpreter(s) and people in charge of each area (such as snacks, crafts, games, etc.) to see if they have questions or need help.
- \_\_\_ Decide which mission project(s) will receive your VBS offering.



## **TWO WEEKS BEFORE JOURNEY TO INDIA**

- \_\_\_ Check registration count.
- \_\_\_ Check supplies.
- \_\_\_ Continue publicity. Send out a news release to local newspapers, radio stations, and television stations. Announce Journey to India at worship and other church gatherings.
- \_\_\_ Make sure backup and emergency plans are in place. Review child safety and protection plans. Make sure a first aid kit is available and up-to-dated.

## **ONE WEEK BEFORE JOURNEY TO INDIA**

- \_\_\_ Assign children and Cottage Parents and Grandparents to Cottage Families.
- \_\_\_ Meet with staff again.
- \_\_\_ Decide when and where staff will meet each day for prayer and organizing.
- \_\_\_ Help staff members decorate their areas and prepare to carry out their roles.

## **DURING JOURNEY TO INDIA**

- \_\_\_ Register new families.
- \_\_\_ Be sure everyone has needed supplies and materials.
- \_\_\_ Establish and maintain a first-aid station and be sure everyone knows the location.
- \_\_\_ Provide a daily schedule to each Cottage Leader.
- \_\_\_ Make sure schedule runs smoothly.
- \_\_\_ Support all staff.
- \_\_\_ Be available to help with any disciplining problems.
- \_\_\_ Meet with staff after each day.
- \_\_\_ Maintain a first-aid station.
- \_\_\_ Oversee Cottage Families and activity sites.

## **AFTER JOURNEY TO INDIA**

- \_\_\_ Collect reusable supplies.
- \_\_\_ Follow up with visitors.
- \_\_\_ Report to church.
- \_\_\_ Present video, slide show, or PowerPoint presentation.
- \_\_\_ Meet with staff to evaluate program.
- \_\_\_ Thank volunteers and participants.
- \_\_\_ Consider holding a follow-up Fun Day to celebrate.

## **TAKING IT FURTHER**

- \_\_\_ Book studies, movies (*Gandhi* and *Slumdog Millionaire*) comparative religion classes, yoga classes. PBS series, *The Story of India*.
- \_\_\_ Continue to give to the India missions that were studied this week.
- \_\_\_ Continue to make Comfort Quilts and give away (Appendix I).
- \_\_\_ Consider a mission trip to India.
- \_\_\_ Encourage individuals and groups within the church to sponsor a child (Appendix F).
- \_\_\_ Send cards and encouraging letters to our Mission Partners in India.



# Staffing

## GENERAL SUGGESTIONS:

- You must have 2 adult (18 and over) leaders for each family group. Assign two people to the other roles whenever possible.
- Ask families how they will help out when they register their children.
- Think about how to include everyone in the congregation and community who may have time and talent to share (see ideas at the bottom of this section).
- Some jobs can be shared, for example you could have several different people lead crafts and games on different days. There could be a different story teller each day. Several people could take on the responsibility of being the Mission Interpreter.
- **the Family cottage parents and Grandparents and the coordinator of the preschool program need to be volunteers who can commit for the whole week.**
- It is highly recommended that the Music Director also be able to commit for the whole week.

## DIRECTOR (OR CO-DIRECTORS)

These folks should be organized and responsible and have a passion for children's ministry. They need to have the time and energy to devote to overseeing all the preparations as well as being present the week of VBS. Sharing this duty can lighten the burden and make it more fun!

### *Responsibilities include:*

- Planning for and coordinating Journey to India.
- Securing volunteers.
- Holding orientation and planning meetings.
- Sharing news and needs with the congregation and community.
- Supervising all leaders and volunteers.
- Purchasing needed materials and supplies.
- Conducting an evaluation at the end of the program and sending feedback to the Office of Family and Children's Ministries at Disciples Home Missions.

## DECORATION AND COSTUMES COORDINATORS

This role could be filled by one of the Directors. This person would oversee the decorating for all areas of the program and the collecting or overseeing the making of costumes.

### *Responsibilities include:*

- Preparing space for Opening and Closing.
- Gathering airport personnel uniforms, travel posters, gate numbers, directional signs.
- Making space look like an airplane and/or airport waiting area.
- Gathering materials for traditional Indian costumes or having costumes made.
- Working with other leaders to gather, make or purchase materials to decorate their respective areas — crafts, story time, cottages, snack area.
- Preparing an area for a festive "banquet" or tasting fair on the last day of the program.



## **MUSIC DIRECTOR**

Choose someone who loves to sing or play an instrument and is comfortable leading a large group. This person may also direct dramatic presentations, if these are included. Consider whether other musicians or an accompanist are needed. A CD of the theme song and several other children's songs can be purchased from Disciples Home Missions for \$10. Sheet music is included in Appendix L. Consider having rhythm instruments for the children to use during music times.

### *Responsibilities include:*

- Learning and teaching the music.
- Leading singing for the entire week of Journey to India.
- Coordinating and supervising other musicians.
- Coordinating and leading dramatic presentations, if these are included.
- Coordinating with person teaching sign language/movements for songs or choruses.
- Collecting and making CDs of Indian Music available to all leaders.

## **MISSIONS INTERPRETER**

This role may be filled by an individual who cannot manage a more active volunteer role. The Missions Interpreter learns about the three India Mission Projects and the local church project, if you are doing one. The Mission Interpreter shares this information with everyone else. Dressing up and acting like Paula King (founder of Family Village Farm) and representatives from the other missions could be a fun option!

### *Responsibilities include:*

- Learning about the three India Mission Projects. Helpful information is also posted in Appendices E and F. Learning about the local mission project to which you are donating items or to what agency you are giving a Comfort Quilt. Information on Comfort Quilts can be found in Appendix I.
- Preparing presentations, pictures and props to help participants and volunteers understand the work of the different mission projects and what donations and offerings can do to help with the work of the different mission projects. These presentations can take place during the opening and closing ceremonies, during the story times, and during visits to individual Family Cottage groups. The Missions Interpreter could also introduce the scriptures and memory scriptures for each day.
- Dressing in traditional Indian costumes.
- Collecting and ensuring the security of all donations and offerings.
- Overseeing the distribution of donations and offerings.
- Being present during the whole VBS experience to talk with individual participants about the missions and answer questions.

## **COTTAGE PARENTS AND GRANDPARENTS** (two adults for each Cottage Family)

These should be the folks who feel able to connect well with children and who can provide a safe and nurturing "family" unit. Consider your Sunday school teachers and other educators in the congregation.

### *Responsibilities include:*

- Caring for and guiding children through the learning centers.
- Helping children feel safe and comfortable while participating in Journey to India.
- Teaching children about India.

## **PRESCHOOL LEADER AND VOLUNTEERS** (at least two adults)

Choose people who love young children and also have some experience with behavior management. You need lots of energy and organization to run an effective, safe preschool program! Be sure to secure enough volunteers to provide one-on-one assistance when needed.

*Responsibilities of the Preschool Leader include:*

- Supervising preschool volunteers.
- Planning the preschool program including coordinating with Games, Crafts and Snack Coordinators, the Mission Interpreter, and the Storyteller so that activities can be brought to the preschool setting.
- Safeguarding the health and well-being of all the preschool children who participate in Journey to India.

## **OLDER YOUTH AND ADULT STUDY GROUP LEADERS**

Consider having classes for older youth and for adult members of your faith community. See the Appendices for resources.

*Responsibilities of the Youth and Adult Study Group Leaders include:*

- Researching and preparing a class that would meet between the opening and closing ceremonies each day.
- Promoting the class and encouraging adults to attend.

## **CRAFTS LEADER(S)**

Look for warm, friendly, and creative folks of all generations to help lead the crafts. If possible, staff each station with 2 volunteers.

*Responsibilities of the Craft Leader include:*

- Obtaining needed materials and craft supplies.
- Recruiting volunteers in cooperation with VBS Directors.
- Supervising craft volunteers.
- Preparing crafts for each Family Cottage group during each day of Journey to India.
- Seeing that craft area is cleaned up each day.
- Ensuring that children are able to take their crafts home to share with their families.

## **GAMES LEADER(S)**

Consider enthusiastic, energetic adults and older teens who love to play!

*Responsibilities of the Games Leader include:*

- Collecting necessary supplies.
- Recruiting volunteers in cooperation with VBS Directors.
- Clearly explaining each activity and guiding children in safely playing the games.
- Leading a game time for each Family Cottage group during each day of Journey to India.
- Planning and leading a simple dance or game during the closing celebration.
- Supervising Games volunteers.

## STORYTELLERS

Pick people who can keep an audience engaged — perhaps the minister, a teacher, or a children’s librarian. These volunteers should love sharing stories with children, asking them questions and answering their questions!

*Responsibilities of the Storyteller(s) include:*

- Learning the stories of the three Indian mission projects and whatever local mission is chosen and telling the stories to each of the Cottage Family Groups.
- Learning the stories for the first and last days (may read a book or use own stories for first and last day).
- Dressing in traditional Indian costumes.
- Leading an Indian storytelling experience for the Preschool Cottage Group.

*All volunteers need to understand that they do not have to be experts on India and Indian Culture to help*

## SNACKS COORDINATOR(S)

Think of your “behind the scenes” kitchen experts when it comes to this role. Some people may feel more comfortable in the kitchen than guiding children.

*Responsibilities of the Snacks Coordinator include:*

- Researching and planning snacks that enrich the participants understanding of Indian culture.
- Recruiting volunteers in cooperation with VBS Directors.
- Preparing the Indian snacks for all the participants on the first four days and leading preparation for the final celebration meal.
- Being aware of any food allergies or other special dietary concerns.
- Ensuring that children have safe and healthy snacks and meal.
- Supervising kitchen volunteers.

## REGISTRATION VOLUNTEERS

These may be volunteers who need to sit at a table (rather than be up and running around). They should be organized, efficient, and welcoming. Pre-registration should begin a month before the VBS. This duty (and other publicizing) could be handled by the Directors.

*Responsibilities:*

- Organizing the pre-registration and registration processes.
- Ensuring that sufficient information is gathered on each child, including emergency contact information, food allergies, and medical needs.
- Taking photos of each child and preparing the passports.

## PHOTOGRAPHER

This might be a parent, church member, teenager or someone with another role in Journey to India. Consider slides, prints, and video. Prints and video can be uploaded to the church web site.

*Responsibilities:*

- Securing appropriate technical equipment to document Journey to India.
- Taking pictures and/ or video each day (or engaging other volunteers to do so).
- Planning ways to share the gathered information with families, the congregation, and the community.

## OTHER VOLUNTEER ROLES

- Childcare coordinator and helpers (at least two adults) to provide childcare for the children of volunteers who are too young to participate in Journey to India.
- Publicity helpers
- Nametag maker
- Costume designers and makers
- Decoration helpers
- Material and craft supplies collectors
- Ten Thousand Village/Global Gifts Consignment Coordinator
- Food shoppers
- Set-up and clean-up helpers

All volunteers need to understand that they do not have to be experts on India and Indian Culture to help with Journey to India. Lots of resources are suggested and this is to be a week of learning for everyone.

Planning for a Vacation Bible School Program is an excellent time to review your church's child protection policy or to establish a policy if your church does not already have one in place. Make certain you adhere to the policy when recruiting volunteers. For the protection of both children and staff, children should be in the company of at least two adults at all times.

Think about children with special needs and how you will make sure they can participate to the fullest extent possible. This may mean having an interpreter for children who are deaf, or having an advocate assigned to a child with a learning disability.





# Decorations

The area used for the opening and closing is to resemble an airport waiting area or the inside of an airplane. Make some signs that say, “This way to India.”

Decorate each of the other areas – especially the craft area and the story telling area with things that help to represent the country of India. Have decorations available for the Cottage Family groups to use to decorate their cottages. Make a sign with a name for each Family Cottage. Make signs for each area, Craft, Snack, Story Teller, and Games. Consult with Directors about sign making.

Vibrant, rich colors are very much a part of this diverse culture. Use colorful materials everywhere you can. Hang tapestries on walls, drape shawls and scarves over chairs and tables. Have bright, colorful floor pillows and mats scattered on the floors. Statues of Hindu Gods add authentic flavor. Enlist the help of everyone in your congregation to collect objects and obtain materials. Check local secondhand shops and thrift stores.

Hang pictures and maps of India on the walls. Put out picture books of India for children to look at and offer guide books and biographies of famous Indian people for adults to peruse. Make banners with pictures of Indian landmarks. Download and print pictures provided through this curriculum.

Check with travel agencies, local libraries, colleges, and museums for materials. Some museums offer boxes of artifacts and costumes from different countries that can be borrowed or purchased.

If your story time is indoors, consider having a tree, native to India, painted on a sheet and hung behind the story teller. At <http://www.flowersofindia.net/catalog/tree.html> you will find pictures of many flowering trees and plants. There is a picture of the Banda Peelu with people sitting under it at this site. There is also a picture of a Weeping Willow in a city setting. These pictures could be models for a life size tree painting.

Consider where decorating materials originate. We do not want to contribute to places which promote poor treatment of workers. Look for organizations, such as Ten Thousand Villages, <http://www.tenthousandvillages.com/>, or Global Gifts of Indianapolis, IN, [www.globalgiftsindy.com](http://www.globalgiftsindy.com), and Original Good, <http://www.originalgood.com>. All of these organizations offer items crafted by workers who are paid a fair wage for their handicrafts. If one of these stores is near you, you might be able to have a consignment sale of Indian items during your VBS.

If possible, visit Indian groceries, stores, and homes. Perhaps a local Indian family will loan some decorations for your VBS. Some Indian families decorate for each festival of the calendar year. Check sites such as [www.indianselections.com](http://www.indianselections.com) to get ideas for decorating.

Play traditional Indian music in the background to add authenticity to your setting. Consider showing a Bollywood movie on a television or computer screen.



# Costumes



A Kurta (tunic-length shirt) that is worn over a dhoti (long swatch of cloth that is wrapped around the body and secured at the waist) for boys and men, and a sari (dress made of silky material wrapped around the body and over one shoulder) for the girls and women. These costumes will be fun to wear and help create the mood. More information on these and other traditional Indian dress can be found at <http://indiancostumes.indianetzone.com/>; and [www.indianselections.com](http://www.indianselections.com). Pictures of dhoti can be found at <http://www.google.com/search?hl=en&q=dhoti&aq=f&oq=>. You can also find quite a few video demonstrations on how to wrap a sari on YouTube.

Consider asking all of your adult and teen staff to dress in traditional Indian clothing. This will help set the tone and encourage staff members to assume their designated roles. Simple tunic tops can be adapted for participant costumes or you can just add some colorful scarves, shawls and jewelry to their own clothes. If your gathering areas are being set-up as an airport or airplane, have some adults dressed as airline stewards and stewardesses, pilots, security people, and tour guides.

Bindi (forehead dot). These are usually red or yellow in color and placed in the center of the forehead on the “third eye” or sixth chakra, believed to be the site of intuition and memory. Use colored power lipstick, Bindi sticks, or small round stickers.

Find out more information about “bindi” — <http://hinduism.about.com/od/bindis/a/bindi.htm>

In some southern parts of India, young and unmarried girls wear flowers in their hair, right above one of their ears. Older women and women who are married sometimes wear a flower pinned directly to the tops of their heads.

Ideally, there will be enough costumes for all the participants in Journey to India. Alternatively, you can have two children’s costumes (one for a boy and one for a girl) for each Family Cottage group and the children can take turns wearing them. Consider designating a color for each Family Cottage’s costumes and other materials.

Younger children will probably be excited to dress up, while older kids maybe more reluctant. Do not force participants to wear costumes. Adults can model this aspect of the program to show how costuming helps create the mood and adds authenticity.





# Facilities

## **OPENING AND CLOSING GATHERING SPACE**

Use a large open area for your gatherings. This room should be able to accommodate everyone who attends Journey to India. Possibilities include a fellowship hall, gymnasium, or the sanctuary. A sound system with a microphone would be helpful, too, as well as an outlet to plug in a CD player and/or computer (for Power Point presentations and/or DVDs and videos).

## **FAMILY COTTAGES**

These can be designated areas either outside or inside. Sunday school classrooms will work for inside programs. Tents and canopies could be used for outside programs. Each child and Cottage Parent and Grandparent should have a mat, carpet square, cushion, or pillow. Each Cottage should have a designated box with the All About India Fact Sheet, schedule, Bible verses and information, as well as Indian clothing and artifacts. Name tags can be collected at the end of each session and stored in the box overnight.

## **CRAFTS**

For the Crafts, use a large, open area that can accommodate at least a fourth of the participants. Outdoors would be ideal, although a backup plan for inclement weather maybe necessary. There should be ample tables and space for arts and crafts projects. Work with decoration person to decorate with bright colored materials, baskets, and Indian artifacts.

## **STORY TIME**

There are several options for this station. A Story Tree might be designated outside. Alternatively, story time could be held inside with children sitting on the floor or on mats as they would in India. Perhaps there could be a tree, native to a part of India, painted on a large sheet and hung behind the story teller. Consider where everyone will be most comfortable and free from distractions.

## **SNACK**

Snack might be offered in a dining area close to the kitchen. Use a space that's kid-friendly, comfortable, and easy to clean up. To keep your VBS as "Green" as possible, consider using reusable plates, napkins, cups, and utensils. Wash cloths make great "cloth" napkins.

## **GAMES**

Games should be held outdoors, in a safe, grassy area, if possible. Yoga, Hopscotch, and Marbles could be held indoors but other games, such as Somersaults and Tag, should be conducted outside for safety reasons.



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# Publicity

Spread the word as much as possible in the weeks before Journey to India. Here are some ideas to consider:

- Make regular announcements during worship time and encourage families to register their children and invite friends.
- Put out a news release with the pertinent facts a couple of weeks before the event.
- Mail a letter to parents associated with the church and community.
- Make a community flier and post copies in libraries, retail stores, restaurants, museums, and recreation centers (with permission, of course).
- Create colorful publicity posters and hang them on church and community bulletin boards.
- Make a giant, outdoor banner to hang outside the church where it can be seen by passing traffic.
- Try doorknob danglers in the surrounding neighborhoods.
- Make use of online communication. Post the event on local news, family, or social networking sites. Use the church website to spread the word.



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# Registration

Hold a pre-registration event, if possible, so some name tags can be made before children arrive. Take a photograph of children when they register. Attach this picture to the child's "passport" that can be clipped to clothing. Index cards that are laminated work well for these passport name tags. Stamp the passports with a stamp of the country of India before laminating.

Establish a registration center in the church with Indian designs and artifacts. Consider playing Indian music during registration periods. Dress in Indian costumes and invite children and families to journey to India with you. Decorate a wall with Indian-themed décor, and artifacts like statues of Hindu Gods. Be sure to invite families to sign up as volunteers at this time, too.

Set up a registration table at the entrance to the VBS to welcome children who were not able to pre-register. Take their pictures so nametags can be created for them.

Consider online registration (pictures of children could be digitally submitted).

Inventory registrations before Journey to India begins. Assign children to Family Cottages.



# All About Family Cottages

The idea of the Family Cottages comes from the Family Village Farm, one of the mission projects that will be presented during this week. Children at the Family Village Farm live in small houses with a cottage mother and sometimes a cottage grandmother.

If VBS participants do not arrive in their own tradition Indian costumes, have some things on-hand — jewelry, long strips of cloth for turbans or saris or shawls to wear over street clothes. Costumes can be



worn over street clothes. You may choose to provide saris and kurtas for all the participants or have one of each for designated participants to wear on particular days. Offer costume jewelry, silky scarves, and material for turbans so each child who wishes to do so can wear something each day.

After the Opening, participants gather either by grade levels (Preschool, K-1, 2-3, 4-5) or in mixed-age family groups. Mixed-age Cottage Family groups are suggested for Journey to India. These groups may contain anywhere from 4-10 kids, depending on the size of the program. Two adult (18 years and up) leaders will be needed for every group, no matter how small the size of the group.

Additional volunteers may be needed for larger groups. These additional volunteers can be high school students. For Journey to India, consider assigning one Cottage Parent and one Cottage Grandparent to each Family. One of these volunteers can take the lead and the other can assist, or leadership duties may be shared. Each Cottage Family will have an assigned location. Mats, pillows or cushions will be provided for sitting. These groups may gather inside or outside, depending on weather conditions. Here, the children will learn about Indian culture and the day's theme.

Cottages may be named "Peace", "Justice", "Love" and similar concepts, as they are at the Family Village Farm. It is suggested that the Directors already have signs prepared from which groups could choose their cottage names.

During the time that participants spend in their Family Groups, they are to learn about the country of India — the people, customs, music, religions, etc. Use the All About India Fact Sheet (Appendix J) along with books, the internet, DVDs, and other resources to teach the children about life in India. Invite people who have been to India or who are themselves Indians to visit with your Family Group. Be as creative as you can, remembering that different people learn in different ways — through touch, smell, seeing, moving, as well as listening. Be sure to allow time for questions and remind children that children in India have the same kinds of feelings, hopes, dreams, and concerns as they do.

## *Activities to do during Family Cottage time:*

- Learn about Indian greetings, traditions, history, and flag.
- Discuss how life of children in India is the same and different from children in U.S. (poverty, illiteracy, family, respect of elders, caste system).
- Consult maps to learn about India geography and climate and location of missions.
- Learn common words derived from Hindi (shampoo, tank, bazaar, etc).
- Review the Bible verse/lesson point for each day.
- Review memory verses.

Family groups will rotate through activity sites (e.g., Games, Crafts, Snacks, Stories). The Director(s) will make up a rotation schedule which details where each group needs to be at what time. A musical instrument, bell, or Indian music will be played to announce when it is time for groups to switch locations.

After visiting all activity sites, kids and leaders will gather back together in cottages and then go to the closing celebration.

## FAMILY COTTAGE MATERIALS NEEDED

\_\_\_\_\_ **Mats, pillows, cushions or sit-upon** (one for each child and leader).

You may consider having your family members make their own cushions, mats or sit-upons to use during VBS. They might also make their own cloth napkins to use during the week.

\_\_\_\_\_ **Box or basket for storing:**

- Bangle jewelry and ankle bracelets
- Sandals
- Scarves
- Shawls
- Costumes – Light-colored cotton outfits suitable for a hot climate: saris (sah-rees), kurtas (kurtas), turbans and other traditional Indian garb. Cotton material can be wrapped and secured around the head; silky, bright-colored material can be wrapped sari-style. Cotton tunic-style shirts can be made or salvaged from church storage.
- Picture books
- Maps
- Posters of India
- Indian art and artifacts
- Other education materials about India
- All About India Fact Sheet
- Daily schedule, copies of the daily scriptures and memory verses, phonic spelling of Indian words





# All About the Preschoolers

Preschoolers should attend the Opening and Closing Sessions of Journey to India; however, it is usually a good idea to have a separate area and activities for preschool students. If a large number of young children attend, more than two leaders will be needed. Older students can help out here, too. Consider a reasonable adult to child ratio (perhaps 5 to 1). Some young children will require significant one-to-one attention. You may wish to ask parents of preschoolers to devote at least one day to volunteering in this area.

Look through the previous section, “All about Family Cottages.” Much of this information will apply to the Preschool Group; some will have to be adapted.

Games, stories, snacks and crafts can be held within the preschool area to minimize transitions. Some ideas for preschoolers are listed with each of the learning center descriptions.

Games can be held within the preschool area or outside in an area separate from the games area for older children. If your church has a playground appropriate for little ones, this can be a daily activity option. Kids’ yoga is wonderful for preschool-age children who often lack the inhibitions of older kids. You may want to make yoga a regular part of your daily activities. Learning to breathe deeply will help children learn to calm themselves when they are excited or frustrated. If you’re lucky, the children will even rest for a few moments in *Savasana* (Corpse Pose) at the end of practice! Look in the section on games for additional ideas.



Stories can be told by leaders or a story teller can visit the preschool to help serve the snack and share a story while the children eat. See Appendix D for stories about the Global Missions Projects in India.

Snacks can also be brought to the preschool area by a volunteer, or you pick up snacks and go to the story teller area, or go outside to eat snacks.

You may wish to bring special craft materials to the preschool area, as well, or perhaps a crafts volunteer would come and assist children with the daily craft. Many of the craft ideas are appropriate for little hands. Look in the section on crafts for ideas to adapt for preschoolers.



# Crafts

## GENERAL CRAFT INFORMATION

The crafts are designed to be educational and fun. Many suggestions are offered; choose the ones which best fit your resources and interests. This is a great opportunity for older children to assist those who are younger and for all to practice cooperative skills.

For grades 2 and up, *Hands-on Heritage, INDIA, Activity Book*, is a great resource. It has instructions for a paper-mache bracelet, soap carving, a Nehru hat pattern, a mobile and other ideas. The instructions and patterns are reproducible. You may find this book in a local bookstore for \$8.00, or order on-line, [www.edupressinc.com](http://www.edupressinc.com).

The Relief Map of India and the Quilt are projects that can be worked on all week long. These two craft projects will need volunteers who work exclusively with these projects.



- Always work with materials ahead of time and have examples of the crafts completed to show the children.
- Most of these crafts are on the messy side so have soapy water and cloths close by.
- Drop cloths might also be needed on some days.
- Have some Indian music playing as the children work with their crafts each day.



## CRAFT IDEA 1: RANGOLI

**Rangoli** is a Sanskrit word which means a creative expression of art through the use of color. These beautiful creations can form the heart of the creative work in Journey to India. There are several ways to make rangoli. The designs can be permanent or temporary, inside or out, large or small. Offer coloring sheets and markers and colored pencils for some; colored flour or chalk for others (larger, outdoor designs). Designs often start with a grid of dots. Swirls are made around each point without lifting the pen.



In Indian villages, rangoli are created with colored rice flour in the streets and also decorate home entrances to welcome visitors, especially during Diwali, the Indian festival of lights. Often, they are meant to be temporary as the rains or activities of the day will wash them away. Yet, each day, the designs are made anew. They are homage to the divine, a message of gratitude to God for the gift of life — as well as an acknowledgment that everything in life (including life itself) is temporary and fleeting. Still, we get up each day and try to make the world a more beautiful place with the gifts God has given us. Rangoli are seen as expressions of peoples' devotion to God.

### STEPS:

- Have pictures of different rangoli as you talk about the meaning and the process of making the designs. You will find two pictures included in the materials. A google search of rangoli will turn up many patterns and designs.
- Let the children use a mandala template to create designs, if they have difficulty coming up with their own designs.

### TO CREATE PERMANENT RANGOLI DESIGNS:

- Create the design on heavy paper with a pencil.
- Put a bead of glue along the lines of the design.
- Pour sand on the paper and shake off extra.
- If the design has different colors, they will have to do each color separately.

### TO MAKE TEMPORARY RANGOLI DESIGNS:

- First make the design on paper as a model
- Draw the design on the floor or sidewalk with chalk
- Use different colors of chalk, sand or rice flour to fill in the design.

### MATERIALS:

- Pictures of a variety of rangoli designs
- Paper, pencils and pens
- Colored rice flour or sand
- Chalk

Find out more about rangoli —  
<http://www.theholidayspot.com/diwali/rangoli.htm>

*Hint:* Mandala templates might be interesting for the school age children to use to create their rangoli designs. Kits can be found at most teacher stores for about \$15.00.

Use big chunky sidewalk chalk with Preschoolers. If weather allows and you are doing this activity outside, preschoolers also love to paint sidewalks with water. Give each preschooler their own bucket and large paint brush and watch them go.

## CRAFT IDEA 2: RELIEF MAP OF INDIA

Groups of children can work together to make this textured map of India. You can choose to do one large map, each family cottage group could work on their own map, or individual children could make smaller maps. Some type of heavy cardboard base or light plywood base will be needed for each map.

If time is limited, you might consider making the map(s) ahead of time and having the children add details and color.

Mountains can be made from fast drying clay, or home-made salt dough. Rivers and bodies of water can be painted, colored with blue marker or made from tinted clay or dough. Again, this is a project that you will want to experiment with before doing it with the children.

Because of the many steps and the need for materials to have drying time, this would be a good craft to begin on the first day. Children could continue to work on it all week. Having an ongoing project gives children some choices about what craft they will do each day. It also gives children, who tend to finish everything quickly, something to do while other children finish the other crafts.

This craft project will need a volunteer whose time is solely dedicated to the project!

### STEPS:

- Prepare materials before children arrive.
- Carefully explain the process to the children and make sure they understand that this craft will not be completed in one day.
- Show the children a map of India and talk about how climates and geography help to define people and the way they live their lives. Mountains can isolate people. Different climates provide different kinds of food. Natural resources and locations affect how people dress, what kind of houses they build, and how they are able to earn a living to feed their families.
- Show them where the Global Mission Projects are located and provide a way to highlight these places.
- Locate other landmarks or locations that are of particular interest to the children.

### MATERIALS:

- See Appendix C for salt dough recipe, a topographical map of India, and additional instructions.
- Cardboard or plywood for base(s)
- Salt
- Flour
- Water
- Large wooden spoons for mixing
- Dull kitchen knives and other sculpting tools
- Food coloring
- Paint and brushes

### CRAFT IDEA 3: COMFORT QUILTS

As with the Relief Map, because of the many steps involved in making a quilt, this would be a good craft to begin on the first day. Children could continue to work on it all week. Having an ongoing project gives children some choices about what craft they will do each day. It also gives children, who tend to finish everything quickly, something to do while other children finish the other crafts. See Appendix I for complete instructions for making a Comfort Quilt.

This craft project will need a volunteer whose time is solely dedicated to the project!

#### STEPS:

- Prepare materials before children arrive.
- Carefully explain the process to the children and make sure they understand that this craft will not be completed in one day.

#### MATERIALS NEEDED:

- See Appendix I



## CRAFT IDEA 4: HENNA DESIGNS



The process of applying henna to the skin is called “Mehendi.” Designs and patterns are usually applied to the hands and feet of women who are preparing to participate in special ceremonies. Now it is also being used by both women and men. This ancient ritual art form dates back 5,000 years. It is considered good luck in India, Middle East and North Africa. No Indian wedding is ever complete without the Mehendi.

You should also be able to find books at the library and local book stores. Henna kits are available at many craft stores. This is a craft that you will definitely want to work with ahead of time.

### STEPS:

- As you show the children pictures of the designs, talk to them about the meaning and process of Mehendi.
- You might also already have a design on your own hand or arm to show the children.
- Let children make their own designs or symbols or give out stencils for them to use.
- Some children may not want to put designs on their skin so let them trace their own hands on paper, cut out the paper hand, and decorate with sharpie pens, markers or crayons.

### MATERIALS:

- Henna Kits and stencils can be found at <http://www.earthhenna.com/c7/kids-henna-body-painting-kit-p40.html> and <http://www.tattoo-me.com/products.htm>.
- Pictures of henna designs
- Magic markers
- Sharpies
- Crayons
- Paper
- Pencils and Pens
- Scissors
- Henna kits
- Stencils
- Sponges
- Scissors

### PRESCHOOLERS

To do this activity with the Preschool Group consider using frosting. You can also let them decorate paper hands with pens and crayons. Sponge painting stencils on paper will also work.

## CRAFT IDEA 5: CANDLE HOLDERS

If you do this craft, use it on the day that the Mission Project, Deep Griha Society, is introduced. The symbol for the Deep Griha Society is a lighthouse.

Decorate candle holders (tea light size) with glitter glue, tassels, ribbons, beads, tissue paper, paint or markers. This craft will highlight Diwali (sometimes spelled Diwaali). Diwali is a festival of light. Decorate with craft supplies and then put a tea light in each.



### STEPS:

- Show the children an example of a completed candle holder.
- Provide each child with a small clay planter base or glass candle holder.
- Put out containers of things with which to cover their holders.
- Let children choose what materials they want to use.
- Place a small tea light in each holder.
- Be sure to talk with the children about never lighting their candle without an adult present.

As the children work on their holders, talk with them about Diwali, the festival of light in India. Discuss the importance of the word “light” to Christians. Ask why they think people picked a lighthouse to symbolize the work of the Deep Griha Society.

### MATERIALS:

- Clay planter base or glass candle holder for each child
- Buttons, glitter, tassels, scraps of material, tissue paper, beads, yarn, pieces of old costume jewelry
- Glue
- Tea lights
- Scissors

You might also consider having the children make clay lamps in which to place a tea light. Many pictures can be found on the Diwali websites mentioned above.

Learn more about Diwali: <http://www.diwalifestival.org/>; <http://www.diwalifestival.org/decorative-pieces.html>.

Rangoli Diwali Designs: <http://www.diwalifestival.org/diwali-rangoli.html>

Diwali Greeting Card Designs: <http://www.diwalifestival.org/making-diwali-greeting-cards.html>

## CRAFT IDEA 6: GARLANDS AND SHAWLS

Placing a garland around the neck of person is one of the ways visitors are welcomed in India. These garland or leis might be made of beads, nuts, leaves, medallions, paper flowers, real flowers, or a combination of the above. Be creative, look around and see what natural item you might offer the children to make garlands, like braiding palm leaves or stringing together sea shells. Perhaps your church or a church member has an abundance of old artificial flowers that could be used.

Bright colored shawls are another way to welcome visitors. Shawls are placed around the shoulders of visitors.

Have the children make garlands and or gift shawls to use on the last day of VBS when they welcome family members and friends to the closing celebration, or distribute shawls and/or garlands to members of the congregation on Sunday morning.

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### PAPER FLOWER GARLANDS/LEIS (PANKAHS)

The garlands can be made totally of the paper flowers, or strung together with some large beads or other objects in between. String garlands together with yarn.

#### STEPS:

- Cut tissue paper into rectangles about 5" x 7"
- Stack 4-6 pieces of tissue paper, same or different colors
- Accordion pleat the tissue paper, working from the long side
- Wind one end of the chenille stem around the middle of the accordion pleated tissue paper
- *Gently* separate each layer pulling upward toward the middle of the flower
- As children make the garlands talk with them about the importance of welcoming and hospitality.

#### MATERIALS:

- Tissue paper
- Chenille stems
- Scissors
- Ruler
- Yarn
- Large plastic sewing needles
- Large beads or other objects to place between flowers

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### WELCOME SHAWLS

Have large rectangle shaped shawls already cut from material. Cheap bath towels can also be used.

#### STEPS:

- Give each child a rectangle of material or bath towel.
- Let the children decorate the shawls with fabric paints, beads, tassels, rickrack, yarn, ribbons.
- Let children cut out designs and sew or glue to the shawls.
- As the children make the shawls engage them in conversation about the importance of welcoming. Ask what they and their families do to welcome people to their homes.

#### MATERIALS:

- Rectangle shaped pieces of brightly colored material or bath towels
- Scissors
- Glue
- Needles and thread
- Fabric paints and markers, beads, tassels, rickrack, ribbons



# Games

## GENERAL INFORMATION

Games should be held outdoors, if possible, or in large, open area. Cooperative games are especially good for mixed-age groups and reinforce the idea of building a family unit. *New Games* and *More New Games* are great resources for non-competitive games.

For grades 2 and up, *Hands-on Heritage, INDIA, Activity Book*, is a great resource. It has reproducible instructions and pattern for an Indian Bingo game, and a game of "Snakes and Ladders." You may find in a local bookstore for \$8.00, or order on-line, [www.edupressinc.com](http://www.edupressinc.com).

Giving the children a little supervised free time is also acceptable! Every minute of the time does not have to be structured.

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## Yoga

Many excellent kids' yoga DVDs are available through the public library system. Consult a yoga instructor about the plans you have for the children.

Yoga began in India over 5,000 years ago. The word "yoga" means "union." Yoga encompasses a philosophy of life that can be explored further in Patanjali's *Yoga Sutras* and the *Bhagavad Gita*. Yoga philosophy emphasizes awareness of the present moment, calming the "chatter of the mind", learning to control and regulate the breath, and behaving in ways that are nurturing and non-violent towards the self and others. Study and surrender to the divine are also important aspects of this philosophy. More information about the history of yoga can be found on the Yoga sites mentioned below.

In the western world, we usually think of the physical postures when we think of yoga. There are many different styles of yoga, from gentle and restorative to physically challenging and even acrobatic. In addition to physical exercise, yoga practice incorporates time for relaxation and meditation which helps relieve stress. More recently, yoga for kids and families has gained popularity and many studios offer these classes.

*Web resources include:*

- <http://www.yogakids.com> has videos that will introduce you to the benefits of kids doing yoga and yoga poses.
- <http://www.yogajournal.com/> has many interesting historical facts, pictures of poses, and information about practicing yoga. Under "lifestyle" you will find a family yoga practice that would be perfect to use for a VBS yoga time. It pairs an adult and child to do the poses but many of the poses could be done with two children.
- <http://www.gaiam.com/category/yoga-studio/yoga-media/yoga-for-kids.do> has many DVDs for doing yoga with children.

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## Somersaulting (see how many somersaults you can turn)

Use a large, grassy area. Have children line up and take turns turning as many somersaults as possible in a row. This can be done as a relay in two lines. When one child stops somersaulting (or reaches a person on the other side of the playing area), the next child in line begins. Encourage children to stand up and cheer for each other when they have taken their turns!

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## Ikri-dukri (Indian Hopscotch)

Use chalk to draw hopscotch patterns on a sidewalk or blacktop area. A child tries to push a small rock (or *thippi*) with the toe of one foot as he or she hops from one numbered space to the next. When a child loses balance or pushes the *thippi* off course, the turn is over. The goal is to traverse ten spaces while pushing the rock. The game can be played without the rock if that is too difficult.

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## Langdi (one-legged tag)

Follow traditional tag rules, but encourage children to hop on one foot as they chase one another.

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## Parcheesi and Chess

These are board games which originated in India.

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## Goli

Marbles played in the dirt with holes, as in golf. Play on level ground. Hollow out a small hole with the heel of the foot about 6 feet from the starting line. The players take turns trying to shoot their marbles into the hole or knock other players' marbles away from the hole. The best players will do both at the same time!

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## Foot Ball (or Soccer)

It is common for Indian children to play football, or soccer as it's called in the United States, at school and in the streets of the villages. Have balls available for pick-up games of soccer. Younger children can kick the ball back and forth to each other. Remind the children that hands are not to touch the ball.

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## Kabaddi

Kabaddi is an Indian team tag game that probably originated in ancient times. This game looks to be a little too rough for VBS so it is suggested that you play a "universal" game of **Amoeba Tag**. In Amoeba tag two children are it. They hold hands and chase other children. The person they catch then joins hands with the first two children, forming a chain. When a fourth child is tagged, he or she joins the chain or splits the chain into two and two. The game is played until no one is left to tag. It is probably safer to split the chain when four children have been tagged.

### *Preschoolers*

The Yoga poses, hopscotch, soccer and tag can be adapted for the preschoolers.

Don't forget that blowing bubbles and painting concrete surfaces with water are always fun activities for preschoolers.

### *Materials*

- Chess and Parcheesi boards and playing pieces
- Yoga mats or large towels
- Marbles
- Chalk (outside) or masking tape (inside) for Hopscotch
- Soccer balls and goals



# Snacks

## GENERAL INFORMATION

Traditional Indian foods are suggested for the daily snack option and final celebration meal. Teach children about the importance of spices in Indian cooking – curry, turmeric, chili powder, basil, pepper, and cinnamon. Allow children to see and smell the various spices.

*Hands-on Heritage, INDIA, Activity Book*, is a great resource. It has Indian recipes, such as a Mango whip dessert, a cashew snack, a yogurt drink, and several others, that can be made with children in grades 2 and up. The instructions are reproducible. You may find this book in a local bookstore for \$8.00, or order online, [www.edupressinc.com](http://www.edupressinc.com).

*Find information about Traditional Indian foods and recipes checkout these websites:*

- <http://www.cuisinecuisine.com/HomePage.htm>.
- <http://www.recipezaar.com/members/login>.
- <http://www.historyforkids.org/learn/india/food/index.htm> (At this website there is a video of a 14 year old boy making bread).
- <http://www.diwalifestival.org/diwali-recipes.html>

*Checkout these books from your local library or buy them from Amazon.com.*

- *Cooking the Indian Way*, by Vijay Madavan (2002). Written for middle schoolers, with an emphasis on low-fat and healthy meals.
- *Eyewitness India*, by Manini Chatterjee (2002). Written for kids.
- *Ancient India*, by Virginia Schomp (2005). Written for middle school children.

You might consider having children assist with snack preparation and serving. Perhaps some of the family cottage groups would like to do this. Some of these Indian snacks and foods will need to be prepared by adults because a hot stove is required.

Below are suggested possibilities for traditional Indian snack foods. If you have access to an Indian grocery, you may be able to find spicy or sweet crackers or chips that would make tasty snacks.

- Indian Bread (Chapatis or Paratha)
- Veggie Patties, made with potatoes
- Yogurt Dips
- Rice Pudding
- Fruits – mangoes and bananas
- Hot tea with milk and sugar, Chi (spiced tea)

On the final day, an Indian meal can be served to families and volunteers.

Suggested traditional Indian meal: Indian bread, curried lentils or rice, veggie patties, yogurt dip, fruit, rice pudding, chocolates and chai.

Other ideas can be found in Indian cookbooks or the online.

## MATERIALS:

- Recipes
- Ingredients and foods that might be needed include:
  - spices — curry, turmeric, chili powder, basil, pepper, and cinnamon
  - fruits — mangoes, bananas, other tropical fruits
  - rice
  - flour
  - water
  - tea
  - sugar
  - milk
  - chocolates



# Story Time

Stories reflect the heart of a culture and will help engage the children and further their understanding of Indian life and culture. This is an important piece of Journey to India.

Stories related to the three Global Mission Projects are included. See Appendix D. The Storyteller may choose to tell his/her own story or read a book about journeys on the first day and a story about the importance of hospitality and celebration on the last day. Some children's book suggestions are included in Appendix M.

Use props and visuals whenever possible to enhance children's interest. The Storyteller should dress in a traditional Indian costume (i.e., wear a sari, dhoti, or turban) and sit on a bright-colored pillow or chair decorated with scarves or a fancy blanket or tapestry.

There is a story about what one needs to prepare for a journey for Day 1. Days 2-4 have true inspirational stories about each of the Indian Mission Projects. The story for Day 5 is about the importance of hospitality and celebration, emphasizing the similarities between people everywhere. On Days 1 and 5, storytellers should feel free to use their own stories or to read story books from India.

## **MATERIALS:**

- Traditional Indian costume
- Backdrop for Story Teller
- Daily schedule
- Story books
- Copies of Three Mission Project Stories, and Stories for Days 1 and 5
- Pictures from Mission Projects



# Opening and Closing Gathering Time

## OPENING

Make your gathering space look like an airport waiting area or the inside of an airplane.

The Mission Interpreter or one of the VBS Directors can lead this opening and closing time.

Have some adult and teen helpers milling around and dressed as security people, tour guides, stewards/stewardesses, and airplane pilots. If you have a sound system, have someone making announcements about arrival and departures, delays, lost items, etc. Do whatever you can to build anticipation about going on a journey. Make the space as fun, exciting and welcoming as you possibly can.

If you have a film projection system, show the route from the airport closest to you to the country of India.

Have a “security” area near the door where the participants receive their passport nametags and get an Indian stamp put on their nametag or use a sticker if your nametags are laminated.

Have chairs arranged like an airport waiting area. After going through “security” have tour guides and/or stewards/stewardesses, carrying signs that say, “Journey to India.” They will take participants to where they are to wait for their flight to India.

OR

Have participants go through “security” and have their passport nametags carefully checked and stamped with the Indian logo.

Have chairs arranged as the seats on an airplane.

Have the tour guides or stewards/stewardesses, holding signs that say, “Journey to India,” show them to their assigned seats on the airplane. You could also have signs on the walls that say, “This Way to India.”

Whether you are dividing participants into intergenerational family groups or grouping them by age, this will be a good way to gathering them into their assigned groups.

Your music director/song leader should be one of your passengers. He/she should get the participants engaged in singing as they wait for everyone to go through security.

After everyone is seated, have your song leader teach the chorus and first verse of the theme song.

Greet everyone with one of the traditional Indian greetings and engage the participants in the opening program.





[All scripture quotes are from the New Revised Standard Version of the Bible.]

## DAY 1 — GOING ON A JOURNEY

All this week we will be visiting and learning about the country of India. Right now we have to get ready for our journey. When you meet with your cottage families you will learn a lot about the country of India. When you go to craft time, story time, game time and snack time, you will learn even more.

Like all journeys, this Journey to India is going to be a great adventure. The week will be full of different and even strange experiences. We will experience different ways of worshiping, talking, praying, and playing. There will be different sights, sounds, smells, and tastes for us to explore and experience.

We call our traveling from one place to another a journey or a trip. Can you tell me anything about journeys? Why do people go on journeys? Have you ever been on a journey?

People take journeys for all kinds of reasons – just for fun, to experience an adventure and meet new people. Sometimes people have to take journeys because of danger, such as war, or because of a tragedy, like a bad storm or a flood.

Sometimes people go on journeys because God asks them to go. This happened to Abram and Sari.

Jesus asked people to go on a journey with him. And what an awesome journey that turned out to be! He told the disciples to leave their homes and their families, and follow him.

Then there was a man named Paul. Paul believed that God called him to travel to distant places to start churches and tell people the Good News of God’s love for everyone in the whole world.

The life of faith is a kind of journey that lasts our whole lives! Through studying the Bible, praying, helping others, and being together, we learn more and more about God and how to be close to God.

We want to be as ready as we can for our Journey to India. Let’s begin by looking at some journey stories in the Bible.

### SCRIPTURE POSSIBILITIES:

Read one or more of the Bible journey stories from the Bible or a Bible Story Book.

- Genesis 12: 1-9 — The Story of Abram and Sari. A version of this story is found in *Young Children and Worship*, p.100
- Mark 1:16-20 — Jesus Calls the First Disciples. A version of this story can be found in *Following Jesus*, p. 61.
- Acts 18:18-22 — Paul Travels to encourage new believers

### SHOW PARTICIPANTS MAPS OF JOURNEY(S).

Many Bibles have maps in the back. If you have pew Bibles with maps, have participants look up the appropriate journey maps and look at them as you tell or read the stories.

If you have a projection system in your gathering room, project pictures of each journey map and show the movement of the journey.

OR

Have people dress-up as the Biblical characters and walk by, silently acting out their journeys as you tell or read the stories. If time and resources allow, have a backdrop for each story such as a desert scene for Abram and Sari; add a seascape for the calling of the disciples; add some simple houses for Paul to travel between.

Sari and Abraham could “trudge” along, stop, pile-up a few rocks as an altar, pray, then move on to another place and repeat the actions of stopping to build an altar and pray.

Jesus could walk by three or four “disciples” who are sitting mending a fishing net. He motions for them to come with him. They drop their nets and follow him.

Paul could have a box that he carries from one place to another, climbs up on it and “silently” preaches.



OR

Have people dressed as the Biblical characters that act out and tell their journey stories to the children.

As these stories show us, journeys can be hard and lonely or they can be super exciting. Wherever journeys take the people of God, God is always with them. God is with us on our journeys also. And God uses our journeys to teach us new ways of living and loving.

Sometimes God asks people to leave their homes and families and travel to new places. This is what Abram and Sari, and the disciples were asked to do.

Sometimes people take journeys to see new things; experience new adventures; meet new people. This is what Paul was asked to do. And this is what our journey to India is all about. On this journey we will learn lots of new things. We will have exciting adventures and we will meet many new people.

As we journey to India together this week, there are some important things we need to take with us and our Story Teller will be sharing these things with us today.

#### **MEMORY VERSES:**

Choose one or more memory verses. Have memory verses printed on large posters or have them displayed on your audiovisual system. Teaching the signs for the words in scriptures helps all ages remember the words.

- Genesis 12:1 — “Leave your country, your relatives, your father’s home, and go to a land that I am going to show you.”
- Isaiah 43:5 — “Do not be afraid – I am with you!”
- Isaiah 43:19 — “I am about to do a new thing! It is happening already. Do you see it?”

#### **MISSION INTERPRETER SHARES ABOUT DONATIONS TO GLOBAL MISSION PROJECTS AND LOCAL MISSIONS**

We have decided that our VBS money offerings will go to (fill in with the project or projects you will be supporting). The (food, blankets, clothes, etc) that we are collecting this week will go to (fill in with the local mission you are supporting). If you are making a Comfort Quilt, talk about that as well. You might explain that it is not good stewardship to send “things” overseas. Additional information can be found in Appendices E and F.

Sing a song and collect offerings and items. Say a prayer of thanks.

Have children keep their eyes closed and ask them to imagine that they have been on a VERY long airplane ride. Name the continents or countries, and oceans and rivers you have crossed to get to India.

Dismiss by family groups. If you have costumes that are being shared between family groups, give out costumes to first family group.

#### **CLOSING**

Looks pretty much the same each day.

Have your song leader begin singing as soon as the first Family Cottage Group arrives.

Keep it simple – sing some songs, go over the memory verse(s), do a quick review of the day or let each Family Cottage Group share a learning or activity.

Entice them with a tidbit about the next day’s activities.

Say a prayer of thanksgiving.

Dismiss by Cottage Family Groups.



## DAY 2 — WHO IS MY FAMILY?

You can keep the gathering space decorated like an airport waiting area or an airplane.

Participants will again go through “security” to get their passport nametags. Since the passport name tags are laminated, consider purchasing small stickers to represent the Family Village Farm, which will be today’s focus.

Have a large map of India in the front of the room with the location of the Family Village Farm marked on it.

Your song leader should again be one of your passengers. He/she should get the participants engaged in singing as they wait for everyone to go through security.

After everyone is seated, have your song leader sing the chorus and first verse of the theme song, then teach the second verse.

Greet everyone with one of the traditional Indian greetings and engage the participants in the opening program. Welcome any new participants. Make announcements.

Depending on the size of your group and the time you are able to give to the opening, consider letting individuals share what they learned/liked best about the day before. You can also have each family group share something from the day before.

### MISSION INTERPRETER SHARES ABOUT THE FAMILY VILLAGE FARM

Today we are traveling to the Family Village Farm in India. (Point out on the map where you are going to be this day. If you have film projection equipment, have a slide show of Family Village Farm pictures shown as you talk.)

At the Family Village Farm, children live in “family groups.” There are usually about twelve children of all ages, from Kindergarten age through high school age, who live together in “cottages.”

Each cottage has a cottage mother and sometimes a cottage grandmother. There is a small room for the cottage parents, a kitchen, a bathroom, and a community room. There is no furniture in this room. It does have shelves around the walls where the children keep their belongings, such as clothes, school supplies and sleeping mats. You might consider having a shelf, about the length and height of a standard school locker in which you place a few clothes, a few basic school supplies, and a straw sleeping mat as you describe the personal possessions of the Family Village Farm children.

None of the people in these cottage families is really related to one another. Still, they are a family. They live together. They eat and sleep together. They do their school studies and their daily devotional times together. They care about each other. They help take care of one another. They ARE family. You can talk a lot more about the Family Village Farm when you gather in your own “cottage family” later on. [Additional information can be found in Appendix E.]

One thing that might be fun today is a tradition learned by visitors to the Family Village Farm in 2007. Children pin real flower blossoms to the tops of the heads of women who are or who have been married. Single women are given flowers to wear behind one ear. On this day of learning about the Family Village Farm, consider providing flowers for this purpose.

### SCRIPTURE:

Mark 3: 32-35 — The story of Jesus’ Teaching about Family.

Have everyone find the scripture in their own Bibles or in the pew Bibles. Have a person designated to read the scripture.

If you have the resources available, have the scripture projected.

OR

Have the scripture acted out silently as it is read, or have it acted out with words, after it is read.



Everyone is part of a family, perhaps you were adopted into a family, or you live in a foster family or you live in two families because your birth parents no longer live in the same house. Maybe you live with relatives, other than your mother or father. Perhaps an aunt or your grandparents are raising you. No matter who makes up your family, it is a REAL family. Sometimes people call the church, a family. When you participate in a church, you are part of a church family. Some people call the world, the human family. When you were born, you became part of the human family. God is the greatest parent in the whole world. We call ourselves the children of God. We are all God's children so we are also part of "The Family of God." The family you live with, your church family, the human family, The Family of God. Wow! That is a lot of families.

As we heard in the scripture for today, Jesus often called the people who followed him his brothers and sisters. When Mary and some of Jesus' brothers came to see him he talked about the fact that all the people who do what God asks them to do is related to him. They are his brothers, his sisters, and his mother. In all our many families, the most important thing is that we welcome everyone; we love each other, and care for each other.

What are some ways that we can show we are family while we are together this week?

#### **MEMORY VERSES:**

Have memory verses printed on large posters or have them displayed on your audiovisual system. Teaching the signs for the words in scriptures helps all ages remember the words.

Have memory verses read and signed.

- Mark 3:35 — "Whoever does what God wants him or her to do is my brother, my sister, my mother."
- Romans 15:7 — "Welcome one another, therefore, just as Christ has welcomed you, for the glory of God."
- Proverbs 24:3 — "Homes are built on the foundation of wisdom and understanding."

Sing a song and collect your offering. Say a prayer of thanks and dismiss by family groups.

If you are passing the Indian costumes from family group to family group, have the costumes passed to the new family at this time, and dismiss that family first.

#### **CLOSING**

Looks pretty much the same each day.

Have your song leader begin singing as soon as the first Family Cottage Group arrives.

Keep it simple — sing some songs, go over the memory verse(s), do a quick review of the day or let each Family Cottage Group share a learning or activity.

Entice them with a tidbit about the next day's activities.

Say a prayer of thanksgiving.

Dismiss by Cottage Family Groups.



### **DAY 3 — A LIGHT IN THE DARKNESS IS A GOOD THING!**

Keep the gathering space decorated like an airport waiting area or an airplane.

Participants will again go through “security” to get their passport nametags and have them stamped with logo of the Deep Griha (lighthouse), which will be today’s focus.

Have a large map of India in the front of the room with the location of the Deep Griha Society marked on it.

Your song leader should again be one of your passengers. He/she should get the participants engaged in singing as they wait for everyone to go through security.

After everyone is seated, have your song leader sing the chorus and verses one and two, then teach the third verse.

Greet everyone with one of the traditional Indian greetings, and engage the participants in the opening program. Welcome any new participants.

Depending on the size of your group and the time you are able to give to the opening, consider letting individuals share what they learned/liked best about the day before or you can also have each family group share something from the day before.

#### **MISSION INTERPRETER SHARES ABOUT THE DEEP GRIHA SOCIETY**

Today we are traveling to the Deep Griha Society in Pune, India. Show the location on your map. Then, show a picture of a lighthouse. What do you think the word “Griha” might mean in English? Right! Lighthouse is the symbol for the work of helping people that is done by the Deep Griha Society. Deep Griha works in very, very poor places called urban or city slums and in the villages that are close to the city. They help people of all ages, babies to elderly people. [Additional information can be found in Appendix E.]

#### **SCRIPTURES:**

- Psalm 36:9 — “God, You are the source of all life, and because of your light we see the light.”
- Isaiah 9:2 — “The people who walked in darkness have seen a great light. They lived in a land of shadows, but now light is shining on them.”
- Matthew 5:14-16 — “You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead he puts it on the lamp stand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise God.”
- II Corinthians 4:6 — “The God who said, ‘Out of darkness the light shall shine!’ is the same God who made light shine in our hearts, to bring us the knowledge of God’s glory shining in the face of Christ.”

To help illustrate the scriptures today, start out with the lights turned off or down low and gradually turn them up as a scripture is read. The Matthew scripture could be acted out by having someone light a lamp and then cover it up. Then take off the cover and sit it on a table for all to see.

Since a lighthouse is the symbol for the work that is done by the Deep Griha Society, all of our scriptures for today are about light. Does anyone know where you would find a lighthouse? Have you ever visited one? Why are there lighthouses? Lighthouses give warnings. Lighthouses warn boats that they are getting close to rocks. Lighthouses also show the way. They help boats find safe harbors.

It is very hard to find our way in the dark. We need light. Have you ever been afraid in the dark? Then when a light is turned on, you feel brave again. In the church, we often talk about Jesus being the “Light of the World.” We say that Jesus shows us the way. When we follow the way that Jesus shows, we are doing good things that help other people. When we are doing good things, we too are like lights in the dark. There are many more scriptures in the Bible about light. We cannot possibly read and talk about all of them today but maybe you and your family could look up more scriptures about light and talk about them when you are at home.

**MEMORY VERSES:**

Have memory verses printed on large posters or have them displayed on your audiovisual system. Teaching the signs for the words in scriptures helps all ages remember the words.

- Psalm 36:9 — “God, you are the source of all life, and because of your light we see the light.”
- Isaiah 9:2a — “The people who walked in darkness have seen a great light.”
- Matthew 5:14a — “You are the light for the whole world.”
- II Corinthians 4:6a — “Out of darkness the light shall shine!”

Sing a song and collect your offering. Say a prayer of thanks and dismiss by family groups.

If you are passing the Indian costumes from family group to family group, have the costumes passed to the new family at this time, and dismiss that family first.

**CLOSING**

Looks pretty much the same each day.

Have your song leader begin singing as soon as the first Family Cottage Group arrives.

Keep it simple—sing some songs, go over the memory verse(s), do a quick review of the day or let each Family Cottage Group share a learning or activity.

Entice them with a tidbit about the next day’s activities.

Say a prayer of thanksgiving. Dismiss by Cottage Family Groups.



## DAY 4 — A DAY FOR HEALING

Keep the gathering space decorated like an airport waiting area or an airplane.

Participants will again go through “security” to get their passport nametags and have a sticker representing the Evangelical Hospital-Khariar added to their nametags.

Have a large map of India in the front of the room with the location of the Evangelical Hospital-Khariar marked on it.

Your song leader should again be one of your passengers. He/she should get the participants engaged in singing as they wait for everyone to go through security.

After everyone is seated, have your song leader sing the chorus and verses one and two and teach verse three.

Greet everyone with one of the traditional Indian greetings and engage the participants in the opening program. Welcome any new participants. Do announcements.

Depending on the size of your group and the time you are able to give to the opening, consider letting individuals share what they learned/liked best about the day before or you can also have each family group share something from the day before.

### MISSION INTERPRETER SHARES ABOUT EVANGELICAL HOSPITAL-KHARIAR

Today we are traveling to the the Evangelical Hospital-Khariar in Orissa, India. Show the location on your map. Then show some of the pictures from the hospital. There are people in the United States, Canada and Puerto Rico who have a hard time affording healthcare. In India, there are also many people cannot afford hospital care. Sometimes children and babies do not get the help they need. The Evangelical Hospital-Khariar serves all people regardless of how much money they have. It was opened in 1930 with the help of what is now Global Ministries and has been managed by the Church of North India since the 1970s. The Hospital continues to offer excellent care and affirms the wholeness of each person. [Additional information can be found in Appendix E.]

### SCRIPTURES

Jeremiah 17:14 — “Lord, heal me and I will be completely well; rescue me and I will be perfectly safe. You are the one I praise!”

Mark 6:53-56 — Story about people following Jesus and wanting to be headed by him.

Acts 48-11 — “Peter, full of the Holy Spirit, answered them, ‘Leaders of the people and elders: if we are being questioned today about the good deed done to the lame man and how he was healed, then you should all know, and all the people of Israel should know, that this man stands here before you completely well through the power of the name of Jesus Christ of Nazareth . . .’”

I Corinthians 12:8-10a — Gifts of the Holy Spirit, one of which is the power to heal.

The Acts scripture will be the easiest to dramatize. Have the scripture silently acted out as it is read. Have a person, leaning on a crutch. Peter heals the man. The man drops his crutch and walks around. Several people, representing the priests and elders, can be observing from the sidelines. They shake their heads and shake their fingers at Peter in disapproval. Peter turns and addresses them.

OR

Have the scripture dramatized with words and actions.

The same could be done with the Mark passage. It will just take a lot more people, props, and work.

How many of you have ever been sick? How did you get well again? What are some of the things we do when we or someone we love are sick? We pray for healing; we go to the doctor; we take medicine. Sometimes we have to go to the hospital for special treatments. Sometimes we have to have surgery in order to get well. Other times, to get well all we need is rest, good food, a warm place to be, and someone to take care of us. There are many stories, even today, of people getting well when doctors thought they wouldn’t. We call these “getting well stories” miracles. And they are. There are so many things we don’t understand. They are mysteries to us. We don’t understand them but still we thank God.



Jesus healed lots and lots of people, as we know from our scripture to day. Some of his disciples also had the gift of healing and helped people get well.

The scriptures tell us that some people have the gift of healing. Maybe you know someone who has the gift of healing. It may be your family doctor or someone who isn't a doctor. We know these healing stories are true. We can't explain them so we call them miracles.

We participate with God in making miracles happen when we help others. By your offerings and your prayers, you and other people of faith are helping miracles happen every day at places like the Family Village Farm, the Deep Griha Society, at the Khariar Hospital and many other places around the world.

#### **MEMORY VERSES:**

Have memory verses read and signed.

- Jeremiah 17:14 — "Lord, heal me and I will be completely well."
- Proverbs 12:18 — "Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal."
- I Corinthians 12:9 — "One and the same Spirit gives faith to one person, while to another person the Spirit gives the power to heal."

Sing a song and collect your offerings of donations and money. Say a prayer of thanks. and dismiss by family groups.

If you are passing the Indian costumes from family group to family group, have the costumes passed to the new family at this time, and dismiss that family first.

#### **CLOSING**

Looks pretty much the same each day.

Have your song leader begin singing as soon as the first Family Cottage Group arrives.

Keep it simple – sing some songs, go over the memory verse(s), do a quick review of the day or let each Family Cottage Group share a learning or activity.

Entice them with a tidbit about the next day's activities.

Say a prayer of thanksgiving.

Dismiss by Cottage Family Groups.



## **DAY 5 – LET US CELEBRATE AND PRAISE GOD TOGETHER!**

Keep the gathering space decorated like an airport waiting area or an airplane.

Participants will again go through “security” to get their passport nametags checked as they are leaving India today and heading home.

Your song leader should again be one of your passengers. He/she should get the participants engaged in singing as they wait for everyone to go through security.

After everyone is seated, have your song leader sing the chorus and verses one and two and three.

Greet everyone with one of the traditional Indian greetings and engage the participants in the opening program. Welcome any new participants.

### **MISSION INTERPRETER SHARES ABOUT CELEBRATION**

Today we are heading back to the United States. This is a day of celebration of all we have learned and shared on our trip to India!

What do you do when you want to celebrate something special or share something special with someone else? Many people invite friends and relatives to their homes and prepare special foods as a way to celebrate and share special times. That is what we are going to do today. We have learned many things this week and we have made new friends. Therefore, we have invited friends and family members to come together and we will eat some very special foods and share what we have learned and created throughout our week in India. We will dedicate our offerings and send off our donations. It is going to be an exciting and fun day.

Our schedule will be different today. While you are in your family groups, you will be contributing to some of the preparations for our celebration. You will also spend time deciding what and how your family wants to share during the time of celebration.

Perhaps each family group can prepare an Indian dish for the celebration dinner or tasting fair. There may be art that needs finishing, especially if you made the large Indian map, or quilts. Family groups can help to set and decorate the tables. They can help to hang artwork or decorate the room in other ways. If leis and/or shawls have not been made during weekly art sessions, these can be done today for the friends and family that will be coming to the celebration.

### **SCRIPTURES:**

- Leviticus 23 – In this chapter of Leviticus, Moses gives the people descriptions of and requirements for the various religious festivals – The Passover and Unleavened Bread; the Harvest Festival, the New Year Festival, The Day of Atonement, The Festival of Shelters.
- Deuteronomy 16:15 – “Honor the Lord your God by celebrating . . . Be joyful, because the Lord has blessed your harvest and your work.”

Our scriptures for today help us know about celebrating. They tell us about what the people of the Bible did to celebrate and why they celebrated. Have participants turn in their Bibles to the 23rd Chapter of Leviticus. In the scripture from Leviticus, we find a list of many festivals or celebrations. There is the Passover when the people of God take time to remember and give thanks for how God brought them through the waters to freedom. There is a harvest festival when people gather to thank God for the good crops of vegetables, fruits and grains. You can read about all of the festivals in the 23rd Chapter of Leviticus.

There are also celebration descriptions in the Biblical books of Numbers and Deuteronomy.

The important thing for us to learn from these scriptures today is that it is okay for the people of God to have fun! Even grown-ups are supposed to celebrate and have fun. Being a Christian is not just about learning lessons and being serious all the time.

When the people of the Bible celebrated, they usually had a great feast, they danced, they sang songs. They prayed prayers of thanksgiving. They were joyous. They brought offerings to God. In their feasting and celebrating, they were celebrating God and all the good things of God’s creation.

**MEMORY VERSES:**

Have memory verses read and signed.

- Deuteronomy 16:15 — “Honor the Lord your God by celebrating. Be joyful, because the Lord has blessed your harvest and your work.”
- I Corinthians 16: 13-14 — “Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.”

Sing a song and collect your offerings of donations and money. Say a prayer of thanks and dismiss by family groups.

If you are passing the Indian costumes from family group to family group, have the costumes passed to the new family at this time, and dismiss that family first.

**CLOSING**

If you have invited family and friends for a special meal on the last day, you will probably want to do the closing in this location.

If not, follow the same schedule as on previous days.

Have your song leader begin singing as soon as the first Family Cottage Group arrives.

Keep it simple — sing some songs, go over the memory verse(s), do a quick review of the day or let each Family Cottage Group share a learning or activity.

Say a prayer of thanksgiving.

Dismiss by Cottage Family Groups.



**Appendix A:****Sample Schedules****EVENING**

time	Group a	Group b	Group c	Group D	Group e
6:00-6:20	Opening	Opening	Opening	Opening	Opening
6:20-6:30	Cottages	Cottages	Cottages	Cottages	Cottages
6:30-6:50	Crafts	Story	Games	Snack	“
6:50-7:10	Story	Games	Snack	Crafts	“
7:10-7:30	Games	Snack	Crafts	Story	“
7:30-7:50	Snack	Crafts	Story	Games	“
7:50-8:00	Cottages	Cottages	Cottages	Cottages	“
8:00-8:15	Closing	Closing	Closing	Closing	Closing

**MORNING**

time	Group a	Group b	Group c	Group D	Group e
9:00-9:20	Opening	Opening	Opening	Opening	Opening
9:20-9:30	Cottages	Cottages	Cottages	Cottages	Cottages
9:30-9:50	Crafts	Story	Games	Snack	“
9:50-10:10	Story	Games	Snack	Crafts	“
10:10-10:30	Games	Snack	Crafts	Story	“
10:30-10:50	Snack	Crafts	Story	Games	“
10:50-11:00	Cottages	Cottages	Cottages	Cottages	“
11:00-11:15	Closing	Closing	Closing	Closing	Closing

**Group E is the Preschool** (Snacks and Story, Games, and Craft projects can be brought to the preschool area to minimize transitions for this younger group).



Appendix B:

# Registration Form & Passport Name Tag



JOURNEY TO INDIA VBS

## REGISTRATION FORM

Name(s) and Age(s): \_\_\_\_\_

\_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Telephone: (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Home E-mail Address: \_\_\_\_\_

Number of family members participating: \_\_\_\_\_

Will parents be helping? \_\_\_yes \_\_\_no Where? \_\_\_\_\_

In case of emergency, contact: \_\_\_\_\_

\_\_\_\_\_

Allergies or other medical conditions: \_\_\_\_\_

\_\_\_\_\_

Home Church: \_\_\_\_\_

Name of special friend your child might like to be with: \_\_\_\_\_

\_\_\_\_\_

I give my permission for my child(ren) to be photographed and the images used for local and general church promotion in print and online.

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Date*

### FAMILY COTTAGE ASSIGNMENT (FOR CHURCH USE ONLY)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## PASSPORT TO INDIA NAME TAG EXAMPLE

# PASSPORT TO INDIA



**PHOTO  
HERE**

**NAME**

---

**PASSPORT STAMPS**





## Appendix C:

# Relief Map Instructions

### RECIPE FOR RELIEF MAPS

#### MATERIALS:

- \_\_\_\_\_ Large piece of cardboard, heavy poster board or thin piece of wood
- \_\_\_\_\_ Several cups of salt
- \_\_\_\_\_ Several cups of flour
- \_\_\_\_\_ Food coloring
- \_\_\_\_\_ Paint and brushes
- \_\_\_\_\_ Water

#### DIRECTIONS:

- On large cardboard or poster board, draw an outline of India.
- Make Salt Dough: Mix salt and flour using 2 parts salt to 1 part flour.  
Stir in enough water to make a smooth heavy paste.
- Divide the paste into 3 parts.
- Add a different color food coloring to each part.
- Place dough onto the outline to form a relief map...
- Include a color-coded map key of the regions.

#### DETAILS:

- Paint and label significant rivers. Paint and label any other important features of India.
- Paint and label the surrounding states.
- Paint and label the Indian Ocean.

#### HINTS:

- For a more attractive map, don't put your map directly on bare cardboard. Paint the cardboard or cover it with foil first.
- Use a ruler to measure map and draw to scale.
- Print out labels using a computer. Cut them out and glue them down neatly or use them to make flags.

*\*See relief map on the next page.*



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## Appendix D:

# Stories For Each Day

### DAY 1 — JOURNEY STORY

As we begin our journey to India there are some things we need to take with us. What kinds of thing do you usually take with you when you go on a journey? Let the children give you some ideas of the things they would take. Then say, something about all these things being very important but that there are some additional things that we need to take on this special trip to India.

Have a suitcase or backpack and put into the suitcase or backpack, a word card or a picture that represents each of the following concepts.

**A good attitude.** The food people eat in India is different from here in the United States and Canada. The clothing people wear is different. What other things do you think might be different? Language? Yes, there are many different languages spoken in India. Just like here in the United States and Canada, there are several different religions in India. Some people are Christian, but most are Hindus or Buddhists or Muslim. Some are Jewish.

**An open mind.** Even though everyone in India doesn't speak the same language as we do or worship in the same way, there are still a lot of things they can teach us, things that will help us along in our faith journeys as Christians. On our journey we will also be discovering ways that we are alike.

**A generous spirit.** We will learn about ways we can help some children in India who have lost their parents, or who are sick, or need a school and school supplies. We will have opportunities to contribute money to these children. There are children in the United States and Canada whose families need help to provide them with such things as healthy food, medical attention, and school supplies. Here you will explain whatever local mission you have decided to support. You can collect these things and bring them each day/evening you come to Bible School.

**Patience.** We need to remember to be patient with one another. For example when we are on long journeys we sometimes get tired and cranky.

Think about your particular situation and participants, are there other "concepts" you need to add to your travel case?



## DAY 2 — FAMILY VILLAGE FARM MISSION STORY

Ajithkumar and Jayanthi live at the Family Village Farm in Katpadi, India. Ajithkumar and Jayanthi went to live at the Family Village Farm after their parents died. They lived in a very poor village and had no family to care for them. At the Family Village Farm Ajithkumar and Jayanthi live in a family cottage with 8 house brothers and sisters, and their house mom, Rajeshwari. Two house grandparents also live in their family cottage. Their brother and sisters were also orphaned. Their cottage mom, Rajeshwari, came to the Family Village Farm when she lost her parents as a child. She is now 30 years old. She did not leave the village when she graduated from school because she did not have parents to arrange a marriage for her. The Family Village Farm contains 8 cottages each with a mom, grandparents and about 10 kids. At the Family Village Farm, Rajeshwari is able to have a family, run a household, and raise children. Their cottage grandparents moved to the Family Village Farm because they were very poor and could not provide food and shelter for themselves. Now, they have the support of the Family Village Farm and help care for their grandchildren.



Ajithkumar and Jayanthi go to school at King's Matriculation School, where they study English, Science, Math, Geography, History, and Scripture. Ajithkumar is learning valuable skills to support himself and a family in the future by working in the bakery and dairy farm. Jayanthi has learned to sew and will receive a sewing machine when she graduates from school. She makes school uniforms for her brothers and sisters. They have daily prayer and Bible study and each summer the kids travel to an amusement park and participate in Vacation Bible School.



### DAY 3 — DEEP GRIHA (LIGHT HOUSE) SOCIETY



For five years I have been staying at the City of Child. When I came here I was upset and frightened, but the staff members loved me so much that soon I forgot many of my troubles. Members of the staff at the City of Child are like my mother and my father.

Before I came to the City of Child, I lived in Pune. I went to school everyday but I was not able to study because my home was in the slums where all the houses are very close together. I could hear all of the sounds of televisions, of people talking and of children laughing and crying from all the other houses.

The City of Child is so different. It is very quiet here. I wish to study very hard and am doing my level best. I want to take a Clevel diploma degree in education. I will teach all that I learn to my younger brothers and sisters. I will encourage them to work hard and behave well. When we study we can do something great with their lives.

At the City of Child we are surrounded by good things and good people. Volunteers come from other countries and they treat us like friends. They teach us English and we teach them our language, Marathi. They play games with us and they help us with our studies.

This story is based on one written by Shankar Kamble. The original article can be found in the December 2007 Deep Griha Newsletter, "The Beacon."

<http://www.deepgriha.org>

### DAY 4 — EVANGELICAL HOSPITAL-KHARIAR

Many of the people in Orissa who are over the age of 50 become sick because a part of their body called their kidneys stop working correctly. The Hospital can help these people with a special machine called a dialysis machine. In 2017 the The Evangelical Hospital-Khariar was able to buy one of these special machines! This machine can now help these persons when their kidneys stop working correctly.

This machine also helps to provide purified drinking water! This is especially important for those with kidney issues. Before Evangelical Hospital-Khariar bought a machine the nearest one was over a 100 miles away!

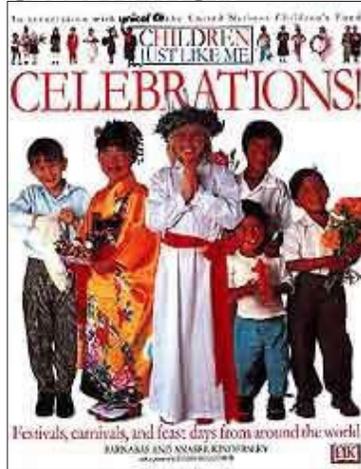
The new diagnostic machine can also perform advanced blood tests. Now, the hospital is able to detect hard to detect medical issues. These problems are often a sign of life-threatening conditions. Having the ability to get a quick test allows patients to receive treatment faster before their condition worsens.

Evangelical Hospital-Khariar aims to provide the best service possible to patients regardless of their economic background. The hospital staff sends their gratitude to Global Ministries and to churches like this one for the prayers and donations that have enabled them to care for patients using modern medical technology and to successfully carry out advanced procedures in rural India.



## Day 5 —

### CELEBRATION



The Book, *Celebrations! Festivals, carnivals, and feast days from around the world*, is part of the *Children Just Like Me* Series of the United Nations Children's Fund. It would be a wonderful addition to your church library. You will find this book in most local bookstores for \$17.95 or order from Amazon.com. It is by Barnabas and Aabel Kindersley. ISBN # 0-7894-2027-9.

On page 34 to 35, you will find a story about an Indian celebration called, Raksha Bandhan. During this celebration, sisters and brothers pray together and share a bond of protection, love and care. It is a personal story of ten-year-old Suman and her younger brother Manoj.

On page 18 to 19 there is a story of nine-year-old twins, Pratab and Padmini, who show how they celebrate Holi.

You might also tell your own story of celebration on this last day. Since the schedule may vary, if you do a meal or tasting fair, the story could be told or read during the mealtime.



## Appendix E:

# Information on Kids to Kids Donations to Mission Projects of Global Ministries

**Only financial donations will be accepted.** Do not send supplies or materials. It is too costly to mail such items and their safe arrival at the intended destination cannot be guaranteed. Additionally, it is helpful to the economy in India when the mission programs can buy things locally.

Gifts for ministries in India may be sent by your church to Global Ministries, indicating they are the result of your vacation bible school. Your designated gifts will be allocated in their entirety and your church will be credited for the donation.

### **SEND ALL DONATIONS TO:**

Global Ministries  
P.O. Box 1986  
Indianapolis, IN 46206-1986



## INFORMATION ON THE THREE JOURNEYS TO INDIA MISSION PROJECTS

### Family Village Farm Katpadi, India

[https://www.globalministries.org/family\\_village\\_farm](https://www.globalministries.org/family_village_farm)

Family Village Farm (FVF) was started in 1969 by Dr. Pauline E. King for orphans and the impoverished elderly in Kasam, India. The children mainly come from Kasam, which is a larger village near Katpadi, where the FVF is located. Vellore is the nearest city to Kasam and Katpadi. The children are from extremely poor families, some having no parents or one parent who is not able to support them. There are ten to twelve children, a mother, and grandparents living in each cottage. The mothers and grandparents living with the children are also poor, usually homeless people. There are usually about 150-200 children, 15 or more mothers, as well as grandparents living at FVF. This ministry is a critical one for the children, but it also provides a home for elderly adults who would otherwise be homeless. These adults provide “families” for the children and help to care for them while benefiting from the housing and support.



Global Ministries supports approximately 100 children living at the Family Village Farm through its Child Sponsorship Program, which provides food, clothing, education, and training for each sponsored child.

Family Village Farm also includes staff housing, a bakery, poultry farm, a feed mixing unit (where the cattle and poultry feeds are prepared), and a dairy for the supply of milk to the residents. The children are trained to tend crops and fruit trees and taught to sew, including making uniforms for the school located at Family Village Farm, the hospital linen, and garments for other local schools. These activities help support the FVF, and training at school helps the children learn skills that will enable them to be self-supporting in the future. Boys can live at

FVF until the age of 18; girls, if they are orphaned, are allowed to stay at the FVF until marriage.

King’s Matriculation School serves the students of Global Ministries Child Sponsorship site at Family Village Farm.

Family Village Farm’s director requested that Global Ministries help them find funding for two improvements for Family Village Farm and King’s Matriculation School. FVF needs to upgrade and modernize all of the 32 bathrooms. This will cost about \$12,000. King’s Matriculation School needs a school bus. FVF also needs on-going support to increase the quality of life for the children.

#### *Offerings of money could provide:*

- \$10 could provide ingredients for the bakery or school books
- \$20 could provide clothes and shoes for a child
- \$50 could help provide food for one of FVF’s families
- \$100 could provide a sink or toilet or shower for one of the bathrooms

#### *UCC and Disciples Congregations should direct all VBS offerings to:*

Global Ministries  
P.O. Box 1986  
Indianapolis, IN 46206-1986

#### *If you have questions, please contact:*

UCC – Marcy Gansler ([GanslerM@ucc.org](mailto:GanslerM@ucc.org))  
Disciples – Bethany Guy ([bguy@dom.disciples.org](mailto:bguy@dom.disciples.org))



## Deep Griha (Light House) Society Pune, India

[https://www.globalministries.org/deep\\_griha\\_society\\_pune\\_](https://www.globalministries.org/deep_griha_society_pune_)

Please note that this is an “outside” website. If your VBS offering is going to go to this mission project BE SURE that the donations are sent to Global Ministries so that we are able to track your donation and give your church credit for the donation.

Deep Griha (which means Light House) serves the poor and needy residents of the urban slums of Pune, India. It began with one small pharmacy in 1975, but rapidly grew and now has a staff of over 130 doctors, nurses, teachers, social workers, technical instructors and many other workers. Deep Griha’s mission is to foster a sense of human dignity and hope. Deep Griha now works in four urban slum communities and ten surrounding villages, serving over 60,000 people.

Deep Griha works with many young children living in very bad circumstances. Especially at risk are the children who have lost one or both of their parents. It is not that these children are not loved. Orphaned children are often cared for by extended family but with already very low incomes and crowded living conditions, it is difficult to care for more children. When incomes are really low and the adult does not know if there will be enough money to buy food for the next meal, children cannot be children; they must work to earn money for the family.

Children in these situations do not experience the childhood of fun and games. They work in unpleasant conditions for long hours and receive low incomes. They miss out on having an education it will be hard for them to get better jobs when they get older. Poor nutrition and sickness mean that some children do not survive.

Deep Griha gives children many things they need to be happy and healthy and to succeed. Some of the materials and services provided include:

- Space to study and help with homework
- Medical care
- Places to play
- Healthy food
- Clothing, shoes, and educational supplies

As they get older, children and youth will also have the chance to learn skills to help them get better jobs when they grow up.

### *Financial gifts for this project could provide:*

- \$10 could provide school supplies or new balls for sports
- \$20 could purchase enough eggs to provide all the children with some protein
- \$50 could buy a new crib for an infant
- \$100 could provide materials to build desks for studying

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Global Ministries  
P.O. Box 1986  
Indianapolis, IN 46206-1986

### *If you have questions, please contact:*

UCC – Marcy Gansler ([GanslerM@ucc.org](mailto:GanslerM@ucc.org))  
Disciples – Bethany Guy ([bguy@dom.disciples.org](mailto:bguy@dom.disciples.org))

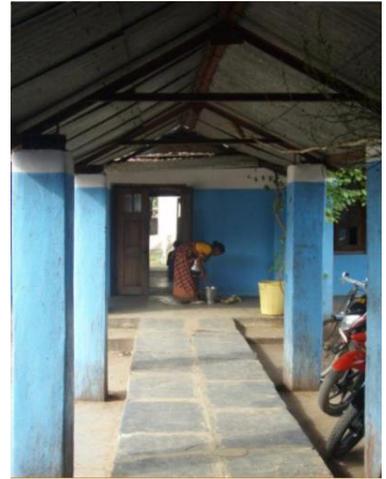


## Evangelical Hospital Khariar, India

[www.globalministries.org/evangelical\\_hospital\\_khariar](http://www.globalministries.org/evangelical_hospital_khariar)

The Evangelical Hospital-Khariar is in the Nuapada District of Orissa, India. It is currently the leading non-government health institution in the State of Orissa and Eastern Chhattisgarh, and it provides the best medical care for each patient that enters the hospital, regardless of income.

The hospital has been serving the rural community in Orissa since 1930, when it was founded by Reverend Herman and Mrs. Marie Feierabend of the American Evangelical Mission of the Evangelical Synod of North America, a predecessor mission body of what today is Global Ministries. Since the 1970s, the Church of North India oversees the operations of the hospital, and continues to keep a close relationship with the Evangelical Hospital-Khariar. The church conducts morning worship services, patient visitation and counseling, and it comforts the bereaved. Not only does the hospital cure patients and prevent disease, the hospital makes all attempts to impart the knowledge of God in order to benefit the wholeness of the person.



Evangelical Hospital-Khariar annually serves over 27,000 patients through its services. The hospital staff consists of 9 physicians, 72 nurses and medical support staff – including 20 nurse midwives, and 14 general staff members, including a full-time chaplain. The hospital is working toward better serving their patients and improving the health of the community through obtaining modern and up to date medical equipment and technologies. Recently, the hospital was able to purchase equipment for diagnostic tests and dialysis, as well as finalize the installation of a fire alarm system and a generator.



### *Offerings of money could provide:*

- \$10 can feed a meal to children in the hospital
- \$20 could purchase toys for kids to play with or stuffed animals to snuggle with
- \$50 could help sponsor eye exams or dentist check-ups for children
- \$100 can help buy important medicines for many children

### *UCC and Disciples Congregations should direct all VBS offerings to:*

Global Ministries  
P.O. Box 1986  
Indianapolis, IN 46206-1986

### *If you have questions, please contact:*

UCC – Marcy Gansler ([GanslerM@ucc.org](mailto:GanslerM@ucc.org))  
Disciples – Bethany Guy ([bguy@dom.disciples.org](mailto:bguy@dom.disciples.org))



## Appendix F

# Global Ministries Child Sponsorship Programs



*Child Sponsorship can take two forms.*

- You can make a special donation to the site that is part of the Child Sponsorship Program, such as The Family Village Farm. When you make a donation to the site, your donation may be used to meet the immediate needs of several children, such as helping to pay for school supplies or uniforms.
- You can make donations to sponsor an individual child at one of the sponsorship sites. The sponsorship of an individual child needs to be carefully considered because it is an ongoing commitment that is likely to continue for many years.

The cost of sponsoring a child varies from center to center according to the services provided and the cost of living in that country. Sponsorship cost ranges from \$25.00 to \$30.00 monthly and we have several payment options available. There is no administrative fee!

If you make a Child Sponsorship donation to a site or if you sponsor an individual child, all donations collected goes directly to meet the needs of children. None of your contribution will be used by Global Ministries for administrative costs to run the sponsorship program.

### **HOW DOES IT WORK?**

Sponsors of individual children receive a brief biography and photo of an assigned child. You determine your personal financial commitment for the support of your child. We encourage sponsors to write to their children to learn more about him/her and their life. It is our hope you will receive at least two letters/reports per year from your child.

<http://globalministries.org/get-involved/child-sponsorship/>

Here you will find answers to frequently asked questions, a sponsor application form, and a Child Sponsorship Brochure and much, much more.

*Global Mission Projects in India that currently have Child Sponsorship Programs:*

- Family Village Farm, Vellore, India
- Sermey Thoesam School, Karnataka, India
- Sonada Refugee Camp, Darjeeling, India
- Tibetan Children's Village, Dharamsala, India
- Tibetan Refugee Self-Help Centre, Darjeeling, India

### *For More Information*

Linda Lawrence, Program Administrator  
Child Sponsorship  
700 Prospect Ave.  
Cleveland, Ohio 44115  
Phone: 866-822-8224 ext. 3222  
Fax: 216-736-3203  
[lawrencl@ucc.org](mailto:lawrencl@ucc.org)



## Appendix G

# It's Easy Being Green!

Here are some suggestions for making Journey to India as Earth-friendly as possible:

1. Ask families to bring their own place settings to the final celebration meal.
2. Have kids make cloth napkins and napkin holders as a first day activity in their Family Collage Groups.
  - a. Buy ready made napkins and let the children decorate with fabric markers.
  - b. Provide wooden napkin rings that the children can individualize with markers or paint.
  - c. Let children make individual napkin rings by cutting up toilet paper and paper towel cardboard rolls, covering with contact paper, construction paper or wall paper.
3. As much as possible use recycled materials for Indian outfits, decorations, crafts.
4. Make "sit-upons" out of folded newspapers and old plastic table cloths.





## Appendix H

# Comprehensive Materials and Supply Lists

Drums, bells, sticks and other rhythm instruments for children to use during music times. A bell or other instrument for Director to use to alert groups to change activities

### DECORATIONS

- \_\_\_\_\_ Brightly colored tapestries, shawls, materials and scarves from India
- \_\_\_\_\_ Statues of Hindu Gods or Goddesses and other artifacts that one might find in India
- \_\_\_\_\_ Travel Posters
- \_\_\_\_\_ Poster board and colorful markers for signs
- \_\_\_\_\_ Maps
- \_\_\_\_\_ Pictures of India
- \_\_\_\_\_ Picture Books about India
- \_\_\_\_\_ Traditional Indian music

### COSTUMES

- \_\_\_\_\_ Bangle jewelry, ankle bracelets, gold-tones and brightly-colored costume jewelry.
- \_\_\_\_\_ Swaths of materials for head scarves, turbans, dohis, saris, shawls (brightly-colored materials, including some silky and sheer)
- \_\_\_\_\_ Kurtas are tunic shirts that could easily be made.
- \_\_\_\_\_ Small, round, red and yellow stickers, lipsticks, bindi sticks, or markers to apply colored dots to foreheads
- \_\_\_\_\_ Airline employee uniforms

### GAME SUPPLIES

- \_\_\_\_\_ Chess sets
- \_\_\_\_\_ Parcheesi sets
- \_\_\_\_\_ Yogamats or large towels
- \_\_\_\_\_ Marbles
- \_\_\_\_\_ Chalk
- \_\_\_\_\_ Masking tape
- \_\_\_\_\_ Soccer balls
- \_\_\_\_\_ Poster board, scissors, markers and playing pieces (if you make snakes and ladders) game
- \_\_\_\_\_ Bubble supplies
- \_\_\_\_\_ Buckets and large paint brushes

### CRAFT SUPPLIES

- \_\_\_\_\_ Chalk – regular and chunky sidewalk, all colors
  - \_\_\_\_\_ Rice flour
  - \_\_\_\_\_ Colored Sand
  - \_\_\_\_\_ Black construction paper
  - \_\_\_\_\_ Crayons, pens, pencils
  - \_\_\_\_\_ Permanent markers
  - \_\_\_\_\_ Sharpie pens
  - \_\_\_\_\_ Washable magic markers
  - \_\_\_\_\_ Drawing paper
  - \_\_\_\_\_ Henna kits
  - \_\_\_\_\_ Small tea light
  - \_\_\_\_\_ Candle holders or small plant bases
  - \_\_\_\_\_ Tassels
  - \_\_\_\_\_ Beads
  - \_\_\_\_\_ Ribbons
  - \_\_\_\_\_ Scraps of materials
  - \_\_\_\_\_ Tissue paper in bright colors
  - \_\_\_\_\_ Chenille sticks
  - \_\_\_\_\_ Large plastic sewing needles
  - \_\_\_\_\_ Regular sewing needles and thread
  - \_\_\_\_\_ Construction paper and craft foam in bright colors
  - \_\_\_\_\_ String and yarn
  - \_\_\_\_\_ Glitter glue
  - \_\_\_\_\_ White glue
  - \_\_\_\_\_ Scissors
  - \_\_\_\_\_ Self hardening clay
  - \_\_\_\_\_ Cardboard or plywood
  - \_\_\_\_\_ Paint and brushes
  - \_\_\_\_\_ Fabric paints and markers
- See Appendix I for Comfort Quilts supplies*

Comprehensive Supply Lists *continuenextpage*



## **COMPREHENSIVE MATERIALS AND SUPPLY LISTS (CONTINUED)**

### **INGREDIENTS AND FOOD FOR SNACKS AND CLOSING CELEBRATION MEAL INCLUDE:**

- \_\_\_\_\_ Spices (curry, turmeric, chili powder, basil, pepper, and cinnamon)
- \_\_\_\_\_ Fruits (mangoes, bananas, other tropical fruits)
- \_\_\_\_\_ Chocolates
- \_\_\_\_\_ Potatoes
- \_\_\_\_\_ Rice
- \_\_\_\_\_ Yogurt
- \_\_\_\_\_ Milk
- \_\_\_\_\_ Flour
- \_\_\_\_\_ Water
- \_\_\_\_\_ Cooking oil



## Appendix I

# Comfort Quilt Instructions

### *What is a comfort quilt?*

A comfort quilt is a small quilt—child size—that is made to be given to children in all kinds of circumstances. A comfort quilt's main purpose is to bring comfort to a child when life gets tough.

### *Who makes them?*

Comfort quilts can be made by children for children. They can be made by accomplished seamstresses or first time stitches. A comfort quilt can be made by many people or by just one. In other words, any one or any group can make a comfort quilt.

A group of children might paint or draw on squares cut for a 9 patch Comfort quilt (see directions below). Then a group of adults could sew them together. Then another group of adults or children can tie the quilts — saying a prayer with each tie.

These quilts can be done by large groups of people—age makes no difference. One group can get them started, another can tie. Folks can be brought together to cut the fabric, others sew, others iron. Skill makes no difference.

In other words, anyone can make a comfort quilt or any group can make a quilt.

### *Where do the quilts go?*

Think creatively — where are there children in need in your community? Firemen can be given quilts to carry when making runs. EMT wagons can use the comfort quilts whenever they are called out to a place where children are in distress. Local child abuse agencies can send these with social workers who call on children. Children's wards in hospitals can always use these reminders that someone cares. Give them to families in your church when they dedicate a baby.

There are hundreds of places in your town and all over the world that would love to have this kind of gift.

### *What makes them so special?*

When you begin a comfort quilt, if it is by you or with someone, begin it with prayer. Learn everything you can about the people for whom you make the quilt. Invite anyone who works on the quilt to bless it with prayer for the one who will receive this special gift. Pray as you work on the quilt, pray when you tie it or when you iron it or when you stitch its top. Bring your quilts into worship and ask the church to bless the work of your hands and hearts for the blessing of those who will receive.

Children love to be of help to other children. Here is a simple pattern for a quilt that uses children's art work as the focus fabric.

The pattern for this simple quilt is a traditional 9 patch square — three rows of three blocks. The finished size is approximately 45".

### *You will need:*

- 5 squares of muslin or plain white good cotton fabric cut to 12" in size. It is these squares that you will invite children to decorate. You may decorate your square in a variety of ways. An adult can trace pictures from a children's coloring book; later, children can use crayons or fabric paints to color in the pictures. Children can be led in a discussion about how the quilt will be used and what kinds of pictures will be appropriate. Then, children are asked to use fabric paints or crayons to draw and fill in their own pictures. Each quilt will use 5 pictures the children have drawn and 4 squares of other fabric.
- Cut four, 12" squares of a second fabric — you can choose fabric that matches the pictures drawn or you may use scrap fabric up making this a recycling project.

*Lay out:*

- Row one — child's drawing, fabric, child's drawing
- Row Two — Fabric, child's drawing, fabric
- Row Three — child's drawing, fabric, child's drawing

Sew the blocks together of row one, then row two, then row three. Press seams of row one and three to the inside toward the center, row two presses to the outside.

Sew row one to row two — matching the seams — they will nest against one another.

Sew row three to the unit again matching the seams. You have now finished the center of the quilt.

You may border this quilt with any fabric if you wish, or stop here. Bordering makes the quilt a little larger and gives you some space to sew around the outside. Cut 4 strips of fabric 2"-3" in width. It can be the same fabric as your 4 fabric squares, or it can be a matching fabric or a solid color.

Sew a strip to the top and bottom of the quilt. Then sew a strip to each side. Press. Your quilt top is complete.

*To make your quilt top into a quilt, you will make a sandwich of three layers.*

1. Backing fabric — the size of your finished quilt — this can be a piece of matching fabric, or muslin. You can use the same fabric as the one on top, or use something new. Cut your backing just a bit larger than the quilt top.
2. Quilt batting — you may use any brand or size; it should be cut the size of your top. It works best to use 1/4 inch loft — the thinner stuff.
3. Quilt top

*Make a sandwich.*

- Place the quilt batting (2) down first.
- Place the backing (1) right side up on top of the batting. Smooth it out.
- Place the quilt top (3) right side down (wrong side up) on top of the backing.
- Pin well around the edges. Sew the sandwich together leaving an opening of 8-10" on one side.
- Remove the pins, turn the quilt, and sew up the opening.

Press well. Pin all the layers together so that they may be quilted. Lay the quilt flat on a table, smooth it out very well, press it well, and pin it all over the top to hold it in place.

*There are many ways to finish off the comfort quilt.*

For children to be involved the easiest are # 1 and #2

1. **Machine quilt** — sewing in the ditch (the seam line) along all the seams in the 9 patch and around the border seams
2. **Tie the quilt at 4-6 inch intervals.** Embroidery floss or yarn works well. Using a long needle, simply take one stitch and leaving two strings on top of the quilt about 5 inches long. These are then tied in a double knot, and trimmed. Remember to pray with each tie.
3. **Combination of 1 and 2.** The 12 inch squares are a little large to leave with no quilting when you sew it down, a tie in the center of each will secure the quilt
4. **If you are a machine quilter** — you may want to free style inside the squares of the nine patches and follow the stitch in the ditch along other seams. You can even stitch around the children's drawings.
5. **Hand quilt** — this is perhaps the hardest to do, but some children and adults may want to try. Small, even stitches to follow the seam lines or the drawings work well.

Remember at each step to pray, and learn about the people and places your quilt will serve. Now, it's time to take the quilt to church for a blessing and on to the folks who need it.



## Appendix J

# All About India Fact Sheet



### GEOGRAPHY AND CLIMATE

India is a large Asian country. India has everything from deserts to rain forests, and the climate varies widely depending on where you are. The temperatures in the desert can reach 120° F, while in the Himalayan Mountains, the weather can be below freezing, and the peaks are always covered with snow. In most parts of the country, it is hot from March to May, monsoons (heavy rains) come between June and September, and a mild winter lasts from October to February. India has a lot of earthquakes, floods, and droughts.



### POPULATION

India has the second-largest population in the world, after China. More than 1.1 billion people live in India. Most Indians live in the north or along the coasts. Each Indian is born into one of hundreds of different groups called castes (social classes). Often, whom you marry, what kind of house you live in, what job you have, and where you work depend on your caste. If you belong to a high caste, you have a lot of privileges. If you belong to one of the lowest, your opportunities are limited. The caste system is changing, but slowly.

### HISTORY

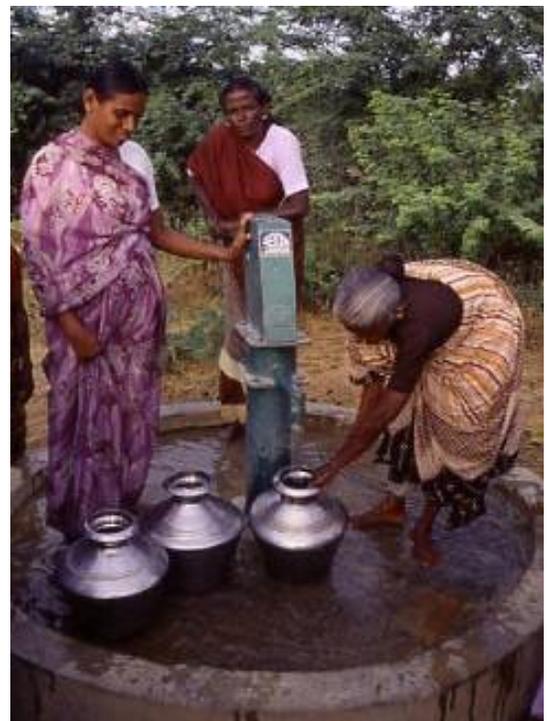
India's history goes back over 5,000 years. Over its long history, India was invaded by foreigners often and ruled by emperors, rajas, shahs and sultans. Princes or Rajas ruled the Indian states in the early days. An early emperor converted to Buddhism and this was an important influence. Later, India was invaded and ruled by Muslims and many converted to this religion. Then, European traders came to India. The British came to India to trade, but eventually ruled the country for over 200 years. Freedom was obtained, in part, through the work of Mahatma Gandhi who advocated nonviolence in social and political change. He taught that you can hate what people do but you should not hate people. His life and work have influenced many people to believe that conflicts can be resolved without fighting or war.

### GOVERNMENT

India is the largest democracy in the world. It became a democracy in 1947. A prime minister runs the country. The president of the country is elected by members of Parliament and state representatives. The president represents the country at ceremonies or other events. India has 28 states and seven national territories. All citizens may vote starting at age 18.

### LANGUAGE

Nearly four hundred languages are spoken in India, not including different dialects. Most Indians speak at least one of India's two official national languages: Hindi and English. Many states have their own official languages as well. English is used often in business, education, and government.



**SAY IT THE INDIAN WAY**

WORD	PRONUNCIATION	MEANING
Ajithkumar	Ah-JEET-kumar	People in Family Village Farm story
Alavidha	AHL-vee-DAH	Good-bye
Anil	a-NEIL	Mission Partner in the Deep Griha Society
Bhagavad Gita	Bug-VAD-GEE-ta	“Song of God,” An important Sanskrit Hindu scripture
Bindi	Bin-DEE	Red or yellow dot on forehead
Chakra	CHUCK-ra	The seven energy centers of the body.
Chapatis or Paratha	CHA-aph-tee or pa-RAH-tah	Indian bread
Chennai, India	Che-NI	City in India
Chi	Chai	Traditional tea of India
Deep Griha	Deep-Gree-HAH	Lighthouse
Dhanyavaad	duh-nyah-VAAHD	Thank You
Dhoti	Da-HO-tee	Bottom half of traditional dress for men
Diwali or Divaali	Dah-WALL-ee (pronounced same)	Festival of light
Gandhi	Gan-DEE	A great leader of India
Goli	Go-LEE	Indian marble game
Ha	Hah	Yes
Ikr-dukri	Icker-DUKER-ee	Indian hopscotch
Jayanthi	Jl-an-tee	People in Family Village Farm story
Jayrajdarpana	Jl-raj-DAR-pana	Indian folk dances
Kabaddi	Ka-ba-DEE	Indian tag game
Katpadi, India	Kut-pa-DEE	Location of Family Village Farm
Kripyaa	krip-eye-YAH	Please
Kurtas	KUR-tai	Shirts for boys
Langdi	LAHNG-dee	Three-legged tag
Mahatma	Ma-HAHT-ma	Great souled
Mandala	Man-DAHL	Circle completion
Mehendi	Mah-HEN-dee	Process of applying henna to skin
Nahi	nuh-HEE	No
Namaste	nah-mah-STAY	Hello
Pankah	Pun-KA	Lie or garland fan
Pune, India	PUN-ah	Location of Deep Griha
Rajeshwari	Rah-JAY-shwar-ee	People in Family Village Farm story
Rangoli	Run-GO-lee	Colorful designs
Sari	Sorry	Dresses for women
Savasana	Sah-VAH-san	Yoga corpse pose
Sutra	SU-tra	Part of Buddhist Scriptures
Thippi	Tip-EE	Small rock
Vanakkam	Van-ah-COME	Peace
Yoga	YO-gah	Union

**FAMILIAR HINDI WORDS**

Pajamas, bungalow, shampoo, cashmere, bazaar, thug, curry, tank, jodhpurs, mangoes



## INDIAN CALENDAR

There are 12 months in the Indian calendar, just like in the Gregorian calendar which we follow. Our calendar is based on the sun, but the Indian calendar is based on the moon (called a lunar calendar). Instead of four seasons, the Indian calendar has six seasons: Summer, Rains, Early Autumn, Late Autumn, Winter, and Spring.



### A CHILD'S LIFE

Many children in India live in poverty. Although the government wants everyone to get an education, sometimes children must quit school to help at home with farming or caring for younger siblings. If there is only enough money to send one child to school, a son would be chosen over a daughter. Some Indian students go on to college, but it is very expensive and hard to afford for the many families with less money.

Indian kids always wear uniforms to school. Typically, uniforms are white shirts with colored skirts (for girls) or pants or shorts (for boys). Teachers are always called "Sir" or "Madam". Many kids go to school at least two Saturdays a month. Students have math, science, social studies, gym, and English classes. They also study at least one other language. Each class has about 40 to 50 students. Many kids, especially girls, can't attend school because they are expected to help at home or to earn money for their families.

What life is like in India depends on a person's religion, *caste* (social class), income, and hometown. Families are usually large, and *extended families* (including aunts, uncles, grandparents, and cousins) are very important. Grown children often live with their parents (usually the man's family) after marriage. They take care of their parents in their homes when they are old.

Children from poor families have to work all day on farms or in shops. Some even have to beg on the streets. Children from upper-class families have more comfortable lives. They might come home from school and play video games or spend time on their computers. American movies are very popular with many Indian kids. Movie theaters are also favorite places to hang out with friends.

### BELIEFS AND CELEBRATIONS

Four religions originated in India: Hinduism, Buddhism, Jainism, and Sikhism. More than 80 percent of Indians are Hindu. Reincarnation (the belief that a person's soul has many lives on earth) and karma (the belief that a person's circumstances in life are determined by his or her actions) are important beliefs in Hinduism. Close to 13 percent of Indians are Muslims. They follow the teachings found in the Qur'an (Koran). Around 2 percent of the population is Christian. Almost 2 percent are Sikhs. Sikhism stresses simple teachings, tolerance, and devotion.

India has many festivals. People dance, sing, prepare feasts, and wear colorful costumes. One fun festival is Holi, which celebrates the end of the cold season. Children throw colored powder on strangers and friends. Diwali, the Festival of Lights, is a popular Hindu festival. Hindus celebrate it by putting up lights in their homes and businesses, buying new clothes (if they can afford them), setting off firecrackers, and giving sweets to their kids, family, and friends.

### LIFE

In India, it is very hard for the poor to make money and improve their station in life. There are not enough skilled jobs in the city for all the workers so some have to take low-paying jobs like driving a rickshaw or selling lemons on the side of the road. It is hard to support a family with the wages earned from these jobs. In some villages, conditions are unsanitary so people get sick.

### IMPORTANT PEOPLE

#### *Mahatma Gandhi (Mohandas Karamchand Gandhi) (1869–1948)*

Gandhi was an unremarkable student in his early years, and he married at a young age. When he went to England to study law, he became more interested in philosophy. After moving to South Africa for a job, he became involved in the civil rights movement there. Upon returning to India, he began campaigning for peaceful resistance to British rule. His nonviolent tactics have influenced people worldwide. People began to call him "Mahatma," a Sanskrit term meaning "great souled." Because of his influence, India eventually



## Appendix K

# Older Youth/Adult Class

### IDEAS

- Participate in the Journey to India Opening and Closing each day. Contribute to the offering for Global Missions Projects. Help with quilt making or, as a class, make your own quilt. Participate in the meal or tasting fair on the last day of Journey to India.
- Do an in-depth study of the scriptures that are offered for each day of the Journey to India VBS program.
- Do an in-depth study of each of the three Global Missions Projects.
- Do a study of colonialism and how that practice continues to impact life in India. Any of these resources would be an excellent base for a youth/adult study of India.
  - The book, *India*, by Michael Wood costs \$35. The 2 DVD set is \$34.99, and the DVD and Book is 59.99. All can be ordered from [www.shoppbs.org](http://www.shoppbs.org). The book and DVDs are of Wood's travels in India. The achievements and the dramatic history of the Indian civilization are highlighted. He looks at the past, present and future of India. At the "Story of India" website, <http://www.pbs.org/thestoryofindia/>, you will find lesson plans, pictures, and ideas of other study topics related to India. This website is a wealth of information. Consider watching the movie, *Slumdog Millionaire* and discussing it. You can watch the movie trailer at <http://www.imdb.com/video/imdb/vi2220163097/>.
- Watch and discuss a film about Gandhi. A Google search will turn up many films that can be watched on a computer screen. Of course you can always watch the full length movie, *Gandhi*. Lead a discussion on his belief in nonviolence and how this relates to the Christian understanding of non-violence.
- Watch and discuss the film, *Slumdog Millionaire*.





## Appendix L

# Cd Order Information and Sheet Music

The *Journey to India* CD includes the theme song, "Vanakkam! Namaste!" is sung by the composer, David Edwards. The songs, "Children Welcome!," "I Have So Much," and "I Can Love" are sung by David Edwards and children of Greenfield Christian Church (Disciples of Christ) in Greenfield, IN.

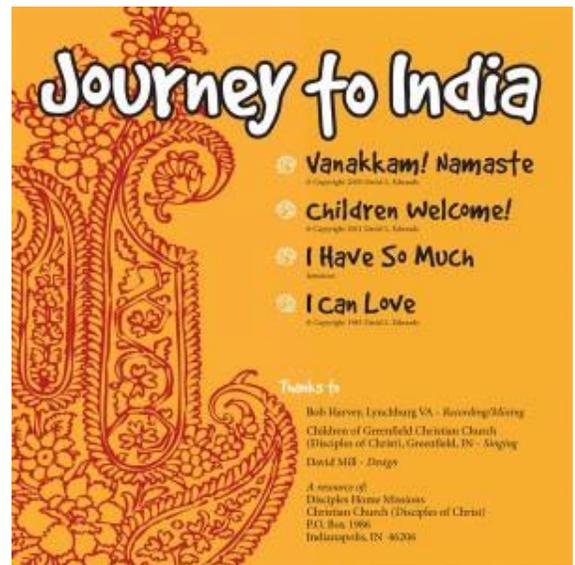
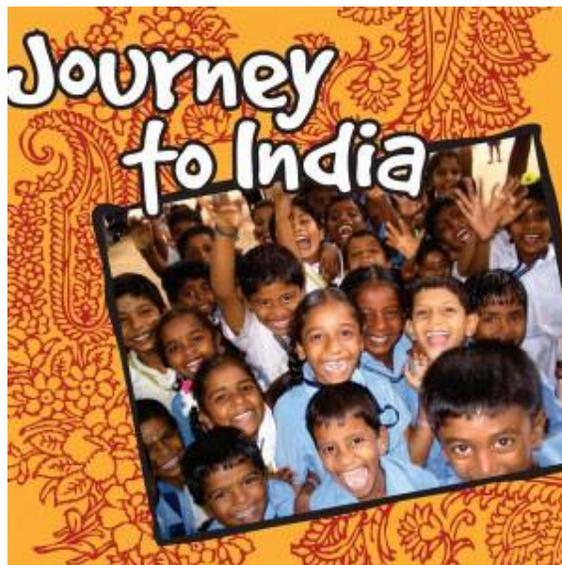
Cost: \$10

Order on-line: [ww.docfamiliesandchildren.org/kids-to-kids](http://ww.docfamiliesandchildren.org/kids-to-kids), with a credit card

– OR –

Mail a check and request to:

Disciples Home Missions  
P.O.Box 1986  
Indianapolis, IN 46206-1986  
888-346-2631





**Vanakkam! Namaste!**

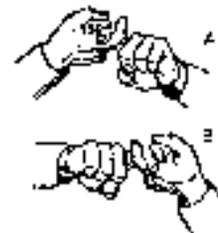


**Put palms of hands together (as in prayer) and hold under your chin. Bow to your neighbor on your left as you sing the word, “Vanakkam,” and bow to your neighbor on your right as you sing the word, “Namaste.”**

**Welcome**

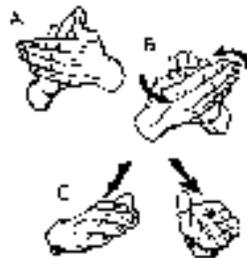


**one another.**



**Repeat motions for Vanakkam! Namaste!**

**Peace**



**be**



**with**



**you.**



## Children Welcome

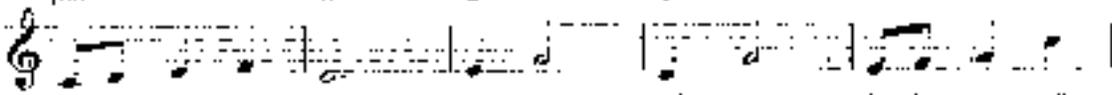
Words and Music by  
David L. Edwards

1 C G C F G C G



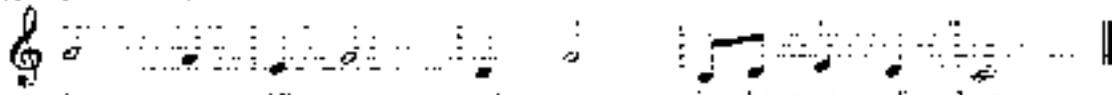
Child - ren wel - come in the name of Je - sus. Child - ren wel - come

7 Dm G C G C



in the name of love. All are wel - come in the name of

12 F G C G Dm G C



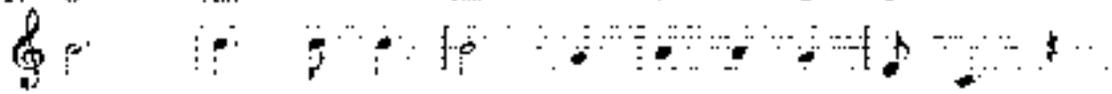
Je - sus. All are wel - come in the name of love.

17 Am Em F G C Am Em D



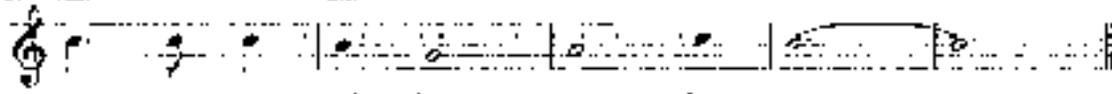
1. We have some-thing to give to chil-dren, a beau-ti-ful world where they can  
2. Chil-dren of-far us gifts for liv-ing with hearts o-pened wide, clear eyes to  
3. Seeds and flow-ers in make a gar-den. The win-ter and spring to make one

24 G Am Em F G C



grow, heal-ing for hurt and hope for to-mor-row,  
see, minds full of won-der, hands full of help-ing,  
year. Hands smile and large to join in one cir-cle.

29 Am Em D G G7



sto-ries to guide them as they go,  
joy as we fol-low where they lead,  
wel-com-ing peo-ple far and near.

Copyright © 2001 David L. Edwards

# I Can Love

Words and Music by  
David L. Edwards

1 John 4

D Em A F#m Em A

I can love, I can love, I can give to o - ther peo - ple. I can

6 D Em A F#m A D D

love, I can love, be - cause God first loved me.

11 D Em A7 F#m

1. How strong am I? How strong am I? Can I lift up a moun - tain or  
2. How strong am I? How strong am I? Do I have to make some - bo - dy else

15 Em A7 D Em A7

touch the sky? I may not be the big - gest, and I may not be the best, but  
lose or cry? I don't have to be the big - gest, I don't have to be the best, 'cause

18 F#m Em A A7

there's a kind of strong that's strong - er than the rest. I can  
there's a kind of strong that's strong - er than the rest.

Copyright 1983 David L. Edwards



## Appendix M

# Resources

### Books:

- Axworthy Anni. *Annie's INDIA Diary*. Watertown, MA: Charlesbridge Publishing, 1992.
- Baptiste, Baron. *My Daddy is a Pretzel*. Cambridge, MA: Barefoot Books, 2004.
- Bash, Barbara. *The Heart of the Village: The World of the Indian Banyan Tree*. Layton, UT: Gibbs Smith, 2002.
- Chatterje, Manini and Anita Roy. *Eyewitness Books: India*. New York: DK Children, 2002.
- Costello, Elaine and Lois Lehman. *Religious Signing: A Comprehensive Guide for All Faith*. New York: Bantam, 1997.
- Das, Prodeepta. *I is for India*. London: Frances Lincoln Children's Books, 2004.
- Divakaruni, Chitra Banerjee. *The Conch Bearer*. New York: Roaring Brook Press, 2003.
- Divakaruni, Chitra Banerjee. *The Mirror of Fire and Dreaming*. New York: Roaring Brook Press, 2005.
- Duckert, Mary. *A World of Children's Games*. New York: Friendship Press, 1993.
- Fox, Mem. *Whoever You Are*. San Diego: Harcourt Children's Books, 1997.
- Freedman, Françoise Barbara, Bel Gibbs, Doriel Hall, Emily Kelly, Jonathan Monks and Judy Smith. *Yoga and Pilates for Everyone*. London: Anness Publishing, 2005.
- Gupchup, Vijaya. *Festivals in Regions and Seasons of India*. Mumbai: Navneet Publications 1999.
- Heine, Theresa and Shelia Moxley. *Elephant Dance*. Cambridge, MA: Barefoot Books, 2007.
- Helwig, Monida. *42 Indian Mandala Coloring Book*. Alameda, CA: Hunter House Publishers, 2001.
- Heydlauff, Lisa and Nitin Upadhye. *Going to School in India*. Watertown, MA: Charlesbridge Publishing, 2005.
- Jackson, Elaine. *Teacher Created Resources: Travel Through INDIA*. Irving Hills, CA: QEB Publishing, 2004.
- Jeyaveeran, Ruth. *The Road to Mumbai*. Boston: Houghton Mifflin Books for Children, 2004.
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- Kalman, Bobbie. *India the People*. New York: Crabtree Publishing 1990.
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- Kipling, Rudyard and Nicola Bayley. *The Jungle Book: Mowgli's Story*. Cambridge, MA: Candlewick, 2005.
- Krishnaswami, Uma and Jamel Akib. *Monsoon*. New York: Farrar, Straus and Giroux, 2003.
- Lewin, Tom. *Sacred River*. New York: Clarion Books, 1995.
- McCoy, Isabelle, Leland Graham and Larry Jones. *Hands-on Heritage: INDIA Activity Book*. Fort Atkinson, WI: Highsmith, 2007.
- Noble, Marty. *Traditional Designs from INDIA (A Dover Coloring Book)*. Mineola, New York: Dover Publications, Inc., 2006.
- Pellowski, Anne. *A World of Children's Stories*. New York: Friendship Press, 1993.
- Ravishankar, Anushka and Pulak Biswas. *Tiger on a Tree*. New York: Farrar, Straus and Giroux, 2004.
- Sheth, Kashmira. *Koyal Dark, Mango Sweet*. New York: Hyperion Book, 2006.
- Staples, Suzanne Fisher. *Shiva's Fire*. New York: HarperCollins, 2001.
- Verma, Jatinder and Nilesh Mistry. *The Story of Diwali*. Cambridge, MA: Barefoot Books, 2002.
- Walker, Mary Lu. *A World of Children's Songs*. New York: Friendship Press, 1993.



### Miscellaneous Articles, DVDS, Web Resources:

*Border Crossing: Children's Stories from India and Pakistan.* Global Ministries, The United Methodist Church, 2004.

"Buddhism." *Calliope: World History for Young People.* Edpresss, 2005.

*Family Yoga.* Perf. Donna Fone, Rodney Lee. Gaiam, 2003. DVD.

*Folk dances of India.* YouTube - Broadcast Yourself, 12 Apr. 2009.  
<http://www.youtube.com/watch?v=uQP5hyUG8ek>.

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*Pataks Education.* 12 Apr. 2009. <http://www.journeythroughindia.com/>.

*The Story of India.* Dir. Jeremy Jeff. Perf. Michael Wood. PBS, April 2009. DVD.  
<http://www.pbs.org/thestoryofindia/>.

*Welcome to Imagine India Tours!* 12 Apr. 2009. <http://imagineindiatours.com/>.

*YogaKids 1 for Ages 3-6.* Perf. Marsha Wenig. Gaiam, 2000. DVD.

*YogaKids 2 ABC's for Ages 3-6.* Dir. Ted Landon. Perf. Marsha Wenig. Gaiam, 2003. DVD.

### Websites:

<http://www.pbs.org/thestoryofindia/>

<http://www.journeythroughindia.com/>

<http://imagineindiatours.com/>

<http://www.travelforkids.com/Funtodo/India/india.htm>

### Denominational Organizations:

#### Global Ministries

Global Ministries is a group of almost 10,000 churches (including yours!) from the United Church of Christ Denomination and The Christian Church (Disciples of Christ) in the United States and Canada Denomination. We all work together to share the Good News of God's Love around the world.

There are about 125 missionaries who are working right now in 70 countries. Did you know that there are also missionaries who come from other countries to work in the United States? Sharing God's love means being a friend with others, especially children and their families. There are people right next door and people in other parts of the world who need food, a home, and medical. They also might need to learn new ways to grow crops or dig a well or run a store. And many people need and want to know about Jesus and the Bible.

Global Ministry is working in partnership with 270 churches or groups from all over the world. Below are some web sites where you will find lots more information on Global Ministries, the three Indian Mission Projects and other ways your church can serve others.

<https://www.globalministries.org/about>

<http://globalministries.org/sasia/>

[https://www.globalministries.org/family\\_village\\_farm](https://www.globalministries.org/family_village_farm)

[https://www.globalministries.org/deep\\_griha\\_society\\_pune](https://www.globalministries.org/deep_griha_society_pune)

<http://globalministries.org/get-involved/child-sponsorship/>

Webaddresses for other church agencies from both denominations that are involved in mission work and ministry with children and their families.

**United Church Of Christ Sites:**

Wider Church Ministries-<http://www.ucc.org/wcm>

One Great Hour of Sharing - <http://www.ucc.org/oghs>

Refugees -<http://www.ucc.org/refugees/>

Volunteer opportunities - <http://www.ucc.org/volunteer/>

Disasters - <http://www.ucc.org/disaster/>

**Christian Church (Disciples Of Christ) In The United States And Canada Sites:**

Disciples Home Missions – <http://www.discipleshomemissions.org>

Office of Refugee and Immigration - <https://www.discipleshomemissions.org/missions-advocacy/refugee-immigration-ministries/>

Week of Compassion – <http://www.weekofcompassion.org>