

# spark\*

CBF CHILDREN'S MISSIONS EDUCATION RESOURCE  
SEPTEMBER · OCTOBER · NOVEMBER | 2009

**Poverty Relief and Education**  
Learn How We Can Help Others

**A Listening Ear**  
Discover How People Minister at Workplaces

**Teamwork in China**  
God is Helping People Help Others



Weekly session  
plans now available at  
[www.missionseducation.org](http://www.missionseducation.org)  
under "Teachers."

# spark\*

SEPTEMBER · OCTOBER · NOVEMBER | 2009

## CBF Leadership Team

**Daniel Vestal**

*Executive Coordinator*

**Bo Prosser**

*Coordinator of Congregational Formation*

**Rick Bennett**

*Director of Congregational Formation*

## Design Team

**Devita Parnell**

*Congregational Resources Specialist*

**The Faith Lab**

*Editorial Services*

**Jennifer Law**

*Copy Editor*

**Cheryl Totty**

*Graphic Designer*

## Writers

**Rebecca Bennett**

*Lilburn, Georgia*

**Stephanie Ezell**

*Ardmore, Oklahoma*

**Carrie Veal**

*Gainesville, Georgia*

©2009 Cooperative Baptist Fellowship



### About the cover

Education and play are important ways children can know God loves them completely.

## Contents

<b>UNIT 1: Poverty Relief and Education</b> .....	<b>5</b>
Session 1: Change for Children in Urban Kenya.....	8
Session 2: Change for Children in Rural Kenya .....	10
Session 3: Bringing Hope to Liberia .....	12
Session 4: Motima's Story .....	14
Session 5: Loving God's Children in Ethiopia .....	16
<b>UNIT 2: A Listening Ear</b> .....	<b>29</b>
Session 1: The Gift of Understanding.....	32
Session 2: Growing God's Family.....	34
Session 3: Chaplains Making Connections.....	36
Session 4: Growing Through Dance .....	38
<b>UNIT 3: Teamwork in China</b> .....	<b>51</b>
Session 1: God Calls the Cayards .....	54
Session 2: Camping with a Purpose .....	56
Session 3: Disaster Strikes, Help Arrives .....	58
Session 4: Thankfulness Abounds .....	60
<b>Appendix</b>	
Allergy Alert Chart .....	73

*Spark*™ is published quarterly by the Cooperative Baptist Fellowship. All rights reserved. Only the item pages in this publication are reproducible without prior permission of the publisher. No other part of this publication may be reproduced or transmitted in any form or by any means without prior written permission of the publisher. For subscription information or to order any CBF materials, contact the Cooperative Baptist Fellowship, 2930 Flowers Road South, Suite 133, Atlanta, GA 30341, or call 1-888-801-4223. Visit the CBF Web site at [www.thefellowship.info](http://www.thefellowship.info). Unless otherwise noted, Scripture quotations are from the Contemporary English Version Bible, copyright 1995, American Bible Society. Used by permission.

## How to Use *Spark*

Welcome to *Spark*—a missions education resource for teachers of children. The three units in this issue contain many excellent ideas from which to choose that will help you provide children with meaningful learning experiences and help them develop a missional lifestyle.

Use the following checklist to help you maneuver through the units and prepare for your children. Make a copy of the checklist for each of the three units you will teach. Check off each item as you complete it.

### Unit Preparation Checklist

Yes, I have read the background material about the CBF field personnel and the people group with whom they work.

Yes, I have read each story in each session.

Yes, I have examined Other Sources of Information.

Yes, I have written a teaching/learning aim for the unit, stating what I want my children to know, feel, and do as a result of having studied this unit.

Yes, I have carefully read each interest area and have chosen the areas and activities I will offer the children that will help them attain the teaching/learning aim I have chosen.

Yes, I have collected all the materials I will need for each interest area.

Yes, I have attractively set up each interest area that will capture the attention of the children.

Yes, I have read the suggestions for each Transition and have chosen the ones I will use.

Yes, I have read the suggestions for each Large Group.

Yes, I have collected the materials I will need for each Large Group.

Yes, I have contacted individuals and made the assignments to help me in Large Group.

Yes, I have decided on a mission project for the children to do during this unit.

Yes, I have acquainted myself with the suggestions for each Closing Activity and have decided which ones I will use.

Yes, I have collected the materials I will need for each Closing Activity.

Yes, I know how I will evaluate each session with my teachers.

Yes, I have checked my plans against the ideas suggested in Unit Preparation.

Children are discovering that they need others, and that other people need them. During this quarter, children will learn how they can make a big difference in the lives of other people.

Field personnel are helping people in Africa escape poverty; children will discover how important basic education is to helping people get out of poverty situations. Children are aware that adults go to work; you will share with them about chaplains who minister to people at work. Also, children will learn about China and how working together helps everyone.

As you lead children through these sessions, give special attention to the ways in which God helps you serve others through cooperation and teamwork.

*continued...*

*continued..*

## Using Interest Areas

An interest area is an area in the classroom that contains a cluster of learning activities to help children learn information about CBF missionaries and the people groups with whom they work. Interest areas provide children places to work at their own pace, according to their interests and abilities. They provide children the opportunity to either learn independently or with a small group of children.

Interest areas allow children to make choices. In each session, they will choose an interest area in which to work that will offer a variety of activities from which they can choose.

The following six interest areas appear in each unit, designed for leaders to set up in total or in part for each session.

**Using the Bible:** This area may feature a missionary's favorite verse or passage or a mission-oriented verse or passage. Children will have opportunity not only to memorize the verses but to explore their meanings and applications as well.

**Meeting the Field Personnel:** Activities in this area will acquaint the children with the CBF field personnel featured in the unit.

**Playing the Games:** Children will play games that children or people groups play who appear in the unit.

**Experiencing the Culture:** Children will become acquainted

with the culture, customs, religion, money, and geography of the people group and/or country featured in the unit.

**Tasting the Food:** In this area, children will have opportunity to prepare food from recipes that reflect either the culture of the people group or a favorite food of the field personnel the children are studying.

**Enjoying the Arts:** Children will experience a variety of art, music, dance, and movement activities that reflect the people groups and field personnel included in the unit.

Give thought as to where and how you set up the areas. Areas should facilitate the natural flow of traffic and may utilize tables, walls, the floor, carpet, shelves, backs of shelves, tents, space under tables, boxes, etc. Make the areas attractive, inviting, age-level and developmentally appropriate. They should be simple but functional.

If you have limited space in your classroom, set up areas in adjoining rooms and let the children rotate from room to room.

Clearly identify each area with some kind of sign so the children will readily know what the interest area is.

There is a limit to the number of children who can effectively work in an area. Post a numeral on the interest area sign to identify the number of children that particular interest area can accommodate. When the area is

full, give those who might like to work in that area a second choice and assure them that they can work in the area at a later time.

The role of the teacher is to facilitate the learning process. Activities should require little adult supervision. Many of them the children can do without a teacher, especially if you post directions for doing the activities or record them so children can play and hear them.

## Leading the Large Group

Large Group is "all together time" when the children leave the interest areas and gather for large group experiences.

Large Group allows the teacher the opportunity to reinforce and expand mission concepts to which the children were exposed during the interest areas. Music, a mission story, and prayer are always suggested for Large Group.

During Large Group provide a variety of activities and pace them appropriately. Many times alternating lively with less active activities will help children maintain a higher interest level, learn more, and will have a calming affect on those participating.

Plan more activities for Large Group than you think you will have time to do. And have all things ready in advance.

In each unit, you will find a suggested mission project for the children to plan and do. Ideas of how to plan and do the project

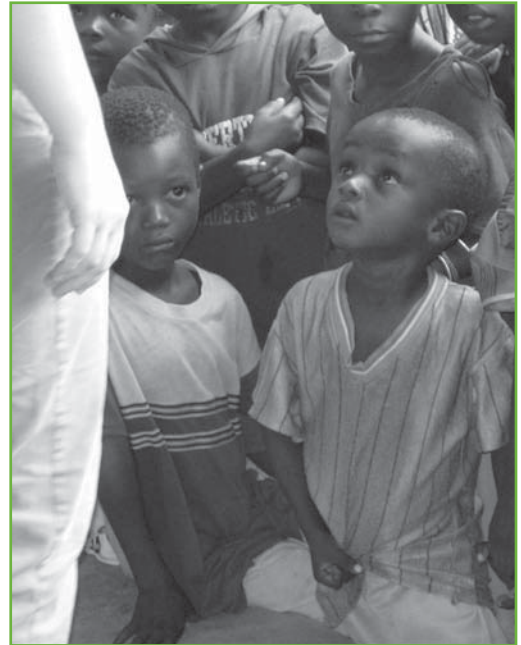
# Poverty Relief and Education

BY REBECCA BENNETT

*Imagine for a moment what it might be like to live in a place where children don't complain about going to school, because they have no school to attend.*

How many times have you heard a child on TV or even in real life complain about going to school? In areas of affluence, children, teens, and adults often take education for granted. Imagine for a moment what it might be like to live in a place where children don't complain about going to school, because they have no school to attend. Now imagine being a parent of these children, uneducated yourself, knowing that they will likely face the same struggles of poverty that are cyclical in your community. Imagine thinking of your children's future with no hope for any kind of change. What if one day, the government promised free primary education? There is hope, but your children cannot attend school because there is no funding for a school in your community or even in the neighboring communities. That little glimmer of hope grows dim once again.

In 2000, at the start of a new millennium, the United Nations recognized the importance of education in the lives of children around the world by making "achieving universal primary education" one of the eight UN Millennium Development Goals. While many strides have been made, there is still much to be done in meeting this goal. This unit takes a closer look at the effect poverty has on education, specifically in Africa. Children will learn through mission stories and activities how Cooperative Baptist Fellowship (CBF) field personnel, along with partnering congregations, organizations, and individuals are working to



CBF field personnel share God's love by helping provide basic education in Africa.

meet basic needs like education for families living in poverty-stricken areas of Kenya, Liberia, and Ethiopia.

In Sessions 1 and 2, children will be introduced to CBF field personnel, Melody and Sam Harrell, who minister among the people of Kenya through an urban day program for children in Nairobi as well as through eight Integrated Child Development Centers (ICDCs) in rural areas of Kenya. Children will also learn more about Change for Children, a ministry Melody and Sam manage, bringing not only education but also positive changes for the entire community.

Sessions 3 and 4 focus on the people of Liberia and one of CBF's field personnel, Jessy Togba-Doya, as he ministers through the work of the Balama Project. Children will hear the inspiring story of Jessy's childhood in Liberia. Though he is the only one from the Balama area ever to complete college or graduate school, Jessy hopes one day that will change due to the efforts of the Balama Project. Children will also hear the story of Motima, a 15-year-old kindergarten student at the school the Balama Project made possible.

Session 5 focuses on education in Ethiopia. In this session, children will learn about how one of CBF's field personnel, Dee Donalson, makes a positive difference in the lives of many Ethiopian children through her work that involves setting up a new kindergarten, training kindergarten teachers, and teaching English at the Bible College in Hosanna, Ethiopia.

To quote Sam Harrell, "It has been said that it takes a village to raise a child... In these days, a global village response is [needed] in order that children in difficult circumstances are treated with the dignity they deserve..." Here is an invitation to do something that matters and will continue to make a difference for generations. Will you be a part of the global village to bring hope to children who otherwise would have no opportunity for education?

*Rebecca Bennett has a passion for teaching young children how to read and finds delight in those first "aha" moments her students experience when they realize that the letters form words, the words form sentences, and the sentences form stories that they will want to read again and again.*

## teaching/learning aim:

To help children gain a better understanding of the importance of education and the role it plays in reducing poverty.

## Unit Preparation

1. Read the unit in its entirety.
2. Gather Pictures 1, 2, and 3 from the 2009-10 Picture Pak. Display and refer to these pictures throughout the unit.
3. Read and discuss options for doing missions with your leaders and plan accordingly.
4. Order the DVD "Focusing on the People of Kenya" from the CBF Store by calling (888) 801-4223 or going online to [www.thefellowship.info/thecbfstore](http://www.thefellowship.info/thecbfstore).
5. Locate a CD of African music and/or a bongo drum to use during Large Group for each session.
6. Gather cardboard egg cartons (one-dozen size) to use in Playing the Games and Enjoying the Arts Interest Areas.

## Other Sources of Information

1. Check your local library for picture books about Africa.
2. Visit the following Web sites for more information about the ministries and field personnel featured in this unit: [www.africaexchange.org](http://www.africaexchange.org) and [www.balamaproject.org](http://www.balamaproject.org).
3. For weekly session plans, Web site links, and additional information about the field personnel and ministries discussed in this unit as well as Teacher Helps, visit [www.missionseducation.org](http://www.missionseducation.org).



Jessy Togba-Doya (right) knows from personal experience that education is important in helping people escape from poverty.

## Doing Missions

Choose one of the following:

1. Go online to [www.africaexchange.org](http://www.africaexchange.org) and click on “Get Involved.” Your group can choose to collect money to purchase educational materials or other items that will go towards assisting individuals and communities through the Integrated Child Development Centers in Kenya.
2. Go online to [www.balamaproject.org/shipping.aspx](http://www.balamaproject.org/shipping.aspx) for a list of needed items to help with the Balama Project and shipping instructions.
3. Collect money for the CBF Offering for Global Missions to help support CBF field personnel as they work with their projects and ministries.

## Prayer Calendar

This Prayer Calendar is a resource to empower you, your family, and members of your congregation to pray specifically for CBF Global Missions field personnel and their children on their birthdays. Due to global security concerns, names and specific locations of some of CBF’s field personnel are not publicized.

### SEPTEMBER

- 1 Glen Adkins, work with Romany people, Hungary
- 1 Ralph Stocks, work with Romany people, Hungary
- 5 Eddie Aldape, work with Banjara Gypsies, India
- 5 David D’Amico, Emeritus, retired December 2006
- 5 \_\_\_\_\_, work with internationals, North Africa
- 6 Zachary, 1992, son, Melin & Ron, Asia
- 7 Lita Sample, work with internationals, San Francisco, CA
- 11 Melanie Storie, Rural Poverty Initiative, Marion, AL
- 15 Rebecca Holmes, 1994, daughter, Keith Holmes & Mary van Rheenen, Europe
- 16 Christopher Harrell, 1993, son, Melody & Sam Harrell, East Africa
- 17 Katy Williams, 1989, daughter, Allen & Verr Dean Williams, Asia
- 19 Wanda Ashworth, Open House Ministries, Homestead, FL
- 19 Josiah Maas, 2007, son, Eric & Julie Maas, Belize
- 19 Emily, 2002, daughter, Melin & Ron, Asia
- 19 \_\_\_\_\_, daughter, unevangelized people group, North Africa
- 21 Laura Bridges, 1992, daughter, Diana Bridges, Mississippi
- 25 Gabe Orea, CBF field personnel in China
- 25 Angel Pittman, urban work, Miami, FL
- 30 Rebecca Wyatt, 1992, daughter, Kim & Marc Wyatt, Canada

### WORD BANK

**ICDC:** Integrated Child Development Centers in Kenya

**Change for Children:** project that works to provide a daily, nutritionally balanced meal; materials for learning; immunizations; access to safe drinking water; mosquito nets to help prevent malaria; it also involves the construction of foot bridges to make sure children can safely cross the river to attend school

**The Balama Project:** an outreach started by churches, individuals, and businesses seeking to make a lasting impact on the people of Liberia by meeting the needs of Liberia’s most neglected and extremely poor people in remote communities

## 1

# Change for Children in Urban Kenya

**BEFORE THE SESSION:** Locate a world map or globe to use during Large Group. Display Pictures 1, 2, and 3 from the 2009-10 Picture Pak. Prepare interest areas and necessary items for each. Discuss with your leaders how you would like to involve the children in Doing Missions throughout this unit. Make a poster listing each interest area for the children to sign in as they choose activities.

**DURING THE SESSION:** Ask leaders to help in each interest area as needed. Guide children as they work through the interest areas, engaging them in conversation to help them make connections about the mission story and the relationship between poverty and education.

## Interest Areas

Introduce the interest areas by explaining what the children will be doing in each one and how it relates to the unit. Guide children in choosing interest areas that appeal to them. Ask each child to sign his/her name under the chosen interest area on the poster. Ask adult leaders to guide children as they work in the interest areas, making sure that everyone is involved in an activity.

## Transition

**Use Music:** Signal that it is time to prepare for Large Group by playing a CD of African music, or allow children to take turns playing a bongo drum as children gather for Large Group. As children listen to the music, ask how it makes them feel, what they like about it, and how it is the same and/or different from music they listen to at home.

## Large Group

**Tell the Story: Say:** Melody and Sam Harrell and their three teenaged sons live in a typical American-style home along with their three dogs. Their city is full of busy streets, skyscrapers, shopping malls, and beautiful parks. Can you guess where they live? Allow children to guess where the Harrells live. They might be surprised to learn that they live in Africa—in the city of

Nairobi, Kenya, to be exact. Help children locate Nairobi, Kenya, on a world map.

Explain that while the beauty of Nairobi is captivating, the city of Nairobi faces the challenge of a growing number of people living in extreme poverty in the city slums. In recent years, more and more people from the rural villages have moved to the city in search of a better life. Sadly, instead of a better life, the majority of those who move to Nairobi end up living in poverty in the slums. Many children in the slums are unable to attend school and know too well what it means to go to bed hungry.

Tell the story, “Change for Children in Urban Kenya.” Ask children to share ways Melody and Sam are being the presence of Christ in Nairobi.

**Pray:** Lead children in praying for the Harrells and the children of Nairobi. Thank God for teachers who help us learn and for the opportunity to go to school.

## Change for Children in Urban Kenya

“Why did we have to leave our home and farmland?” Atieno [ah tee eh noh] thought to herself. She didn’t like living in the city. Her large family lived in a 12’ x 12’ shack with rocks or plastic for a bed, and she often went to bed hungry. There was no place to run and play, and she was not able to attend school as she had hoped. She knew her family had left their village in search of a better life in the city where there were more jobs, schools, and opportunities. But this sure didn’t seem like a better life.

Melody and Sam Harrell share God’s love with children like Atieno, who live in the slums of Nairobi, through a ministry called Change for Children. One project of this ministry is a transition school called Kids to Kids that provides a safe place for children to come during the day. Here the children are fed a nutritious meal, taught basic skills to prepare them to enter public school, and given a safe place where they are able to run, jump, and play. After a year, children graduate from Kids to Kids and are given books and school uniforms so that they can attend public school.

Melody and Sam also partner with individuals and groups to provide education in rural areas so that people in the villages will not have to leave their homes in search of a better life in the city. One such individual is John Kintalel. John, a native Masai, grew up in rural Kenya. After going away to school he came back to his childhood village to help make a difference.

When John met Sam over three years ago, Sam asked John how they could help the Masai people. John replied, “We want a school here...We want [the children] to learn how to read and write, but besides that, we want our children not to forget our culture.” Melody and Sam partnered with John and others to make that school possible. Now for the first time the Masai community has a school, and John serves as director. The children are taught reading, writing, English, math, and science in the mornings. During the afternoons, grandmothers from the village teach the children about their heritage and culture through storytelling, poems, and traditional dances. Now the Masai do not need to move to the city in search of a better future. They finally have hope for a better future in their own community. The Masai people even asked Sam to come and help them with agriculture, so they can plant gardens to provide better nourishment for the children.

Through projects like Kids to Kids, children like Atieno and their families are experiencing what it is like to be cared for, what it is like to have the opportunity to go to school, and what it is like to have hope for a better future.

## Conclusion

### PLAN DOING MISSIONS:

Ask children to share why they think education is important and what kind of future they might have if they had no access to education. Ask children to think of ways your mission group can help children who live in poverty to have the opportunity to learn and go to school. Discuss the mission project in which your group chooses to take part. Involve children in the planning of the mission project by making a checklist of things to do in order to make the project a reality.

### AFTER THE SESSION:

Save the interest area sign-in poster and the list the children made for Doing Missions for the next session. Look ahead to the next session, making plans to gather needed materials during the week.

# did you know?

**CBF offers a new resource to accompany all *Spark* units, the 2009-10 Media Disc, which includes video footage and additional photography. Check it out online at [www.thefellowship.info/thecbfstore](http://www.thefellowship.info/thecbfstore).**

## 2

# Change for Children in Rural Kenya

**BEFORE THE SESSION:** Make necessary preparations for each interest area so that everything is ready when the first child walks in the door. Place the interest area sign-in poster and a marker where children can easily reach it.

**DURING THE SESSION:** Ask leaders to help in each interest area as needed. Guide children as they work through the interest areas, engaging them in conversation to help them make connections with the mission story and the relationship between poverty and education.

## Interest Areas

Review the interest areas briefly by explaining what the children will be doing in each one. Guide children in choosing interest areas that appeal to them, and encourage them to pick activities that they have not yet done. Ask each child to sign his/her name under the chosen interest area on the poster. Ask adult leaders to guide children as they work in the interest areas, making sure that everyone is involved in an activity.

## Transition

**Use Music:** Signal that it is time to prepare for Large Group by playing a CD of African music, or allow children to take turns playing a bongo drum as children gather for Large Group. As children listen to the music, ask them to listen for the beat and move to the music.

## Large Group

**Tell the Story:** While Melody and Sam Harrell live in the city of Nairobi, Kenya, much of their work is in the rural villages away from the city. Discuss the meaning of the words *rural* and *urban*. Melody and Sam say that Nairobi is much like many American cities, but the scenery changes drastically once you drive out of Nairobi into the rural areas of Kenya. Listen to find out how

they are working to bring change for children in rural Kenya.

Tell the story, “Change for Children in Rural Kenya.” **Ask:** How are Melody and Sam working to bring change for children in rural areas of Kenya? Why do you think it is important for the villages to have a school for their children?

**Pray:** Lead children in a prayer for the children who attend the ICDCs and the workers that staff the centers.

## Change for Children in Rural Kenya

It's a typical day for the Harrell family. Once their three boys get off to school, Melody and Sam drive through the traffic on their way out of the city into rural areas where they work with Kenyan children and community members.

Dusty roads replace the busy traffic-lined streets. The view transforms from skyscrapers to grassy farmland. "Jambo. Habari gani [jahm bo. ha ba ree gah nee]?" they say as they greet people in the rural communities (this means "Hello. How are you?" in Swahili). Not long ago there were no schools for young children to attend in these areas, but Melody and Sam helped to bring change for these children through a ministry called Change for Children. As part of this ministry, Melody and Sam, along with partnering churches and other individuals, have worked to help build eight child development centers for young children in eight different parts of Kenya. Many Christians have given money to help with the project, others have helped alongside community members to construct the schools and build foot bridges so that children can safely cross high rivers to get to school.

The people in the communities are so thankful finally to have a school for their young children. It is so much more than just a school, however. Many children come to the ICDCs hungry and sick. While they are at school, they are given a healthy meal as well as immunizations and treatment for illnesses. Parents are taught about nutrition and how to care for the health needs of their children. The community is able to use the school building for meetings and community development. With the opportunity of their children getting an education comes hope for a brighter future for their entire community.

By involving community members in building, funding, and managing the schools, they are learning lifelong skills that are life-changing. Melody and Sam were so excited when they learned that three of the communities where there are new ICDCs have worked to add grades 1-3 to the schools on their own. The communities have even come up with ways of getting the money to pay for the teachers and other expenses. "Sometimes a step in the right direction is all it takes for communities to realize the strengths and resources that they possess," Sam says.

Their work day is at an end. It is time for their boys to come home from school and head to ball practice. As Melody and Sam drive towards their home, leaving the dusty roads for the city streets of Nairobi, they are thankful for the ways God is working through the ICDCs to touch the lives of not only children, but entire rural communities.

## Conclusion

### CONTINUE DOING

**MISSIONS:** Lead children in discussing attitudes about education. **Ask:** Do you like going to school? What do you like or not like about it? What would it be like if you didn't have a school to go to? How do you think that might affect your future? How would it eventually affect your family and your community? Talk about the mission project your group selected. Refer to the checklist the children made in the previous session about their mission project. Guide them in discussing what still needs to be done and how they can take part in the project this week.

### AFTER THE SESSION:

Think about the time children spent in interest areas. What worked and what needs tweaking for the next session? Were children actively involved? Discuss with your leaders any plans that need to be made for Doing Missions this week.

## Using the Bible

The following activities will help children become more familiar with Psalm 82:3-4.

### Make a Puzzle

**Items needed:** copies of Item 1; heavy cardstock size 8" x 11"; crayons; glue; envelopes; scissors; markers

**1.** Explain that when Melody and Sam Harrell first began their ministry, a friend gave them the following verse as a way of encouraging them. The verse quickly became their favorite as it reminds Melody and Sam of God's heart for the most neglected people all over the world.

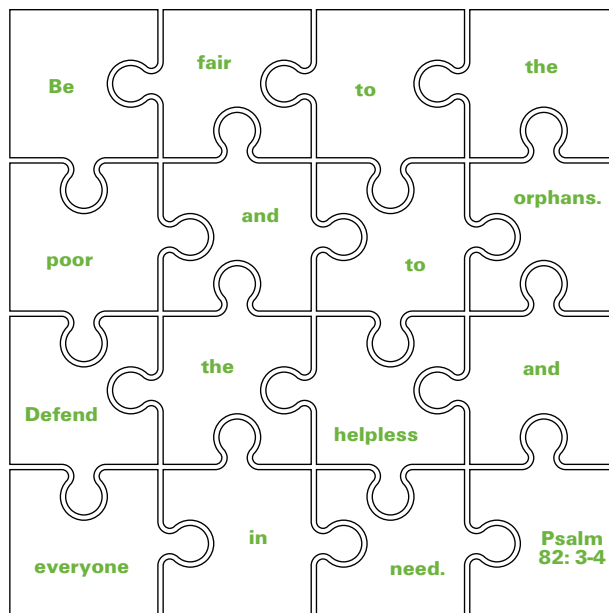
Read Psalm 82:3-4, "Be fair to the poor and to orphans. Defend the helpless and everyone in need. Psalm 82:3," by writing one word in each puzzle piece as shown.

**2.** Give each child a copy of Item 1 and ask them to write in the words, "Be fair to the poor and to orphans. Defend the helpless and everyone in need. Psalm 82:3," by writing one word in each puzzle piece as shown.

**3.** Ask children to put the puzzle page aside and use the cardstock to draw a picture of their school or a picture of children around the world. When they have finished their pictures, have them to glue the cardstock onto the back of

the puzzle so that one side shows the Bible verse and the other side shows their picture.

**4.** Demonstrate how to cut along the puzzle lines to make puzzle pieces. After children have cut out their own puzzles, allow them time to work the puzzles using the picture side. Work the puzzles again using the side showing the Bible verse. Read the Bible verse together. Store puzzles in the envelopes.



### Make Posters

**Items needed:** large white construction paper for each child; markers; crayons; pencils; Bible

**1.** Ask for a volunteer to find and read Psalm 82:3-4 in the Bible. Ask children to share what they think this verse means.

**2.** Encourage children to use the materials provided to make a poster to display in your mission room or church. Ask them to be

sure to include the verse on the poster and a picture illustrating it. Discuss ways they could illustrate this verse.

**3.** Allow time for children to share their posters and enlist their help in displaying them in your room or appropriate areas of the church.

## Meeting the Field Personnel

These activities are designed to help children learn more about field personnel featured in this unit.

### Meet Melody and Sam Harrell

**Items needed:** large white construction paper; markers; crayons

- 1. Say:** Both Melody and Sam grew up in East Africa. Melody enjoys cooking, scrapbooking, watercolor painting, and reading. Sam’s hobbies are fishing, watching wildlife, reading, and woodworking.
- Ask children to share some of their favorite hobbies.
- Give each child a sheet of white construction paper. Ask children to fold the paper in half and then in half once more, so that when the paper is opened there are four boxes.
- Ask children to write and illustrate one of their hobbies in each box on the paper.
- As children finish, ask them to share their pictures and find at least one other person that has the same hobby. Ask children to get friends who share the same hobbies to sign their names on that box. Continue moving around the room, sharing pictures and getting signatures of others who share the same hobbies.

### Meet Dee Donalson

**Items needed:** watercolor paints; art paper or blank notecards; paintbrushes; cups of water; paper towels; picture books about Africa

- 1. Say:** Dee Donalson enjoys painting with watercolors. She often paints pictures of the beautiful sights in Africa on notecards to send to friends and family in the United States. She even sells some of her art to help support her ministry.
- Guide children in looking at the picture books of Africa. Help them note the colors, patterns, and scenes they see.
- Ask children to use the watercolors to paint a picture of something they might see in Africa. Consider selling the notecards or art to church members to help support Dee Donalson.

### Meet Jessy Togba-Doya

**Items needed:** world map or globe; picture of Jessy’s childhood home (available from [www.balamaproject.org/whoweare.aspx](http://www.balamaproject.org/whoweare.aspx))

- Show children the picture of Jessy’s childhood home. Explain that Jessy had to share that home with a very large family.
- Ask children to use the map or globe to map out Jessy’s journey

from Balama to Monrovia (the capital of Liberia), to Atlanta, Georgia, then back to Balama.

- Help children locate Macon, Georgia (where his wife Calandra is from), on the map.
- If time allows, encourage children to act out Jessy’s story (see Session 3: “Bringing Hope to Liberia”).

### Play a Unit Review Game

**Items needed:** Item 4; dry erase board or poster with markers

- Divide into two teams. Use Item 4. Write out names of categories and point values so that all children can see them.
- Teams select questions based on the category and point value. Teams should work together to answer questions.
- Record points earned for correct answers.
- At the end of the game ask bonus questions, awarding bonus points to the team that answers correctly first.

## Playing the Games

Many children in Africa usually spend more time working than playing. Their games most often involve things that don't cost much money such as tire rims, nuts, pebbles, and balls.

### Invent Your Own Game

**Items needed:** items such as plastic hoops, baskets, nuts in a hard shell, pebbles, and small balls

1. Explain that children in Africa often use common everyday items to make up their own games.
2. Ask children to work in small groups or pairs using the items to invent their own games. Encourage children to be creative.
3. As time allows, ask for volunteers to share the rules of the new games. Have children take turns playing each of the new games.

### Play Mancala

**Items needed:** egg cartons; dry beans; photocopies of Item 3 ("How to Play Mancala") for each child; small 2-3" paper or plastic cups

1. Explain that different versions of what we call *mancala* have been played in Africa for years. While the game is usually made out of a wooden board with smooth pits carved in it, the game has also been played using shallow holes dug in the ground. Explain that we can make a version of mancala with a simple egg carton.
2. Ask the children to break into pairs and spread out on the floor.
3. Give each pair of children an egg carton, two cups, 36 dry beans, and a copy of Item 3.
4. Work together to read the rules of the game. Ask adult leaders to help children as they learn how to play the game.
5. Optional: Provide an egg carton, two cups, and 36 beans for each child. Fold and place a copy of "How to Play Mancala" inside each egg carton. Let children take their new games home to play with family. Children may decorate the egg cartons in Enjoying the Arts Interest Area: Pattern Art.

### Play Football (Soccer)

**Items needed:** soccer ball; something to mark the goal lines

1. Ask children if they enjoy playing football. Explain that football in Africa is actually what we call soccer in the U.S.
2. Divide the group into two teams. Use the soccer ball to play a simple game of soccer.

## Experiencing the Culture

The activities in this interest area are to help children understand more about African culture.

### Learn Kiswahili

**Items needed:** index cards; markers

1. Use the markers to write the Kiswahili words listed below on index cards, writing one word per card.
2. Write the English words on separate index cards, writing one word per card.
3. Explain that Kiswahili (or Swahili) is a common language in eastern and central Africa.
4. Separate the English words from the Kiswahili words, placing all word cards where they can be easily seen by all.
5. Ask children to try to match the Kiswahili words with the correct English translations by guessing.
6. Check answers with the list below. As you read each word and its correct meaning, ask children to help you find the correct matches. Practice saying the words together.

BABA = Father  
 MAMA = Mother  
 KAKA = Brother  
 DADA = Sister  
 BIBI = Grandmother  
 BABU = Grandfather  
 BANANA = squeezed, pressed  
 NDIZI = banana  
 MOYO = heart

### Watch a DVD

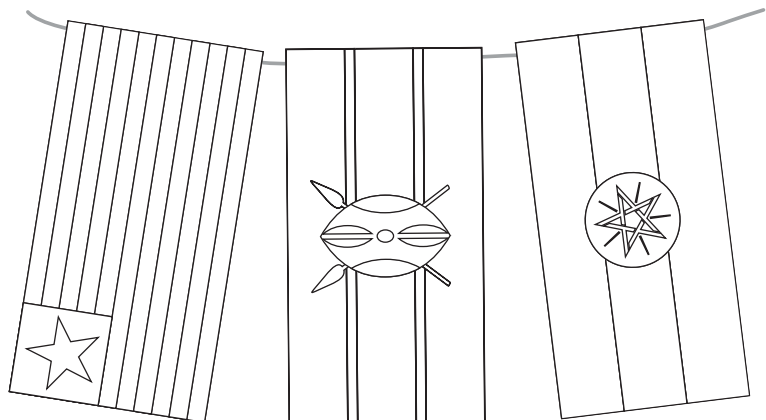
**Items needed:** DVD “Focusing on the People of Kenya” or selections from the 2009-10 Media Disc (available through the CBF Store); DVD player; TV

1. Preview the DVD, “Focusing on the People of Kenya,” to select a segment to show to your group.
2. Explain that the people they will see on the DVD live in Kenya. Review where Kenya is on the map. Set up the DVD and invite children to sit on the floor as they watch the DVD.
3. Allow children to share comments or thoughts they may have as they watch the DVD. Lead them in a discussion about the things they see. **Ask:** How did the homes look different from your home? What do you think it would be like to live there? What else did you notice about the children in the DVD? How are they like you?

### Make Flags

**Items needed:** colored construction paper; crayons; markers; Item 5; yarn

1. Provide a copy of Item 5 (Flags of Kenya, Liberia, and Ethiopia) for each child.
2. Ask children to use the handout as a guide to make paper flags of Kenya, Liberia, and Ethiopia.
3. Have each child use yarn to make a banner out of the flags by taping the flags to the yarn as shown.
4. Optional: Use Item 5 as a coloring page. Ask children to color in the flags using the color code.



## Tasting the Food

Involve the children in making the following recipes to provide a taste of common African foods.

### Fruit Salad

2-3 mangos  
1 pineapple  
2-3 papayas

Peel and cut fruits into small chunks or pieces. Mix fruit pieces together in a large bowl.

### Ugali

4 cups white cornmeal, finely ground  
8 cups water

Boil water in a saucepan. Gradually add cornmeal to boiling water, stirring continuously. Be sure to smooth any lumps that form. Continue to add cornmeal until it reaches the consistency thicker than mashed potatoes. Cook 3-4 minutes, stirring continuously. Add butter for flavor. This is often served with *sukuma wiki*.

### Sukuma Wiki

2 pounds of spinach, collards, or other greens  
2 tablespoons flour  
1 teaspoon lemon juice  
3 tablespoons water  
cooking oil  
chopped onion  
1 can diced tomatoes, drained  
salt and pepper to taste

Boil about 2 cups of water in a Dutch oven or large pot. Add greens to pot. Cover and cook until greens are tender. Remove from heat and drain. Mix flour, lemon juice, and 3 tablespoons of water in a small bowl until mixture is smooth. Sauté onion with oil in a pan. Add tomatoes to pan. Add drained greens to pan. Add salt and pepper to taste. This is often served with *ugali*.

### Sukuma Wiki and Ugali (simplified version)

1 bag of grits  
cooked collard, turnip, or spinach greens

Cook grits according to package directions. Serve alongside cooked collard or turnip greens. Explain that this is similar to the Kenyan food *sukuma wiki*, which is like collard greens, and *ugali*, which is like thick grits.

## Enjoying the Arts

Provide visuals of a variety of African art for the children to explore as they learn more about African art through the following activities.

### Pattern Art

**Items needed:** cardboard egg cartons used in playing mancala; paints in several bright colors; paintbrushes; picture books of African art

1. Share some of the picture books of African art. Ask children to notice the many bright colors and patterns depicted in the art work.
2. Ask children to think of simple patterns they can use to decorate their mancala game boxes (egg cartons).
3. Encourage children to use a variety of bright colors and patterns as they paint the egg cartons.
4. Allow the painted egg cartons to dry. Use the egg cartons as game boards for mancala.

### Bead Art

**Items needed:** assorted beads in a variety of colors, sizes, and shapes; clear fishing line or clear elastic jewelry string; several plastic bowls or sorting containers

1. Place the beads in the bowls or sorting containers where the children can easily reach them.
2. Cut fishing line or clear elastic jewelry thread in lengths long enough to fit easily around a child's head when tied.
3. Encourage children to make their own beaded necklaces by threading the beads onto the fishing line or elastic string. Ask adult leaders to help as children thread the beads so that the beads do not come off the opposite end of the string.
4. Tie the two ends of the string together to make a necklace.

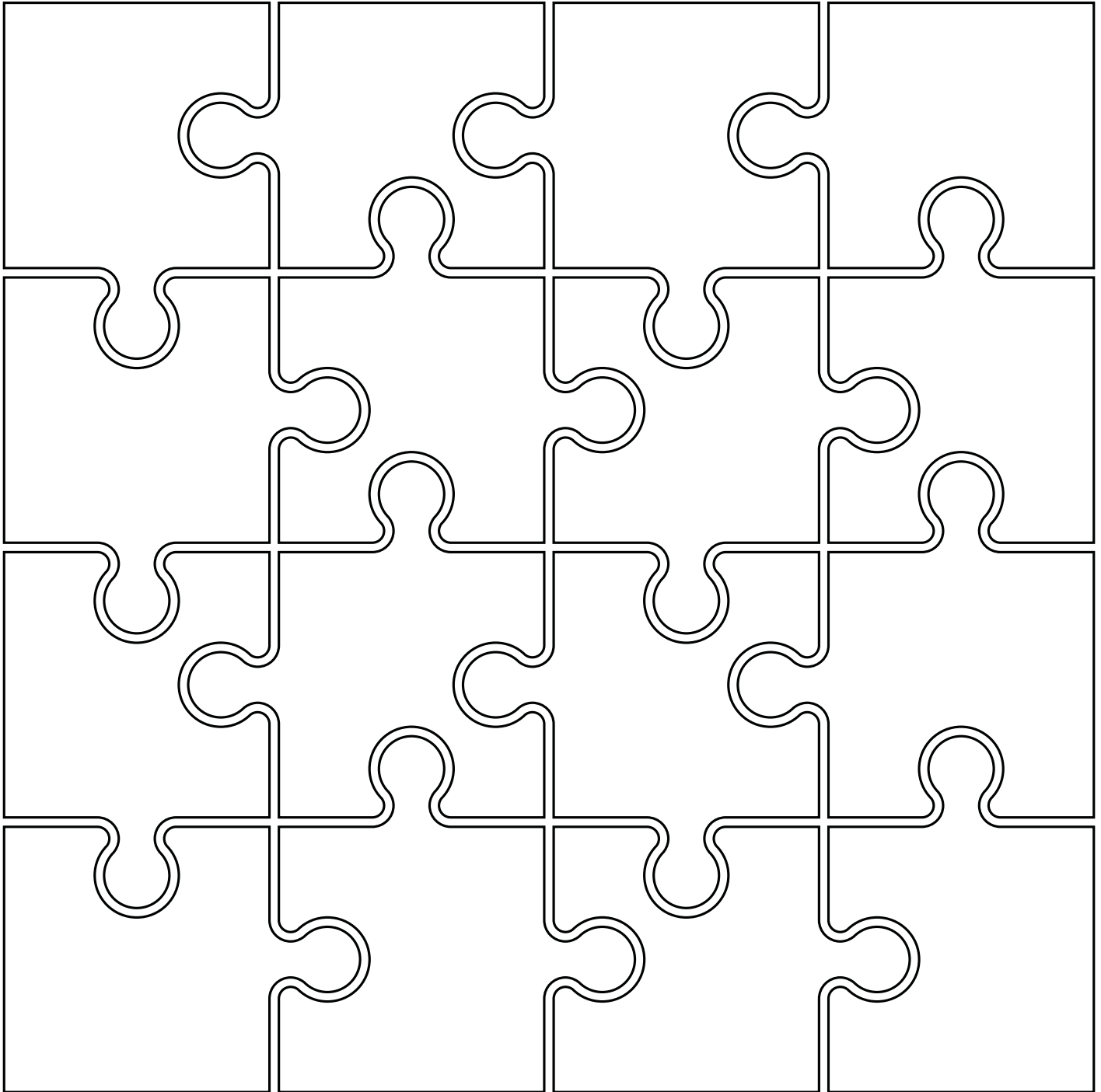
### Painted Cloth

**Items needed:** fabric cut into 40" x 3" lengths (one per child); fabric paint; paintbrushes; fabric markers; stencils (optional)

1. Explain that in Africa, cloth is used for many things such as clothing, decoration, and communication. Often cloth is decorated with designs that have meanings or messages.
2. Give each child a 40" x 3" cloth. Encourage each child to think of what kind of message or meaning they would like for the painted cloth to convey. Talk about what colors or patterns would best represent love, strength, honor, family, friendship, or other meanings they may choose.
3. Ask children to use the paints, stencils, and fabric markers to make patterns or designs on their cloths.
4. Demonstrate how to stretch out the part of the cloth they are working on so that the paint goes on smoothly.
5. Place the painted fabric flat and allow it to dry. When the fabric is dry, it can be worn across the shoulders and neck as one would wear a scarf.

# Make a Puzzle

**Directions:** Write one word from Psalm 82:3 in each piece of the puzzle. Draw a picture of your school on a piece of cardstock. Glue cardstock to back of puzzle page. Cut the puzzle pieces apart.



ITEM

1

UNIT 1

## Make a Puzzle

**Leader:** Use in the Using the Bible Interest Area.

# Map of Africa

**Directions:** Copy one map for each child. Ask children to locate Kenya, Liberia, and Ethiopia, and color them on the map. Color the water around Africa blue.



## Map of Africa

**Leader:** Use in the Meeting the Field Personnel Interest Area.

ITEM

2

UNIT 1

# How to Play Mancala

**Directions:** Copy this page for each child. Use as directions for playing the game.

Object of the game: To obtain the most captured beans by the end of the game.

1. Sit opposite your opponent with the egg carton in between you. Place a small cup on each side of the game board.
2. Notice the six pits or holes closest to you. This is your side of the board. The cup to your RIGHT is your capture cup, or “cala.”
3. Place three dry beans in each pit or hole. Do not place any beans in the cups.
4. Select the oldest player to go first.
5. The oldest player picks up all the beans from one pit on his/her side of the board.
6. Moving around the board to the right, place one bean in each pit or cup until you run out of beans. One of your pits should now be empty. Any beans in the cups or “calas” are considered captured and can not be moved from there until the end of the game.
7. You get another turn if your last bean landed in your own cala.
8. If your last bean landed in an empty pit on your side of the board, you get to capture your opponent’s beans that are in the pit directly across from that last bean to place in your cala.
9. If your last bean went into any other pit on the board, it is now your opponent’s turn.
10. When one player runs out of beans the game ends. The player who still has beans may keep any beans that remain on his/her side and add them to his/her cala.
11. Count the beans in each cala. The player with the most captured beans wins.

\*This game can be played with beans, seeds, stones, or shells as playing pieces. The game can also be played using four beans per pit.



# Unit Review Game

**Directions:** Do not give children a copy of this page. Leader, use this page to lead a review game. Answers are noted in italics.

	<b>Africa</b>	<b>Kenya</b>	<b>Liberia</b>	<b>Ethiopia</b>	<b>Get Involved</b>
<b>10 pts.</b>	Is Africa a country or a continent? <i>A: Continent</i>	Name the field personnel who live in Nairobi, Kenya. <i>A: Melody and Sam Harrell</i>	Name the field personnel who lives in Balama, Liberia. <i>A: Jessy Togba-Doya</i>	Name the field personnel who lives in Hosanna, Ethiopia. <i>A: Dee Donalson</i>	Name a teacher who has helped you in some way.
<b>20 pts.</b>	What are some foods that are commonly grown in Africa? <i>A: Pineapple, papaya, mango</i>	How many teen-aged sons are in the Harrell family? <i>A: 3</i>	Name the man who was the first from Balama to go to college. <i>A: Jessy</i>	Name one of Dee Donalson's responsibilities in Hosanna. <i>A: Teaching</i>	Name one way you can help the field personnel in Africa.
<b>30 pts.</b>	Name one reason many children in African villages do not go to school. <i>A: Many do not have schools to attend; others do not have the money for uniforms or supplies.</i>	What do the children who come to Kids to Kids in Nairobi get when they come to school besides an education? <i>A: A warm meal</i>	What is the name of the new elementary school the Balama Project helped to build? <i>A: Balama Elementary</i>	Who does Dee Donalson teach? (name two groups) <i>A: Children and teachers</i>	Why is education important to you?
<b>40 pts.</b>	How are children in Africa like you? <i>A. Answers will vary.</i>	Why does Change for Children work to provide foot bridges in some Kenyan villages? <i>A: So children can cross safely to get to school.</i>	How did Jessy and his wife Calandra meet? <i>A: She called 911 when he was in a car wreck in Atlanta, GA.</i>	Why does Dee think it is important to train adults to be teachers? <i>A: So more children will have teachers.</i>	What is one way your mission group can help children who do not have access to an education?

**Bonus Questions: 100 points each**

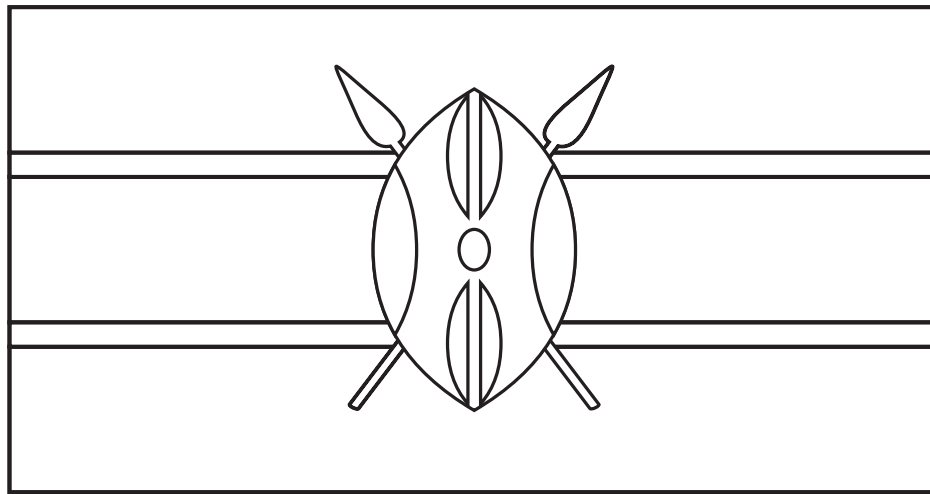
\*Guess which of the CBF field personnel bought a wave runner when she was 60 and enjoyed speeding in it across the waters of the Gulf of Mexico then later donated it to a youth ministry? *A: Dee Donalson*

\*Guess which of the CBF field personnel grew up in East Africa? *A: Melody and Sam Harrell*

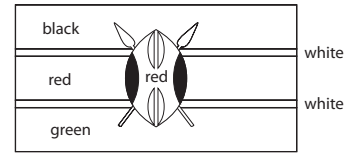
\*Guess which of the CBF field personnel has 26 brothers and sisters? *A: Jessy*

# Flags of Kenya, Liberia, and Ethiopia

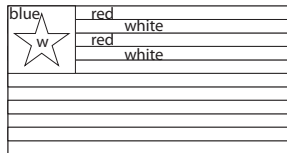
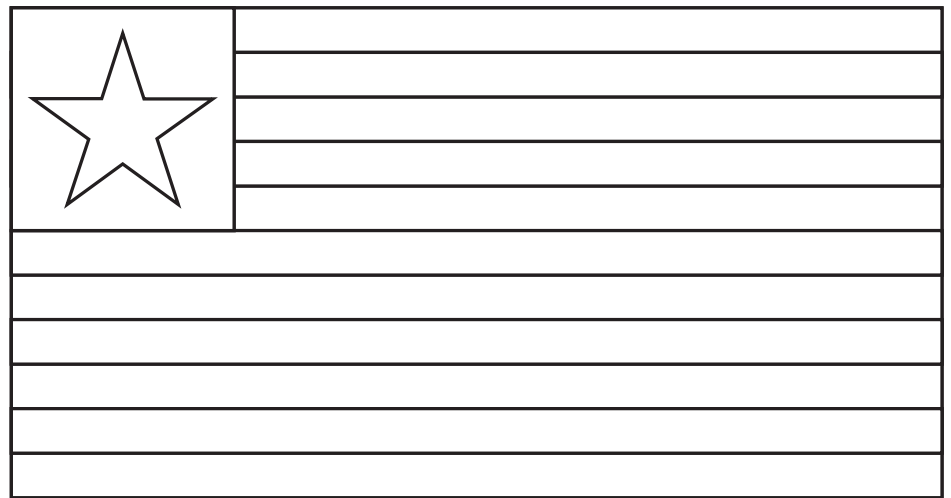
**Directions:** Use this page as a guide to make your own flags.



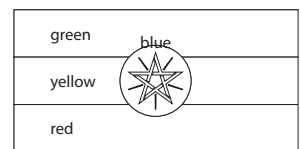
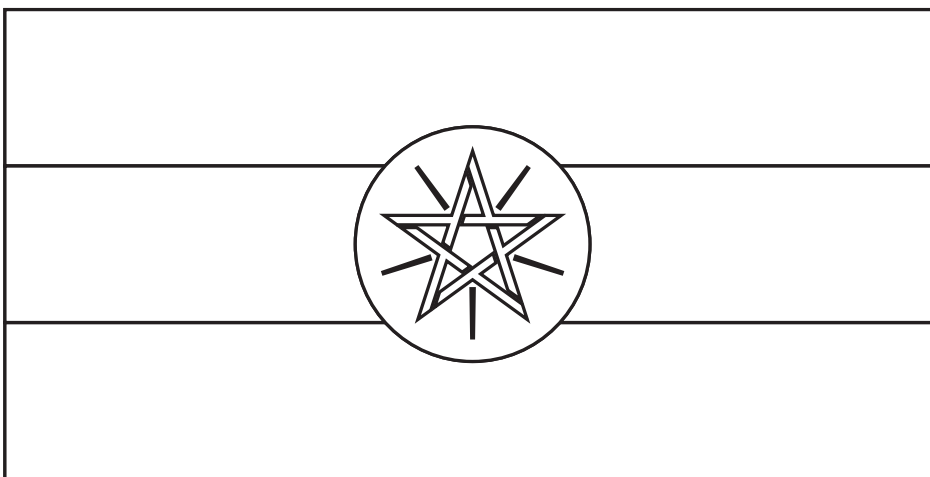
Kenya



Liberia



Ethiopia



## Flags of Kenya, Liberia, and Ethiopia

**Leader:** Use this page in Experiencing the Culture Interest Area as a guide for children to make their own flags. Optional: Use as a coloring page. Color by the code.

# CBF Missions Education Resources

Person placing order: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_

Bill to:

Name: \_\_\_\_\_

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

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Ship to: Same as above

Name: \_\_\_\_\_

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

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Sign me and our missions teachers up for the missions education monthly e-updates.

Email address: \_\_\_\_\_

Email address: \_\_\_\_\_

Email address: \_\_\_\_\_

Email address: \_\_\_\_\_



PROD. #	PRODUCT TYPE	PRICE	QTY.	COST
0980P002	<b>Form</b>			
	09-10 Preschool (4 quarters)	\$105.95		
0980P004	<b>Spark</b>			
	09-10 Children (4 quarters)	\$86.95		
	<b>Ignite</b>			
0680P003	06-07 Youth Volume 1: Being the Presence of Christ	\$49.95		
0780P003	07-08 Youth Volume 2: Christian Practices in Missions	\$49.95		
0880P003	08-09 Youth Volume 3: Missional Journey	\$69.95		
0980P003	09-10 Youth Volume 4: Missional Calling (Print and CD Rom)	\$69.95		
0980CD001	09-10 Youth Volume 4: Missional Calling (CD Rom only)	\$54.95		
	<b>Affect</b>			
0980P005	09-10 Adult (4 quarters) 1 magazine per quarter	\$12.50		
	<i>Orders of 10 or more receive a 5% discount</i>	-5%		
0980P006	<b>Picture Pak 09-10</b>			
	36 8.5" x 11" color photographs	\$14.95		
0980DV001	<b>Media Disc 09-10</b>			
	Videos to supplement monthly topics	\$14.95		
0980P007	<b>2009-2010 CBF Prayer Guide: The Prayers of the People</b>	FREE		

*Form, Spark, and Affect are available by individual quarters.*

PROD. #	PRODUCT TYPE	PRICE	QTY.	COST
<b>0980P002</b>	<b>Form 09-10 (Preschool)</b>			
0980P002-Q1	September–November only	\$29.95		
0980P002-Q2	December–February only	\$29.95		
0980P002-Q3	March–May only	\$29.95		
0980P002-Q4	June–August only	\$29.95		
<b>0980P004</b>	<b>Spark 09-10 (Children)</b>			
0980P004-Q1	September–November only	\$24.95		
0980P004-Q2	December–February only	\$24.95		
0980P004-Q3	March–May only	\$24.95		
0980P004-Q4	June–August only	\$24.95		
<b>0980P005</b>	<b>Affect 09-10 (Adult)</b>			
0980P005-Q1	September–November only (1 magazine per order)	\$3.50		
0980P005-Q2	December–February only (1 magazine per order)	\$3.50		
0980P005-Q3	March–May only (1 magazine per order)	\$3.50		
0980P005-Q4	June–August only (1 magazine per order)	\$3.50		

TOTAL TOTAL

--	--

**To place your order, contact:**

**The CBF Store**  
[www.thefellowship.info/theclubstore](http://www.thefellowship.info/theclubstore)  
 (phone) 888-801-4223

2930 Flowers Road South  
 Suite 133  
 Atlanta, GA 30341

For more information, visit [www.missionseducation.org](http://www.missionseducation.org)

TOTAL COST: \_\_\_\_\_  
 SHIPPING COST: (see below) \_\_\_\_\_  
 Discount applied: \_\_\_\_\_  
 TOTAL AMOUNT DUE\*: \_\_\_\_\_

Payment Method: ___ Bill Me (Invoice) ___ Credit Card (VISA MasterCard AmEx) # _____ Exp. ____/____ Signature _____
--

**SHIPPING AND HANDLING**

Please include in the price of your order the fees for shipping and handling. **On annual subscriptions only, shipping charges for the full year will be charged up front and must be remitted before items are shipped to customer.** Below is a guide for determining the amount:

From	To	Standard Shipping	Second-Day Air	Next-Day Air
\$0.01	\$19.99	\$6.00	\$16.25	\$26.25
\$20.00	\$39.99	\$8.00	\$18.00	\$28.00
\$40.00	\$69.99	\$11.00	\$21.00	\$31.00
\$70.00	\$99.99	\$14.50	\$24.50	\$34.50
\$100.00	\$199.99	\$22.00	\$32.00	\$42.00
\$200.00	\$299.99	\$25.00	\$35.00	\$45.00
\$300.00	UP	10%*	15%*	23%*

(Next-Day Air/Second-Day Air do not include weekends or holidays.)

If you have any questions regarding your order’s shipping amounts, please call a representative at 888-801-4223 to help you. You may also place your order directly over the phone.

**\*Sales tax will apply to Georgia residents only and will vary by county**