

form

CBF PRESCHOOL MISSIONS EDUCATION RESOURCE
SEPTEMBER · OCTOBER · NOVEMBER | 2009

Weekly session plans now available
at www.missionseducation.org
under "Teachers."

Helping People in Africa

God Wants Us to Help Others

Chaplaincy in the Workplace

Learn About Different Places We Can Serve God

Teamwork in China

Discover a Church Serving God and Others in China



form

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

Barbara Vandergriff

Birmingham, Alabama

Brenda Dedmon

Roswell, Georgia

Dixie Ford

Macon, Georgia

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About the cover

When children are cared for, loved, fed, clothed, and provided opportunities to learn and create, they are more likely to escape poverty and become aware of God's love for them.

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How to Use *Form*

Welcome to *Form*—a missions education resource for teachers of preschoolers. The three units in this issue contain a wide variety of excellent ideas from which to choose to provide preschoolers with meaningful learning experiences.

The following checklist may help you to maneuver through the units and prepare for your preschoolers.

- Read the background material found at the beginning of each unit that introduces you to the CBF field personnel and the people group with whom they work.
 - Read each story in each session.
 - Reference resources suggested in Other Sources of Information.
 - Carefully study the teaching/learning aim. Have a clear understanding of what you want your preschoolers to know, feel, and do as a result of having studied this unit.
 - Peruse the suggestions for each learning center in each session. Choose those that will help your preschoolers achieve your teaching/learning aim. Collect all the materials you will need for the learning centers, remembering that they change each week.
 - Read the suggestions for each Large Group Time and Closing Activity. Adapt them to meet your particular needs. Gather the materials you need for each one.
 - Check your plans against Unit Preparation for additional ideas.
- A Session Plan Sheet (page 28) is included to assist you in recording your plans.

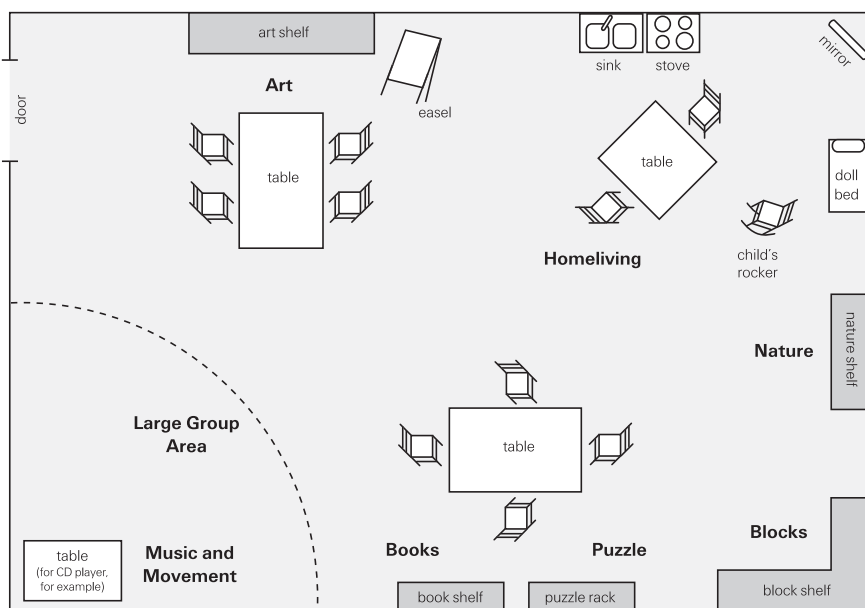
Using Learning Centers

If you observe in a preschool classroom, you will see boys and girls moving freely in areas of the room, discovering, exploring, and

Preschoolers are discovering that they can help each other and that even “little things” that they do can make a big difference.

This quarter, your preschoolers will learn about poverty in Africa and how CBF field personnel are helping people there. They will experience different ways that CBF-endorsed chaplains share God’s love with people in work settings. Also, preschoolers will discover how working together helps everyone.

As you prepare and lead your preschoolers, give special attention to the ways in which God helps you serve others through cooperation and teamwork.



Preschool room arrangement

continued..

continued...

experiencing activities designed to help them learn. Through conversation teachers provide assistance and guidance.

Those areas, called learning centers, provide preschoolers a place to work at their own pace, according to their interests and abilities. Learning centers offer preschoolers the opportunity to learn either independently or with a small group of other preschoolers.

Teachers should make the learning centers attractive, inviting, age-level and developmentally appropriate, and require little adult supervision.

Learning centers allow preschoolers to make choices. They may choose to work in several centers, moving from one center to another during a session, or they may choose to work in only one center.

Teachers should give thought as to where and how to set up the centers. Centers should facilitate the natural flow of traffic and may utilize tables, walls, the floor, carpet and carpet squares, shelves, back of shelves, tents, space under tables, boxes, etc.

A typical classroom for older preschoolers usually features seven learning centers.

The Homeliving Center provides preschoolers with opportunities to act out living at home and other dramatic activities.

Preschoolers should have opportunity to experiment with a variety of art experiences in the Art Center.

Younger preschoolers play with cardboard blocks, while older preschoolers will construct and build with wooden blocks and accessories in the Blocks Center.

In the Nature Center, preschoolers examine, explore, and manipulate a variety of nature objects and materials.

Boys and girls will enjoy looking at books, reading them, or having them read in the Books Center.

Preschoolers find satisfaction working puzzles and manipulating a variety of objects when they visit the Puzzles Center.

And preschoolers enjoy singing, listening to music, playing and exploring musical instruments, playing musical games, and dancing in the Music and Movement Center.

Bible thoughts are interspersed throughout the learning centers for teachers to incorporate in their conversations with the preschoolers.

Many activities suggested in the learning centers are appropriate for both younger and older preschoolers. Otherwise, you will find separate activities identified for either younger or older preschoolers.

Leading Large Group Time

Large Group Time is “all together time” when preschoolers gather for large group experiences. Patiently assist them in bringing their chairs and forming either a circle or semicircle in front of you. Outlining a circle or semicircle on the floor with masking tape

will give the boys and girls visual clues as to where to place their chairs. Or, you may want them to sit on the floor in front of you.

Large Group Time is designed for those who are three years old and older. It is the time when the teacher reinforces the mission concepts that were introduced in the learning centers. The boys and girls will converse, hear a story, pray, and from time to time, play games and enjoy musical experiences.

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

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

1 Helping People in Africa

BY BARBARA VANDERGRIFF

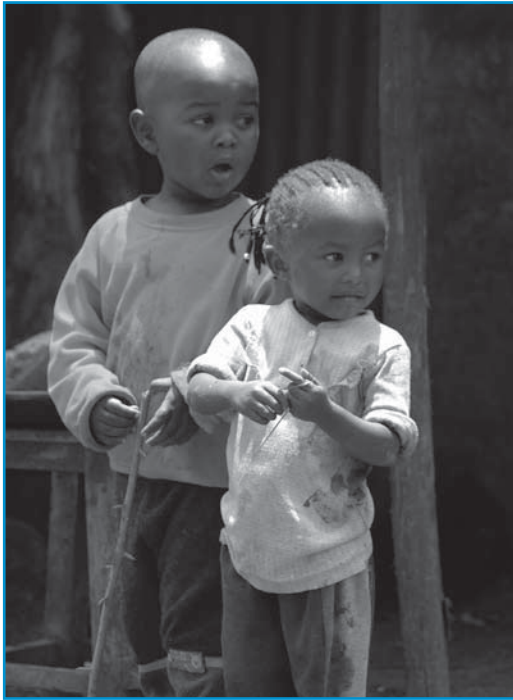
Poverty can be described in many ways, but it is defined primarily as a lack of basic comforts or essentials of life—a state of want or neediness. From its inception, the Cooperative Baptist Fellowship (CBF) has focused on ministering to the world’s most neglected and marginalized people. The CBF Global Missions network has been working to alleviate poverty around the world in a variety of ways and now finds that its goals are similar to the Millennium Development Goals, which seek to improve the quality of life among the world’s poorest populations by 2015. Field personnel in Africa are specifically working to “change the lives of children through education, better nutrition, elimination of disease, and Christian love and compassion.”

As Sam Harrell, one of CBF’s field personnel serving in Kenya, said, “Those who follow after Jesus will recall how he often welcomed children. He also said that it would be better not to have been born than to cause harm to come to a child. Unfortunately, children remain among the most vulnerable, marginalized, and neglected sectors of the human family.”

Thomas Troeger, in the Christmas hymn “Our Savior’s Infant Cries Were Heard,” expressed it this way:

Our Savior’s infant cries were heard, and met by human love,
before He preached one saving word or prayed to God above.
By trusting Christ to human care, God blessed forevermore
the care of children ev’rywhere—the bruised, the lost, the poor.
Whoever calms a child by night or guides a youth by day,
serves Him whose birth by lantern light was on a bed of hay.
For Christ, who was a refugee from Herod and his sword,
is seeking now, thro’ us, to be our children’s friend and Lord.

Melody and Sam Harrell, both born to missionary parents in different parts of Africa, have returned to follow their own call to Kenya. Melody and Sam have three sons and live and work in the busy city of



All of us, created in God’s image, have the potential to grow and develop fully in life and faith.

Nairobi. They also work in outlying villages through their programs of “Change for Children,” “Development Initiatives,” and “KUTANA” to make a difference in the lives of those who are neglected, desolate, and ignored.

Another one of CBF’s field personnel, Dee Donalson, serves God in Hosanna, Ethiopia. She teaches English at EKHM College and has a passion for making life better for people living in poverty. She has started kindergartens, moved begging children off the street and into school, planted a garden, and taught parents the importance of good nutrition for their children. She is introducing parents to the moringa tree that has edible leaves which are high in iron and vitamin C, and she will be introducing more edible plants.

Jessy Togba-Doya grew up in Liberia. The first person from his village to go to high school and college, Jessy met and married Calandra while studying in America. They have returned with their three children to his village and have developed the multi-faceted Balama Project, which helps provide education to many who have missed out on such an opportunity due to civil war in Liberia.

These field personnel want us to teach our children to help people escape poverty in Africa and all around the world. They ask our churches to partner with them for prayer and financial and on-the-field support, so we can join them in being the presence of Christ in Africa and the world.

Barbara Vandergriff is a member of Vestavia Hills Baptist Church in Birmingham, Alabama, and works at Saint Luke’s Episcopal Church.

teaching/learning aim:

To help preschoolers develop concern for people who live in poverty. They will hear how field personnel are helping people in three different African countries; they will also talk about helping people in their own community.

Unit Preparation

1. Read through the unit and make center assignments among teachers to prepare.
2. Prepare Items 1, 2, and 3 from the Resource Kit and Pictures 1, 2, and 3 from the 2009-10 Picture Pak.
3. Secure a puzzle map of Africa to use in each session; www.geotoystore.com or educational stores are good sources.
4. Reserve a DVD player for use in Sessions 2 and 3 and order suggested DVDs; also reserve a CD player and African music CDs.
5. Get sand, soil, and water for Session 2.
6. Find a tree for Large Group Time in Session 2 and an outside wall for “painting” with water in Session 4. Make sure there is adequate nighttime lighting.
7. Locate a coffee grinder, Tinkertoys®, and soccer ball; gather building materials and invite a parent to assist in Session 3.
8. Write a note inviting parents to Session 5; duplicate enough for each preschooler to take home after Session 4.
9. Order all CBF materials suggested in this unit by calling (888) 801-4223, or by going online to www.thefellowship.info/thecbfstore.



Jesus always welcomed children, and we, too, can celebrate their curiosity and joyfulness.

Other Sources of Information

The 2009-10 Picture Pak contains 36 8½” x 11” color photos that supplement all units of *Form*. Also, the 2009-10 Media Disc is a new resource that offers video and digital images for all units of *Form*. Be sure to order your copies from the CBF Store at www.thefellowship.info/thebfstore or by calling (888) 801-4223.

Visit www.missionseducation.org and click on “Teachers” for weekly session plans, helpful links, images, and ideas for this unit.

www.thefellowship/thebfstore is where you can order the DVD, “Focusing on the People of Kenya.”

www.africaexchange.org has information on the Harrells’ work in Kenya.

www.geotoystore.com has puzzles you can use.

WORD BANK

field personnel: missionaries; individuals who work through CBF to tell all people of the world that Jesus loves them; information about all field personnel is available at www.thefellowship.info/fieldpersonnel

Millennium Development Goals [MDGs]: eight goals related to reaching the needs of the world’s poorest people by 2015; announced by the United Nations in 2000; the goals provide a framework for countries, development institutions, non-profit organizations, and others to work together toward a common end; they align with the Fellowship’s vision of being the presence of Christ in the world; see www.thefellowship.info/mdg for more information

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 to China
- 25 Angel Pittman, urban work, Miami, FL
- 30 Rebecca Wyatt, 1992, daughter, Kim & Marc Wyatt, Canada

1

Field Personnel Help in Ethiopia

BEFORE THE SESSION: Pray for yourself and your preschoolers as together you explore poverty and learn about CBF field personnel in Ethiopia. Decide which activities will help you get acquainted with preschoolers new to your class. With the start of school and new classes at church, some may be anxious in a new situation.

DURING THE SESSION: Have nametags near the door to greet preschoolers as they arrive. Tell them your name and call them by name as you help them find a learning center to start in. Remind them they will have time to go to several learning centers. Most of the preschoolers will know each other.

Learning Centers

Since this is a new school year, allow the preschoolers to explore and become familiar with the room. Involve them in conversation so you can get to know them. Share classroom behavior expectations.

HOMELIVING

Have a Coffee Ceremony

Items needed: coffee beans; grinder; cooled, dark-brewed coffee (decaffeinated); sugar; small cups; spoons; coffee filters; Allergy Alert Chart; crunchy snack (like popcorn)

1. Post an Allergy Alert chart (p. 48) by the door to remind parents what you will be tasting.
2. Spread a few coffee beans on a coffee filter and get others ready to grind.
3. Let one or two preschoolers assist with grinding the beans. Comment on the smell. Remind them that coffee grows in Ethiopia

where Dee Donalson lives and works.

4. Pour a small amount of coffee in a cup and a few kernels of popped corn on a coffee filter for each preschooler who wants to taste. Let them add just a few grains of sugar.

5. Say: Teens who live in Ethiopia like to roast coffee and drink it with a crunchy snack while having a coffee ceremony.

ART

Paint with Watercolors

Items needed: white paper; watercolors; watercolor brushes; brown paper; ruler; pencil; scissors; glue sticks

1. Before the session, draw 1½-inch strips on the brown paper to make frame pieces. Cut some to fit both the length and the width of the white paper. Cut enough

for each child to have the top and sides of a frame.

2. Say: Dee likes to paint for relaxation. She paints scenes of Ethiopia on cards and sends them to her friends to remind them about Ethiopia. She also sells her watercolor paintings to raise money for her work in Ethiopia.

3. Suggest that the preschoolers paint with the watercolors and then add a frame. Ask them to make two—one to take home and one to save for later during the unit.

BLOCKS

Build a Preschool Building

Items needed: 6 sheets of white computer paper; scissors; ruler; marker; pencil; tape; blocks; toy crane

1. Prior to the session, draw a line three inches from the edge

of all sides of the papers. Fold on the lines and cut a square from each corner, leaving 1/2" edges to tape on. Fold on the lines and tape edges together to make six "room" shapes.

2. Say: Dee needed a building for a kindergarten near the college in Ethiopia where she teaches. A church in America is sending a six-room building ready to put up in Ethiopia. She is so excited to have this wonderful building to begin teaching the preschoolers. Many children have not been able to go to school, because six miles is too far to walk each day.

3. Preschoolers can help put the six rooms in place as they prepare the kindergarten. Encourage them to draw doors and windows where they will be needed.

4. Use the Bible thought, *Jesus said, Go and help others* (Luke 10:37).

NATURE

Discover Edible Plants and Trees

Items needed: carrot with stems; radish with stems; celery; spinach or lettuce leaves; Item 2: Moringa Tree Leaves

1. Before the session, arrange the vegetables on the tabletop. See information about seeds and Moringa trees at www.echonet.org.

2. Let preschoolers examine and name the veggies. Ask if they like to eat any of them.

3. Say: These are what we call edible plants. That means we can

eat them. Can you think of a plant we don't eat?

4. Show the picture of the Moringa tree leaves. **Say:** Dee planted some tiny seedlings of the Moringa tree in Ethiopia. When the trees grow big enough, Dee will teach parents how to cook the leaves to eat and grow stronger. In Ethiopia, many people are poor and don't have enough food to eat.

5. Talk about the foods for which the Moringa leaves can be substituted.

6. Use the Bible thought, *God gives food to us* (Psalm 136:25).

BOOKS

Read About Good Foods

Items needed: children's books about nutrition and eating well; books about Africa; colorful fabric scraps

1. Stack the books and fabric on the floor.

2. Encourage preschoolers to select the color fabric to wrap around themselves while they look at the books.

3. Say: Dee Donalson lives in Ethiopia, Africa. Many children who live there don't have the right foods to eat to grow strong and be healthy. Dee is helping their parents learn what is healthy to eat.

4. Use the Bible thought, *God gives food to us* (Psalm 136:25).

PUZZLES

Discover Ethiopia

Items needed: puzzle of Africa; Item 1: map of Africa; laminator; puzzles of numbers and/or alphabet letters

1. Before the session, laminate the poster.

2. Spread the puzzles in a circle on the floor so preschoolers can easily work them.

3. Say: Field personnel live in different parts of Africa. Dee Donalson teaches kindergarteners in Ethiopia. They are learning to read, write, and count to be ready to go to big school. Learning at school can help them get jobs when they grow up.

4. Use the Bible thought, *Jesus grew and became strong and wise* (Luke 2:52).

MUSIC AND MOVEMENT

Play Football (Soccer)

Items needed: soccer ball; painter's tape

1. Before the session, place two pieces of tape on the floor four feet apart.

2. Have preschoolers stand in a row behind one of the lines. Encourage them to take turns gently "walking" the ball from one line to the other as they balance it on their toes. When all have had a turn, they "walk" the ball back to the other line.

3. Say: Dee Donalson says children in Ethiopia enjoy playing

continued...

soccer; they call it football. Dee wants to build playgrounds by the school so children will have a safe place to play.



Transition

Walk to each learning center and remind the preschoolers it is time to straighten up and gather for Large Group Time. Ask them to look for things in their room that children in Ethiopia might not have in their schools. Bring a Bible and the soccer ball to Large Group Time. Remind teachers to sit among the boys and girls to encourage good behavior. Give behavior guidelines and instructions if this is the beginning of a new year.

Large Group Time

- 1. Ask:** Who can name something in our room children in Ethiopia may not have in their school or church?
- 2. Say:** What are some things in your room at home that children in Ethiopia probably don't have? Allow time for several to answer and comment on their answers. Make every effort to turn their comments into a correct answer.
- 3.** Listen in our story for things Dee Donalson does in Ethiopia to help people living in poverty.
- 4.** Tell the story, "Dee Has a Busy Day."
- 5. Ask:** What is something you heard that Dee Donalson does in Ethiopia? How is she helping the people? Ethiopia, where Dee Donalson lives, is a part of Africa.
- 6.** Sing "Jesus Loves the Little Children" and "Thank Him, Thank Him," adding the verse, "Serve Him, Serve Him." **Ask:** Do you think Dee Donalson is serving God in Ethiopia?
- 7. Say:** As we pray for Dee, we can also pray for the families in Ethiopia who are poor. Let preschoolers and other teachers have a turn to pray if they choose.

Dee Has a Busy Day

“Thank You, God. Amen,” Dee Donalson opens her eyes, closes her Bible, and puts it on the table. She grabs a cup of coffee and a muffin and walks to her computer. E-mail keeps her in touch with her children in America. She smiles as she reads about her grandchild.

The sun peeks in her window as she finishes her coffee. It is time to go to chapel with the college students. “I hope they will sing this morning! I like hearing their African music,” she says with a smile, as she walks toward the college chapel.

After chapel, she enjoys another cup of coffee and meets with other college workers. Walking by the vegetable garden, she stoops to pull a few weeds and turns toward the children’s area. *I’m so glad these children now have a school of their own*, she thinks.

After lunch, she visits Mulu at the Water Works office to see his new wheelchair Dee was able to get through a company in America.

She stops to buy bread, soap, and candles on her way to the college where she lives. She checks her DVD player and makes sure it will work. Her Bible study partner comes, and they watch their next lesson and discuss what they read in the Bible.

After a quick supper of fresh lettuce from her garden, she gets out her watercolor paints. The sunset is so pretty next to the bright orange poppies in my yard; I’m going to paint that. She thinks about some of the people she wants to help as she paints the beautiful sky.

Dee ends her day as she started it: reading the Bible and praying. She thanks God that she is able to help people living in Ethiopia.

Closing Activity

1. Roll the soccer ball to a preschooler and ask them to name a color. They roll it to another child who names something that is that color. Repeat until all have had a turn.

2. Say: When you think of an answer, you are using your brain. Children in Ethiopia are using their brains as they learn at school.

3. Sing “Jesus Loves Me.” Remind the boys and girls that in Ethiopia, Africa, many children have never heard about Jesus. Dee Donalson wants them all to know that Jesus loves them just as He loves us.

AFTER THE SESSION: As we focus on poverty in Africa, it should remind us to be careful not to be wasteful. What can you reuse from this session? Is there anything you can share with a family in need? Are your preschoolers learning about the poor people of the world? Pray for them by name.

SESSION PLAN SHEET

Date:

Unit Title:

Featured Field Personnel:

Unit Teaching Aim:

Session Title:

Learning Centers

(Indicate type of activity, materials needed, Bible thoughts, person responsible)

.....
HOMELIVING
.....

.....
NATURE
.....

.....
MUSIC AND MOVEMENT
.....

.....
ART
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.....
BOOKS
.....

.....
SPECIAL ACTIVITIES
.....

.....
BLOCKS
.....

.....
PUZZLES
.....

Cleanup Time _____

Large Group Time

Conversation/Introducing Mission Story:

Mission Story:

Review:

Prayertime:

Closing Activity:

2

Field Personnel Help in Liberia

BEFORE THE SESSION: Prepare the sand clay for brick making, covering it to keep it moist. Gather other materials and make sure each learning center is ready. Locate Liberia and Ethiopia on Item 1 to show the two different countries in Africa. Post the Allergy Alert chart (p. 48) by the door.

DURING THE SESSION: Greet each child by name and help them feel loved and accepted. Encourage them to be helpful as the Bible tells us. Remind them everyone cannot do the same thing at the same time; they will have time to visit several learning centers, so they won't need to rush.

Learning Centers

Some of the activities in the learning centers will take longer than others. Making bricks may take time; direct them to other activities to do while waiting their turn. Compliment them on their patience.

HOMELIVING

Sell Rice Bowls or Soup

Items needed: Allergy Alert chart (p. 48); cooked rice; ice cream scoop; small bowls; broth; ladle; napkins; spoons; play money; marker; file folder

1. Before the session, make a sign on the file folder and write \$1.00 on one side. Stand the sign in the middle of the table.
2. As preschoolers come to the area, suggest they choose to be the seller or the buyer. Give play money to the buyers.
3. The sellers scoop the rice or dip broth in the bowls. Each one sells for \$1.00.

4. Say: One of CBF's field personnel, Jessy, helped some people in Liberia start a business selling lunch for workers. The lady who is selling lunch was very poor. Now she is able to buy food for her family.

5. Use the Bible thought, *God gives food to us* (Psalm 136:25).

ART

Make a Liberian Flag

Older Preschoolers

Items needed: red, white, and blue paper; scissors; ruler; glue sticks; Item 1: map of Africa; flag of USA

1. Before the session, draw lines on the red paper to make strips; some need to be short and some long. Cut the blue paper into appropriately-sized squares and draw a star in the middle to be cut out.

2. Say: Jessy grew up in Liberia. He is happy to be able to help poor people and tell them that Jesus loves them.

3. Guide the preschoolers to make a flag of Liberia. They can cut and paste to match the flag from Item 1: map of Africa.

4. Ask: How is this flag like our flag?

Younger Preschoolers

Items needed: red, white, and blue paper; scissors; ruler; glue sticks; Item 1: map of Africa; U.S. flag

1. Before the session, cut stripes from the red paper; some need to be short and some long. Cut the blue paper into appropriately-sized squares, and cut a star from the white paper.
2. Guide the preschoolers to paste pieces matching the Liberian flag.
3. **Say:** Jessy lives in Liberia. He helps poor people and tells them that Jesus loves them.

BLOCKS

Prepare Farmland

Items needed: newspaper; box lid; dirt; toy tractor; blocks

1. Before the session, spread the newspaper and put box lid on top. Pour about 1" of dirt in the lid.
2. **Say:** Field personnel in Liberia helped the poor people build community farms to grow food to eat. They all work the farms. They get food for their families. They sell some of the food for money. Some of the food feeds the schoolchildren.
3. Suggest that the preschoolers till the dirt to make a community farm. Some can build the farmhouse around the fields.
4. Use the Bible thought, *God gives food to us* (Psalm 136:25).

NATURE

Make Bricks

Items needed: 2 cups of clean sand; 1 cup of cornstarch; 1½ cups of liquid starch; old pan; wooden spoon; damp cloth; stove; newspaper; old cookie sheet; pencil

1. Before the session, mix the sand and cornstarch in the pan, and stir in the liquid starch. Heat this mixture while continuously stirring. It will eventually thicken to the consistency of thick dough. When thickened, remove from heat, and allow clay to cool completely before handling. When cool throughout, knead it for a few minutes and cover with damp

cloth until ready for use. The clay hardens as it dries.

2. Spread the newspaper on the table top. Divide clay into small amounts so each preschooler can have one. Suggest they shape into bricks as you would use to build a house. When finished, they can move the bricks to the cookie sheet to dry. A teacher can etch child's name on her/his brick.
3. **Say:** Jessy wanted the people in Liberia to have jobs so they can feed their families. Some people in America helped Jessy get two brick making machines. Now the people can make bricks to sell and other people have bricks to build with.
4. Use the Bible thought, *Jesus said, "Go and help others"* (Luke 10:37).

BOOKS

See Stories about Jesus

Items needed: DVD projector player; video of stories about Jesus

1. Move bookshelf so DVD player can be projected onto the wall. Have DVD ready to play.
2. Invite preschoolers to sit on the floor and watch a video about Jesus.
3. **Say:** Many people in Liberia have never heard about Jesus. Jessy has gotten a movie about Jesus in the language the people understand. They show the movie on the outside wall of a build-

ing so it will be large enough for many to see at one time.

PUZZLES

Discover Liberia

Items needed: puzzle of Africa; Item 1: map of Africa; puzzles of numbers and/or alphabet letters

1. Spread the puzzles in a circle on the floor so preschoolers can easily work them.
2. **Say:** Field personnel live in different parts of Africa. Calandra and Jessy Togba-Doya live in Liberia with their three children. Can you find Liberia? Is it close to Ethiopia where Dee Donalson lives? Does it touch an ocean?

MUSIC AND MOVEMENT

Carry Water in a Pail

Items needed: broomstick; pail; water; painter's tape

1. Prior to the session, put a piece of painter's tape about 4' from the wall. Put 2" of water in the pail.
2. When two volunteer, show them how to slide the broomstick through the handle of the pail with water.
3. **Say:** Poor families in Liberia don't have water in their houses. They must carry water from a well to their houses every time they need water. Can you carry water from the wall to the tape without spilling it. Talk about

continued...

how easy it is to get water in America.



Looking for additional ideas?

Visit www.missionseducation.org and select "Teacher Helps" to find weekly session plans, additional images, ideas, and online resources.

Transition

If weather permits, have Large Group Time outside under a tree. Take a blanket or tablecloth to define the sitting area and to be in a well-lighted area. Walk to and from the building in an orderly fashion and discourage running ahead. Teachers need to sit on the outside of the group to make sure all preschoolers stay with the group. Take a brick along for story time.

Large Group Time

- 1. Say:** If we lived in Liberia where Calandra and Jessie live, we might have school under a tree. Does this seem like a place to have school? Where would you write? Where could we put our supplies?
- 2. Say:** Listen as I tell the story to see who went to school and what happened to the school under the tree. Listen, also, for the names of the field personnel.
- 3.** Tell the story, "Under a Dahoma Tree."
- 4. Ask:** What three people went to the school under the tree? What good thing happened? How did Calandra and Jessie help? What happened to the big tree where they first had school?
- 5.** Sing "God is So Good." Let the children add verses: God loves us all; God cares for us.
- 6.** Thank God for the people from America and Balama who built a school for the boys and girls. Thank God for Calandra and Jessie and their children.

Under a Dahoma Tree

“I want to learn to read. I want to learn to write,” Yeanie said. “Please, mother, can I go to the school under the tree?”

Yeanie’s mother wasn’t so sure she wanted her daughter to go to a school under a tree! She listened as Yeanie continued.

“Gati can go, too, mother. All children are welcomed. Ones from Balama where we live and children from other villages can come, too.” Yeanie talked fast because she was excited.

“You can go with us the first day and see what it is like. Please, Mother,” she said.

Yeanie’s mother thought and thought. “One day can’t hurt,” she decided. “Gati, do you want to go?” she asked her other daughter.

“Oh, mother, I want to learn, too. I want to make a better life for you. Yes, please, may I go?” Gati answered.

When morning came, Yeanie and Gati were up early. They walked with their mother to the big Dahoma tree. A teacher met them and asked all three to stay for the day. They sat on the ground under the shade of the big Dahoma tree.

Both girls liked school and their mom said they could come every day.

One day they came running home, and they were very excited. “Mother, Mother,” they cried. “We have such good news!”

“What is it? Tell me, please what is this good news?” Mother asked.

“We’re getting a school building! Some people from America and from Balama are going to build us a building so we can have a real school. We won’t be going to school under the big tree anymore.”

Just as promised, the people from America and from Balama, Liberia, worked together and built the school. Now many children go to school in Balama. When you visit the school, you can still see the big Dahoma tree.

Closing Activity

1. Sing “This is the way they walk to school, walk to school, walk to school,” as you walk back to your room. Add other verses until you get back.

2. Play an add-on game. A teacher starts: “I’m living in Liberia and I’m walking to school. First I go over a hill [pretend to climb the hill].” The next teacher or child says “I’m living in Liberia and I’m walking to school. I must go through a creek [pretend to walk through a creek],” and then repeat the first action. Keep adding actions of things that might happen in Liberia when walking to school: run from a zebra, jump over a log.

3. Say: You are good thinkers; I’m proud of what you are learning about Liberia, Africa.

AFTER THE SESSION:

Place bricks on a high shelf with a note saying, “These were made by preschoolers; please save.” Are you thankful for what happened during this session? What are some positives you saw among your preschoolers? Pray that your preschoolers will remember what they learned about Calandra and Jessy in Liberia.

form

CBF PRESCHOOL ITEM PAGES

SEPTEMBER · OCTOBER · NOVEMBER | 2009

Map of Africa

Directions: Make at least three copies of the map to use in Session 4, Music and Movement. Then laminate the map to use throughout the entire unit.

ITEM

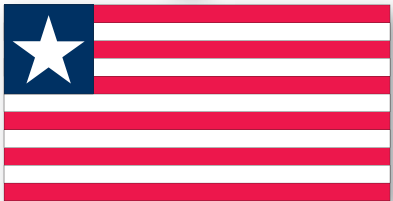
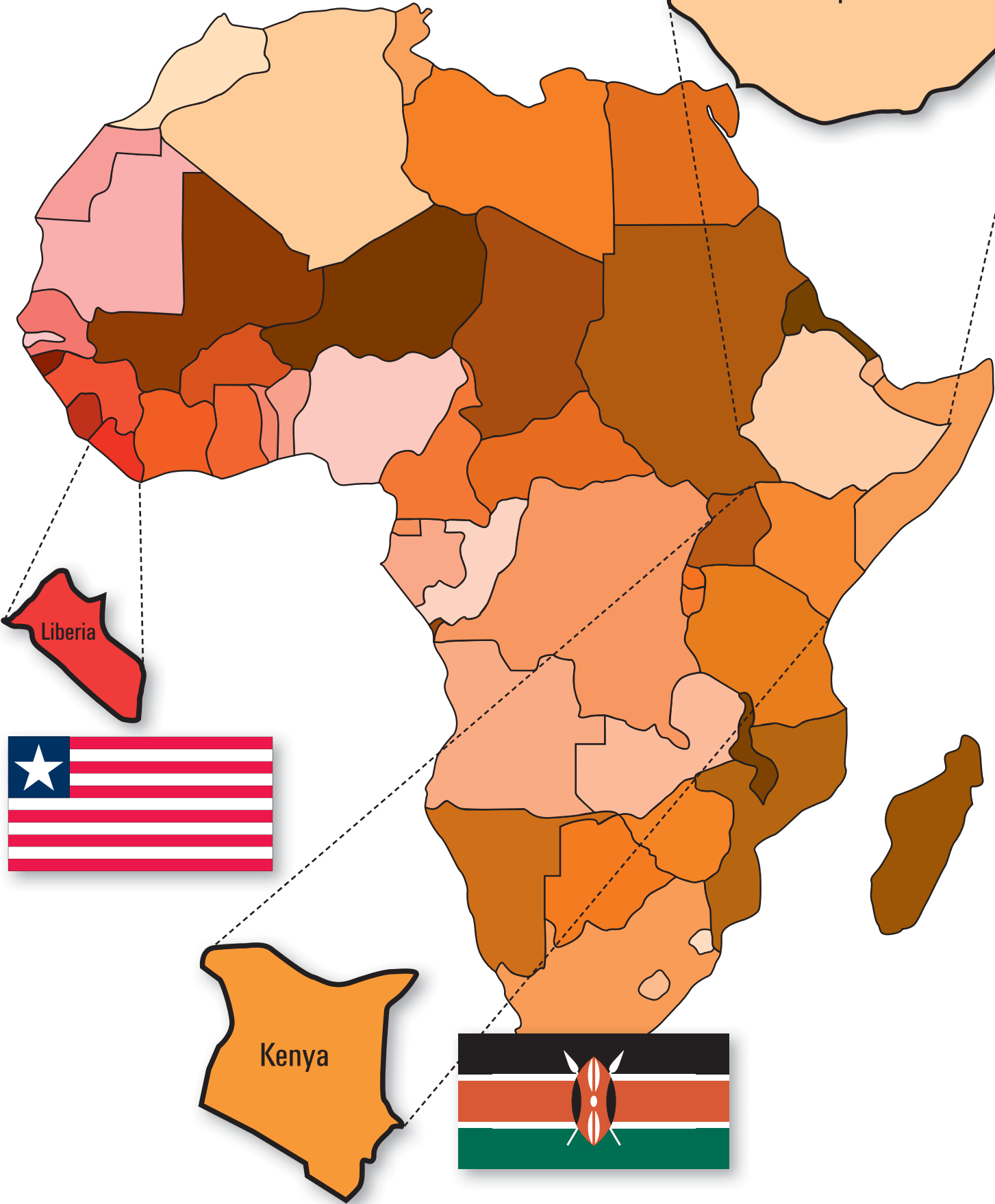
1

UNIT 1

Map of Africa

Leader: Use throughout Unit 1 as directed in the weekly sessions.

AFRICA



Moringa Tree Leaves

Directions: Display the picture of Moringa tree leaves for preschoolers to observe.

ITEM

2

UNIT 1

Moringa Tree Leaves

Leader: Use in Unit 1, Session 1, Nature.

Moringa tree leaves
are very beneficial.



7 times the
vitamin C of oranges



4 times the
vitamin A of carrots



4 times the
calcium of milk



3 times the
potassium of bananas



2 times the
protein of yogurt

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