

WELCOME!

Welcome to "On Earth As in Heaven," ELCA World Hunger's Lesson plan we will use for Lent.

The theme for this program comes from the Lord's Prayer, and each of the five days of the program focuses on a different petition from the prayer and a related Bible verse. In the Large Catechism, Martin Luther reminds readers that prayer is something "great and precious." To pray is to give voice to our needs and our trust in God, who meets them.

But to pray is much more than this too. In thanksgiving, prayer gives voice to the things that bring us together. In lament, prayer gives voice to the things that rend us apart. Theologian Karl Barth is believed to have said that **"to clasp the hands in prayer is the beginning of an uprising against the disorder of the world."** To pray is to lay bare the pain of the world and to trust God to transform it — and to strengthen us to be part of this transformation.

"On Earth As in Heaven" invites children and adults to (re-)experience the Lord's Prayer and to see the connections between prayer and service in the world. As the church prays and plays together, we also serve together and walk together toward a just world where all are fed. The stories lift up churches and communities around the world who are prayerfully and powerfully doing their part in this work, while celebrating the diversity with which God has gifted the world.

The stories featured here represent a small sample of the ministries supported by gifts to ELCA World Hunger. The areas of work they represent align with five of the United Nations' Sustainable Development Goals: zero hunger, good health, gender equality, quality education, and peace and justice. As a member of the Lutheran World Federation, the ELCA is working with other churches to celebrate and deepen the many ways churches around the world are contributing to reaching these important goals. By using "On Earth As in Heaven," you are part of this effort!

Use all or some of the materials offered. In your Lenten packet you will also find a coloring book and a paper piggy bank. The goal of the piggy bank is to raise \$30 for a piggy to help fight world hunger. Bring the piggy back on Sunday March 28th from 10-12 pm to Nativity. You will stay in your vehicle and hand the piggy to the helper waiting for you. Your child will receive a special certificate for raising money for a real piggy that will help feed other families!

If you have any questions, please feel free to contact Kelly Sherman-Conroy, Minister of Social Justice and Advocacy. kelly@nativitychurch.org

Some of the 17 Sustainable Development Goals, including the five mentioned in this letter, will sound familiar – they align with work that churches around the world have been doing for many years. Guided by the goals, the Lutheran World Federation is calling on churches, including the ELCA, to deepen their efforts together. To learn more about this global initiative and ways your congregation can be part of this collective effort, visit <https://wakingthegiant.lutheranworld.org/>.



Look for pictures, graphics, posters, certificates and other materials online at [ELCA.org/hunger/resources](https://www.elca.org/hunger/resources). Just click on the "Hunger Ed" tab.



WHAT ARE THE SDGS?

"On Earth As in Heaven" invites people of all ages to pray for God's transformation of the world — and to say "yes" to God's invitation to be part of it. ELCA World Hunger is responding to this invitation by joining with the churches of the Lutheran World Federation, a global communion of 148 churches, in "Waking the Giant," a special initiative to celebrate and deepen the ways churches around the world are helping achieve the United Nations' Sustainable Development Goals.

The Sustainable Development Goals, or the "Global Goals," are a blueprint for working toward a sustainable future for all, so that no one is left behind. The goals are interconnected and address issues such as poverty, inequality and care for the environment.

Churches and other faith communities have been working toward many of these goals for centuries, long before the United Nations crafted the list below — but we still have a long way to go. In "On Earth As in Heaven," each day will feature stories and activities that focus on one of the goals, lifting up the work ELCA World Hunger supports and inviting children and adults in your VBS to learn more.

The idea of the "Global Goals" may be hard for younger children to understand, but they can understand — in some pretty profound ways — ideas such as equality, fairness and caring for our neighbors. The stories and activities here focus on the goals highlighted on the next page. You can feel free to discuss the "Global Goals" as a specific platform or to use the stories and activities to address the broader ideas of equality, justice, fairness and love of neighbor, depending on the participants.

To learn more about the Global Goals and "Waking the Giant," please visit <https://wakingthegiant.lutheranworld.org/>.



Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.

Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.

**For the kingdom, the power,
and the glory are yours,
now and forever. Amen.**



WEEK 1: ZERO HUNGER

FOCUS PRAYER

"Give us today our daily bread."

BIBLE STORY

The feeding of the 5,000 (Matthew 14:13-21)



WEEK 2: GOOD HEALTH

FOCUS PRAYER

"Your will be done, on earth as in heaven."

BIBLE STORY

People lower their friend through a roof to Jesus (Luke 5:17-39)



WEEK 3: GENDER EQUALITY

FOCUS PRAYER

"Your kingdom come."

BIBLE STORY

Mary Magdalene and Mary meet the resurrected Jesus (Matthew 28:1-15)



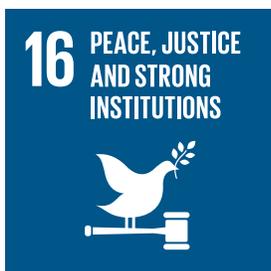
WEEK 4: EDUCATION

FOCUS PRAYER

"Hallowed be your name."

BIBLE STORY

Jesus sends the disciples (Luke 9:1-2, 10-11)



WEEK 5: PEACE

FOCUS PRAYER

"For the kingdom, the power, and the glory are yours, now and forever. Amen."

BIBLE STORY

Jesus appears to the disciples (Luke 24:36-49)

WEEK ONE: INTRODUCING THE THEME

WEEK 1 LESSON FOCUS

God gives us everything we need.

When we share what we have, there is enough for everyone.

LET'S START: I CAN SHARE

The theme for today is all about sharing. Open the family time together with a name game about sharing. Invite the children to introduce themselves and say something they can share that starts with the same letter as their first name. For example, "My name is Sarah, and I can share string cheese," or "My name is Karl, and I can share kindness." After a person introduces themselves, respond, "Thanks for sharing [item, name]." "Thanks for sharing string cheese, Sarah" or "Thanks for sharing kindness, Karl." (NOTE: For nonspellers, allow a variety of responses of what they can share.)



ENGAGING SCRIPTURE: Matthew 14:15-21

Read together Matthew 14:15-21.

- What did the people need?
- Why did the disciples tell Jesus to send the people away?
- What did Jesus tell the disciples to do?
- How would you have felt if you were a disciple and Jesus told you to feed the crowd with the five loaves and two fish?
- How do you think the disciples felt when they fed the whole crowd?

ENGAGING THE LORD'S PRAYER: "GIVE US TODAY OUR DAILY BREAD"

- *The Lord's Prayer is the prayer Jesus taught his disciples to pray.*
- *We pray this prayer during worship (but we can pray it anytime we want).*
- *This prayer helps us to look for the ways God is working in the world.*

This week the section we're focusing on is the line "Give us today our daily bread." The "daily bread" is more than just bread but a prayer that God will meet all of our needs.

- *What sort of things might be included in "daily bread"? What are the kinds of things we need each day to be happy, healthy and safe? [Examples: Shelter, clothes, family, friends, love, pets, etc. Allow a variety of responses.]*
- *Who helps you get your "daily bread"? [Parents or guardians who feed us and love us; the helpers who provide snacks at VBS; doctors, nurses and other caregivers; friends who make us smile. Again, the possible answers are endless.]*
- *What are some ways that you help others get their "daily bread"?*

ENGAGING THE LORD'S PRAYER: YOUNGER CHILDREN

Younger children (and older children, in some cases) may not be familiar with the Lord's Prayer. This is a good time to start teaching the prayer to them. This exercise can work very well if there is a poster or display of the words of the prayer so children can see them.

The theme for Lent comes from the Lord's Prayer. This is a special kind of prayer that Jesus taught people to pray. It goes like this [use the translation most common in your congregation]:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial
and deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

What do you think it means to pray?

What kinds of things do you pray for?

If you pray with your family, what is a prayer you use?

In the Lord's Prayer, we ask God for a lot of different things. Let me read it again, and you try to listen for some things we ask for. [Read the prayer again, slowly.]
What are some things we ask for in the prayer?

Take some time to repeat together the Lord's Prayer. For young children new to the prayer, helping them recognize key words, rather than memorize the entire thing, is a good first step for this day.

WEEK TWO: INTRODUCING THE THEME

WEEK 2 LESSON FOCUS

God can use us to heal each other.

LORD'S PRAYER

Open this weeks lesson by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your family.

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial and
deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

LESSON HELPER: SOCK TOSS

In the Bible story, the men faced a problem of how to get their friend the healing he needed, and they had to work together to solve it. Use this game to both practice teamwork and reinforce names. You need a few pairs of socks rolled into balls (you can also use Koosh balls, stress balls or other small, soft objects). Stand in a circle. One person starts with a sock ball. They are to call out the name of someone else and then toss it to that person. The person who catches it calls out someone else's name, and tosses it to them. This continues until everyone has had a chance to receive the sock ball. The last person who gets called calls the name of the person who started the tossing and tosses it to them, completing the circuit.

Here's where it gets fun. Start the circuit over again, with each person calling the name of the same person they called before. Try to pick up the speed and see how fast you can get through the entire group. Do this a few times and then, for added difficulty, add another sock ball to the mix once the first one is going. See how fast you can go and how many balls you can get going before chaos ensues.

ENGAGING SCRIPTURE: LUKE 5:17-39

Read together Luke 5:17-39.



- Why couldn't the men get their friend to Jesus?
- What did they do to solve the problem?
- Have you ever tried to help someone and discovered that you didn't know how?
- Did someone help you solve the problem?
- What are some ways you might help someone who needs healing?

ENGAGING THE LORD'S PRAYER: "YOUR WILL BE DONE, ON EARTH AS IN HEAVEN"

In opening time today, Sage and the Emcee talked about how God's will is like God's plan for the world, the way God would like the world to be.

Questions for older children:

- What are some things Sage thought would be part of God's will for the world?
[Enough food, good health, equality, education, peace.]
- Are there other things you might add to that list?
- Today, we are going to learn about health. How did the friends help God's will for good health for their friend?
- We are one of the tools God uses to do God's will in the world. What are some ways you learned yesterday to help people who are hungry?
- How do you think God could use you to do some of the other things that are part of God's will for the world?

ENGAGING THE LORD'S PRAYER: YOUNGER CHILDREN

- What are some things that you think God wants for everyone in the world?
- What are some of the things mentioned in the skit today?
- In the Bible story, what did the man's friends want for him?
- How might God use us to help other people be happy and healthy?

WEEK THREE: INTRODUCING THE THEME

WEEK 3 LESSON FOCUS

God created each of us with different skills, gifts, likes and talents. None of us has to be good at everything, because everyone is good at a different thing.

LORD'S PRAYER

Open this weeks lesson by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your family:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.

Give us today our daily bread.

Forgive us our sins
as we forgive those
who sin against us.

Save us from the time of trial and
deliver us from evil.

For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

LESSON HELPER: FAVORITES

The purpose of this activity is to see who in the family has similar likes and dislikes. A leader will call out a category, and others will find those who share the same favorite thing.

Categories could include favorite:

- color (red, blue, green, purple)
- animal (cat, dog, bird, fish, lobster)
- dessert (cake, candy, ice cream)
- food (pizza, burrito, falafel)
- season (spring, summer, fall, winter)
- subject in school (reading, science, math, PE)

Play a few rounds until a good mix of groups has been formed.



ENGAGING SCRIPTURE: **Matthew 28:1-10**

Read together Matthew 28:1-10.

- What did the angel tell Mary Magdalene and the other Mary to do? *[Go and tell the disciples Jesus had been raised.]*
- Why do you think the angel told Mary Magdalene and the other Mary to do this? What special skills or gifts might they have had? *[They were early risers and were at the tomb; they were fast runners and the angel needed someone who could run quickly; they were good at spreading good news and the angel needed people who were good at talking and sharing – there are lots of possible answers.]*
- What special skills or gifts do you have that make you good at sharing the good news of Jesus? *[Good at talking, listening, making people feel better, giving hugs, sharing with a sibling, etc.]*
- Did someone in the group share something that they're good at and you're not as good at? Reflect on how great it is that we all don't have to be good at everything, because everyone is good at a different thing.

WEEK FOUR: INTRODUCING THE THEME

WEEK 4 LESSON FOCUS

Jesus taught the disciples so they could share in Jesus' own work. Each of us has things to learn and things we can teach each other.

LORD'S PRAYER

Open this weeks lesson by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your family:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial and
deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

LESSON HELPER: FAVORITES

The family members stand in a circle, with one person holding the end of a ball of twine. The person with the ball of twine starts the sentence "I know how to ..." and fills in something they know how to do. That thing could be anything from "tell a joke" to "make someone smile" to "run really fast." After the person has said something they know how to do, anyone in the circle who would like to know how to do that thing, or learn how to do that thing better, raises their hand. The person then tosses the ball of twine to one of the people with a hand raised, taking care to hold onto the end of the twine. The person who caught the ball of twine then finishes the sentence "I know how to ..." and tosses the ball to someone who wants to learn what the first person knows how to do, again taking care to keep hold of the twine while tossing it. Continue until everyone in the circle is holding on to the twine. Notice how everyone in the circle has something to learn and something to teach.



ENGAGING SCRIPTURE: Luke 9:1-6, 10-11

Read Luke 9:1-6, 10-11 together.

Vocab lesson: To be a disciple means to learn from someone so that you might follow in that person's work and live as that person lives.

- The ninth chapter of Luke is about the middle of the Gospel and the middle of Jesus' ministry of teaching and healing. This means the disciples have already been traveling with Jesus for a while. They have heard Jesus teach them through stories and parables, and they have seen him perform miracles like healing people who were sick, calming a storm and feeding 5,000 people. When you have learned a new thing, how did you learn it?
- When you are trying to share something you know with someone else, how do you teach that person?
- How did the disciples learn from Jesus? *[Examples: parables, healings, teaching.]*
- Who teaches you new things?
- How do you learn about Jesus?
- How do you think the disciples felt when Jesus sent them out to do what he'd taught them?
- How do you think they felt when they came back and shared all that they had done?

ENGAGING THE LORD'S PRAYER: "HALLOWED BE YOUR NAME"

"hallowed" means to be set apart or holy. When we pray that God's name is holy, we are praying not only that God's name be holy, because we know God's name is holy, but that we would also be made holy, that we also get to do God's work.

- What gifts has God given you to do God's work? *[Examples: Are you a good friend or a good listener, or really good at helping a sibling with math homework?]*
- What gifts have you noticed in other members of your small group this week?

ENGAGING THE LORD'S PRAYER: YOUNGER CHILDREN

"hallowed." To be hallowed means to be holy or set apart. To be holy or set apart means to be a special part of God's work in the world.

In a circle, share with the children a favorite toy or stuffed animal. Invite the children to go their favorite toy or stuffed animal. What kind of toy is it? Do they remember where they got it? What makes it special?

We aren't toys, but we are special to God, set apart to be part of God's work in the world. When we pray, "Hallowed be your name," we are asking God to help us do this. Maybe that means God has made us extra helpful to other people. Or maybe that means God has given us talents to care for nature, to help take care of the world around us. Each of us has special gifts that help us be important parts of God's world. But even more than that, God loves us and makes us holy just because God made us, before we do anything. Our prayer is asking God to make us holy, but it is also a reminder to us that we are special to God.

WEEK FIVE: INTRODUCING THE THEME

WEEK 5 LESSON FOCUS

We have learned about a lot of needs this week and a lot of ways to help meet those needs. On this last day, we remember that God loves us and everyone in the world and that God is always with us.



LORD'S PRAYER

Open this weeks lesson by saying the Lord's Prayer together. Use the translation below or another translation more familiar to your family:

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial and
deliver us from evil.
For the kingdom, the power,
and the glory are yours,
now and forever. Amen.

LESSON HELPER: AFFIRMATION CIRCLE

One person sits in the center of the circle, while the others share a fun memory or thing they like about the person in the middle. Rotate the person in the middle until everyone in the group has the opportunity to be affirmed.

ENGAGING SCRIPTURE: Luke 24:36-49

Read Luke 24:36-49 together.

Questions for older children:

- What do you think about when you hear the word "peace"? [*Safety, no one hurting anyone else, calm; affirm all answers.*]
- When Jesus first appeared to the disciples in this story, he told them, "Peace be with you." Why might he have greeted them like this? [*He knew they were scared and didn't want them to be scared, he wanted them to have peace; affirm all answers.*]
- But even though Jesus said, "Peace be with you," the disciples were still surprised. Why? [*They weren't expecting to see Jesus, they thought he was dead.*]
- To comfort them, Jesus showed them his hands and his feet and invited them to touch him so they could believe he really was with them. When the disciples realized it was really Jesus, they were very happy and comforted, even though they were still a little bit nervous and scared. When you are nervous or scared, is there someone who (or some place that) makes you feel safe and at peace? What about that person makes you feel peaceful?
- After Jesus comforted the disciples, he told them he was sending them out to tell others of all they had seen and learned from Jesus. How do you think the disciples felt being given such a big task? [*Proud, scared, excited; affirm all answers.*]
- Have you ever comforted someone who was sad or scared and helped them feel better? What did you do to bring peace to that person?



ENGAGING SCRIPTURE

Continued...

Questions for younger children:

- What do you think "peace" means? Why do you think Jesus said, "Peace be with you"?
- The disciples were pretty surprised to see Jesus. They may even have been a little scared. When was a time you were scared?
- How does Jesus help them not be scared?
- How can we help other people not be scared or sad? How can we help them be "at peace"?

ENGAGING THE LORD'S PRAYER: "FOR THE KINGDOM, THE POWER, AND THE GLORY ARE YOURS, NOW AND FOREVER. AMEN."

The end of the Lord's Prayer reminds us that, whatever we pray for, we can trust that God loves us, that God is always with us and that everything and everyone belongs to God. This week's lesson we have learned about some big problems with big needs.

- What are some of the challenges we prayed for God to help with this week? [*Hunger, health, equality, education, peace.*]
- What are some of the ways we learned that God is at work through our church to solve those problems? [*Giving animals and training to families in Mexico so they can grow food for their families and communities, helping treat and prevent malaria in Zimbabwe, teaching girls in Guatemala how to be leaders, giving kids in the U.S. the food and supplies they need to succeed in school.*]
- How have you seen God at work this week? How have you seen God at work in you? How have you seen God at work in others?



STORY TIME

Share real stories of our neighbors who are doing their part in God's work in the world, accompanied by ELCA World Hunger, and learn more about the beautiful communities in which they live!

STORY TIME

STORY TIME — WEEK 1

FOCUS PRAYER

"Give us today our daily bread."

PRAYER

God, thank you for gathering us together to learn about you and your vision for the world. Feed us with your word and help us to feed each other. Amen.

Included in this lesson you will find a map of the world. This can be used for a quick opening activity at the start of each story time rotation. This will help children see the many places in the world where God is at work and will tie together the stories from each day. If you will be seeing different groups in the rotation, you may want to make a copy for each group so that each can have their own map in order to follow with you during story time.

Open your story time by telling the children that the ELCA works with neighbors all over the world. Holding up the map, ask them to find the country or region on the map. (Most may not be able to do this accurately.) Show them the correct location and then color it in, highlight it with a sticker or mark it in some other way. For older kids, you can share some of the facts about each country or region. If you do this each day, by the end of the week you will have five countries or regions marked on the map.



MAKE THE CONNECTION

The theme for this week is "Give us today our daily bread." But who is the "us"? Sometimes, it's easy to think that the people we are praying for are only our friends, our family or even just ourselves. But when we pray the Lord's Prayer, we are asking God to give daily bread to all of "us" — all our neighbors around the world! This week's lesson tells the story of one community that the ELCA prays for and works with to help end hunger.

FACTS ABOUT MEXICO

- The official name of the country is the United Mexican States.
- The nation's symbol is the golden eagle and is featured on Mexico's flag.
- People have lived in the area that is Mexico for at least 13,000 years — and maybe as many as 23,000 years.
- At one point, all or part of eight U.S. states were part of Mexico: Arizona, California, Colorado, Nevada, New Mexico, Texas, Utah and Wyoming.



Where does your family get food?

Have you ever grown your own food?

If so, what did you grow?

What kind of foods can we grow in a garden or on a small farm?

Farming and gardening are special jobs in God's world. We know that God provides everything we need — our "daily bread" — but we also believe that God provides this through the work of other people, especially farmers and gardeners who grow food. Growing food is part of God's work in the world.

Our church works with farmers and gardeners all over the world to help them grow food to feed themselves, their families and their neighbors. *[Note: If your church has a community garden, this would be a great place to talk about it with the children!]* One of the places where our church is working with our farming neighbors is in the state of Guerrero *[GEH-rair-row]*, Mexico. The town of Illano de las Pierdas *[ee-YA-no day lahs pe-AIR-das]* is in the mountains of Mexico, and it isn't always easy for the people living there to get the food they need. Even growing their own food can be hard sometimes.

What things do you need to grow your own food? *[Seeds, water and sun.]*

What about to keep animals out of your garden? *[Fencing.]*

What kind of tools might you need in a garden?

What if you raise animals? Where would you keep them? *[Pens, chicken coops, etc.]*

It takes a lot to run a farm or a garden, and sometimes our neighbors don't have all the things they need to do it.

In Mexico,

our church is working with an organization called Amextra, which is helping some of the people in Illano de las Pierdas get the things they need to grow their own food. This *[photo 1]* is Ignacio. Through Amextra and ELCA World Hunger, he received seeds, fencing and a watering hose to build a vegetable garden in his own backyard. What vegetables is he holding? *[Radishes.]* In his garden, he raises radishes, potatoes, beets and cabbage. His family eats the vegetables and sells any extra at the market. This way, they have food to help them stay healthy and money to buy other things they need. Amextra also helped him learn how to keep his garden healthy by weeding and watering.

Children need lots of vegetables to grow healthy and strong. But they also need protein that comes from nuts, eggs, milk, yogurt and, often, meat. This picture *[photo 2]* is of Imelda and her sister Esmeralda. They live in the community too. Their mother works hard to get them the food they need, but they often did not have enough protein for their bones and muscles to grow. By working with Amextra and ELCA World Hunger, though, Imelda, Esmeralda and their mother, Marcelina, received six chickens and materials to build a chicken coop for the animals to live in. Amextra also helped them learn how to raise chickens. Now, they can have eggs anytime, and they even have enough left over to sell. That way, like Ignacio, they can have money to buy other things they need.

When we have enough good food to eat, we can grow up healthy and strong. And when we work together as church, we can make sure our neighbors have enough good food to eat too. This is one way God helps provide our daily bread: through the gifts of soil, seeds, sun, plants and animals, and through people such as Ignacio, Marcelina, Imelda, Esmeralda — and you!

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME —WEEK 2

FOCUS PRAYER

"Your will be done,
on earth as in heaven."

PRAYER Healing God, thank you for bringing us here for another day of learning, laughing and fun. As we learn about health, keep us healthy and help us build healthy friendships. Amen.

This story is about a ministry in Zimbabwe. If you are using the map activity for the storyteller station (see the note for the week 1 story), help the children find and mark Zimbabwe on the map. Be sure to teach the children the name of the country and share some of the facts below.



MAKE THE CONNECTION

The theme for this week is "Your will be done, on earth as in heaven." God's "will" for the world is sort of like God's plan for the world, and we know this plan is for good things for all creation. When we pray this, we are asking God to shape the world according to this good plan. We are also asking God to help us remember God's good plans. Part of God's plan for the world is for everyone to be healthy and able to enjoy God's creation. But part of God's will, too, is that if our neighbor is sick or hurt, we will stay with and help him or her. In this week's story, we will hear about how one church is helping people stay healthy — and helping people who are sick know that they are not alone.

FACTS ABOUT ZIMBABWE

- Zimbabwe is home to Victoria Falls, the largest waterfall in the world (twice as high as Niagara Falls!). The noise of the water is so loud that it can be heard more than 20 miles away.
- Zimbabwe has 16 official languages.
- "Zimbabwe" means "great house of stone" in the Shona language.
- Zimbabwe has a big population of elephants. There is about one elephant for every 400 people in the country.



[Show children photo 1.]

What is this? [A mosquito.]

Have you ever been stung by a mosquito?

What happens when you get a mosquito bite?

Mosquitoes can be pretty annoying when their bites make us itch. But did you know that in some areas of the world mosquitoes can also make people sick? In some countries, mosquitoes can carry a disease called malaria. Malaria can feel a bit like the flu. People with malaria can have fevers and feel pretty sick. In the country of Zimbabwe, malaria is a big problem, especially for young children and older adults. In some cases, people can die from malaria.

What are some things you can't do when you are sick?

Who helps take care of you when you're sick?

For people in Zimbabwe and other countries where malaria is a problem, being sick means you can't work or go to school. If you are a parent or caregiver and your child is sick, you also might have to pay a lot of money to make sure your child can get healthy. That is why malaria can make it harder for people to feed themselves and their families. If they have malaria, adults can't work to grow food on their farms or to make money to buy food. And if their children are sick, they might have to pay for treatment and the children might miss out on time in school or time with their friends.

But there is some good news. Malaria can be prevented, and if someone has malaria, it can be treated with medicine. That way, the person can be healthy and have a better chance of not going hungry. Our church is working with churches in countries such as Zimbabwe to stop malaria and help people get the treatment they need to be healthy.

In the village of Burure [*buh-ROO-ray*], the Evangelical Lutheran Church in Zimbabwe is doing just that with support from ELCA World Hunger. The church supports a health clinic where people can be treated for malaria, and the church is helping train people to be health workers to help people learn how to stop malaria. [*Photo 2 — villagers from Burure.*]

Jairos [*HIGH-ros*] is one of the health workers in the village. He teaches people in Burure and the villages nearby how to prevent malaria.

PHOTO 1



PHOTO 2



If malaria spreads from mosquito bites, what might be some ways that people can keep themselves from getting malaria?

In places such as Zimbabwe, workers might spray around homes to get rid of mosquitoes. Or people might put nets over their beds so that mosquitoes can't sting them while they are sleeping. These are important ways to stop the spread of malaria and keep people healthy.

But Jairos knows that being healthy means more than just spraying for mosquitoes and having bed nets. One of the ways that people can stay healthy is by earning money through work so that they can afford good food that helps bodies fight sickness, improvements to their houses that can keep bugs out, bed nets to stop mosquitoes at night and medical care if someone in the family does get sick.

So one of the other things the church in Zimbabwe is doing is working with people to help them earn money. Working together, some of the women join groups where they put all of their money together and use the money to make more money. They plant vegetable gardens, they harvest honey from beehives and they sell the honey and the things they grow to make money that they share with everyone in the group. Then they can use this money to buy bed nets, pay school fees for their children and buy animals like goats and hens that can provide extra food for their families. They can also use the money to make improvements to their homes or to pay for medical care.

Malaria is a pretty bad disease, but people like Jairos and the women in Burure are working hard to stop it. And with their hard work and the support of churches like ours and the Evangelical Lutheran Church in Zimbabwe, we can make sure that everyone has a chance to be healthy.

STORY TIME

STORY TIME — WEEK 3

FOCUS PRAYER "Your kingdom come."

PRAYER

God, thank you for bringing us here again to learn about your world. Help us see the gifts of each person so that we may continue to grow in friendship. Amen.

This story is about a ministry in Guatemala. If you are using the map activity for the storyteller station (see the note for the week 1 story), help the children find and mark Guatemala on the map. Be sure to teach the children the name of the country and share some of the facts listed on the right.



CHECK OUT THE VIDEO!

Visit <https://vimeo.com/329648156> to watch ELCA World Hunger's video of this project. The video has subtitles, so it is most appropriate for children of reading age.

FACTS ABOUT GUATEMALA

- Guatemala has 30 volcanoes, three of which are still active.
- Lake Atitlán in Guatemala is the deepest lake in Central America. It was formed 84,000 years ago when a volcano exploded and collapsed.
- Guatemala was once home to the Mayan civilization, and pyramids from the Maya are still standing in the country. Mayans were very advanced in math and may have developed the idea of "zero."
- The mountains, lowlands, forests and beaches of Guatemala make it home to a wide variety of plants and animals, including jaguars, ocelots, monkeys and the rare quetzal [KWAYT-zel] bird. [Note: Pictures of this colorful bird can be found online.]



MAKE THE CONNECTION

The theme for this week is "Your kingdom come." When we pray for God's "kingdom" to come, we are praying for God to lead us and our world to faith in God and love for each other. Sometimes, though, the ways we talk about God can make it seem that only certain people can be part of — or leaders in — God's world. But we know that God calls everyone to be part of — and leaders in — God's world, loving and serving each other with the gifts and talents God has given us. In this story, we will learn about one church that is helping its neighbors, and us, see that, in God's world, everyone matters, and everyone should have a chance to learn, grow and lead.

What does it mean to be a leader?

Who are some of the leaders you look up to, maybe at home or at school or in your community?

Can anyone be a leader in your community? What do you think a leader needs to be a good leader?

Leaders can look or act in a lot of different ways. One thing all leaders need, though, is education, so they know how to help in their community. But not everyone is able to go to school in every community. Sometimes schools are really far away, and it is hard to get to them.

Sometimes families have to pay school fees that they can't afford, so their children can't go to school. And sometimes, even when children can go to school, only some children are allowed to attend.

For some girls in **Guatemala**, going to school is not always a possibility. In some villages, the schools are too far away for their families to take them there. Even where there is a school, sometimes only the boys get to go. While many of the boys in these communities get to go to school, girls often have to stay home to cook and clean, care for siblings or take care of their fathers or husbands.

Yes, husbands! For some of the girls, getting married at a young age is part of life — even when they are as young as 12 or 13 years old.

For girls around the world, getting the chance to go to school can seem like a dream. While they can still be important people in the community and have skills and gifts to share with their neighbors, an education can help them learn how to use their skills and gifts — and develop new ones.



What kinds of things have you learned at school?

What have you learned to do because of school?

For younger children who may not have attended school or have difficulty responding, ask: What things do you think you will learn at school? What are you looking forward to learning? What kinds of things have adults helped you learn already?

How might going to school help girls become leaders in their communities? What might happen if you couldn't go to school?

The Augustinian Lutheran Church of Guatemala knows, as we do, that God calls all kinds of people to be leaders — people of different genders, communities, ages, languages and more. Each of us has a part to play in God's world, and making sure education is there for everyone is one way to show our neighbors that God loves and has a plan for all kinds of people.

That is why the Augustinian Lutheran Church of Guatemala (ILAG in Spanish) is working with people in local communities

UNDERSTANDING CHILD MARRIAGE

In some of the communities described in this story, girls are compelled to get married at young ages. Child marriage is a tradition sometimes passed on through generations as a way to secure and protect communities. In these traditions, girls are viewed as property, like precious jewels or land, and so they are married off to help pay for debt. While reinforced by tradition, poverty can also be a driving force. No matter the cause, the negative effects of early marriage on girls' health and safety are well-documented. Girls should have the same rights as boys, but girls who marry at an early age are unable to go to school and, later on, are less likely to be able to earn money to provide for themselves and their families. Many women and girls are also unaware of their rights. Increasing opportunities for their education and growth is a key way to protect the rights of girls and women, prevent some of these consequences and break the cycle of intergenerational poverty. When discussing this story with young children, it is important to remember that, while some individuals and communities continue to practice child marriage, many are working hard to end it.

to make sure everyone, no matter their gender, has the chance to get an education. With local leaders and parents and support from ELCA World Hunger, the church started the MILAGRO [MEE-la-gro] Women's Education Center for young women from rural communities. Here, young women and girls continue their education and learn other skills, such as baking, carpentry, music, masonry and gardening. These skills will help them earn money when they get older. This photo [photo 1] shows some of the girls at MILAGRO.

One of the biggest changes the MILAGRO center makes, though, is helping the girls uncover and develop their skills and talents. Pastor Karen Castillo [photo 2], the president of ILAG, says that the church tells the girls "they have intelligence, they are worthy, valuable, capable, they have gifts that they can discover. ...We tell them that life has better things for them." At the MILAGRO center, the girls learn that they

are important people in the community. Because of the MILAGRO center, other people in the community learn that everyone, no matter their gender, has the right to go to school — and to be a leader in their community.

An education can mean that girls will have the chance to get good jobs when they get older. So going to school is the first step in making sure that the girls and their future families have enough food to eat and money for the other things they need. And the whole community benefits from the skills and gifts the girls discover through education.

How do you think the girls will change because of the MILAGRO center?

How will the community change as girls learn more and are seen as leaders?

How are you going to change your community as a leader?

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME — WEEK 4

FOCUS PRAYER

"Hallowed be your name."

PRAYER

Guiding God, thank you for the Holy Spirit, who leads us in your love. Show us how you are calling us to learn and be leaders in your world. Amen.



This story is about two ministries in the United States. If you are using the map activity for the storyteller station (see the note for the week 1 story), help the children find and mark either the United States or the states of Ohio and Texas on the map. Share some of the facts below.

MARK THE STATES OR THE COUNTRY?

In the other stories this week, only the countries are marked rather than the states or districts of the countries. One thing that is important to remember is that other countries are filled with as much diversity as our own. This can be difficult for children and adults to remember when learning about countries other than their own. With older children, reminding them that all countries have different cultures and communities within them can be a teachable moment to help them appreciate the diversity within countries other than their own.



MAKE THE CONNECTION

The theme for this week is "hallowed be your name." In this petition of the Lord's Prayer, we pray that God's name will be holy in our lives — that we will honor God with lives of faith and service. Keeping God's name "hallowed" in our lives is about more than words. It means being the people God is calling us to be. In the storyteller time this week, we will hear two stories about congregations helping young people in their community get the education they need so that they will be able to be the leaders God is calling them to be.

FACTS ABOUT OHIO AND TEXAS



- Eight U.S. presidents have come from Ohio.
- The name "Ohio" comes from an Iroquois word that means "great river."
- Oberlin College in Ohio was the first college to admit African American students, in 1835, and women, in 1837.
- Texas is the second-largest state in the United States.
- The state motto of Texas is "friendship."
- Before it became part of the United States, Texas was an independent country.

What grade are you going to be in in school next year?

What is your favorite subject in school?

School can be a lot of fun, and we can learn about all sorts of things there. The person who founded our church, Martin Luther, thought school was pretty important. He told parents that they should do everything they could to make sure their children got a good education, and he told the government to provide schools for everyone, to make sure all people could learn and grow. That way, when they got older, they could be good members of the community.

Education is still important to the Lutheran church.

For younger children who may not be in school yet, ask questions such as: Are you looking forward to going to school? What do you think you will do? What are you excited to learn about?

DID YOU KNOW?

Martin Luther was an early advocate for girls' education.

We know that we can do a lot with an education. The more we know about the world,

the more ways we can help each other in it.

Going to school is only the first step, though. If you've ever gone to school when you were tired or hungry, you know it can be hard to pay attention and learn from the teacher. For some children in the United States and other parts of the world, going to school hungry happens a lot. This makes it hard for them to learn and do their schoolwork. But when they have enough to eat, children can do well in school, learn and grow.

In the city of Akron, Ohio, Holy Trinity Lutheran Church hosts DLM Food and Resources, which helps provide food to children and their families in the community with support from ELCA World Hunger. *[Photo 1.]*

What do you think "DLM" might stand for? *[Allow for creative responses. You may want to write the letters on a board or piece of paper for younger children.]*

Well, DLM at Holy Trinity actually stands for two things. First, it stands for "Dare to Love More."

To "dare" means to have courage. **What do you think it might mean to "dare to love more"?**

For the people at Holy Trinity in Akron, daring to love more means doing everything they can to help the children and families in their community.

DLM also means something else. DLM are the initials of a member of the church who died. Her name was Debra, and she cared a lot about the children in her community. She worked with the local school to start a program that would help children whose families were experiencing homelessness. The program provided a lot of things for children and their families, but they also needed a place where they could get food to make sure that the children had enough to eat.

Other members of Holy Trinity, to remember Debra and all she did to help the children at the school, made donations to start DLM, a food pantry that provides free food to families who cannot afford enough food. When the school hears about a student whose family might not have enough food, the school sends them to DLM, where they can get the food they need. About 300 people come to the food pantry each month to get healthy food. While the adults get food, the children at DLM play games and read books. Because of the programs at the school and the food pantry, the children and their families feel "seen, heard and loved." And that makes a big difference.

Do you think it would be hard to pay attention in school if you were hungry? How do you think having enough food helps the children in Akron?

By having enough food, children can learn and grow in school. But school isn't the only place we learn.

What are some things you have learned outside of school, maybe from parents or at church?

Getting an education doesn't just happen in school, and it isn't just about learning math or reading. Learning happens in a lot of other places too. Sometimes we can learn about being a leader or helping other people at places such as church.

This [photo 2] is Rosa. Rosa lives in Texas, and she is passionate about ending hunger. When she was growing up, her family sometimes didn't have enough money for food. Now, as a young adult, Rosa wants to make sure that other families don't have to experience that.

To help end hunger, Rosa works with Emanuel Lutheran Church in a community center where children and families can get food, school supplies and other things they need. Two ministries of the ELCA are working together to help Rosa and the people at Emanuel end hunger in their community. The Horizon program and ELCA World Hunger teamed up to help Rosa learn and grow as a leader in her community. Because of her work, Rosa was able to help the church get support from ELCA World Hunger for its pantry to help serve even more people in their community.

Rosa's passion and hard work are helping Emanuel's community programs grow. By learning more from the Horizon program and ELCA World Hunger, she will be able to make her dream of a world without hunger a reality.

Ending hunger means making sure everyone has enough food for a healthy life. But it also means making sure children are able to learn

and grow as students in school and as leaders in their church. Ministries like Dare to Love More help by making sure children have the food they need to do well in school. Ministries like the Horizon program and ELCA World Hunger do their part too by helping people like Rosa develop into the leaders God is calling them to be.

Who are some leaders you look up to? What kinds of things can we learn from them?

How can you be a leader to help your neighbors?

God calls all of us to be leaders in different ways. Learning from people at school, at church or in our neighborhood can help us be the leaders God is calling us to be too!

PHOTO 1



PHOTO 2



STORY TIME

STORY TIME — WEEK 5

FOCUS PRAYER

"For the kingdom, the power, and the glory are yours, now and forever. Amen."

PRAYER

Glorious God, thank you for the amazing community you have created among us this week. Thanks for the friends we have made, the fun we have had and the things we have learned. Lead us into this last day of learning and growing in you. Amen.

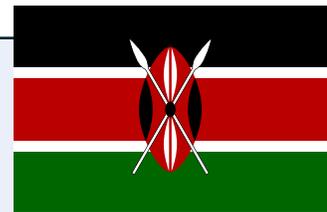
This story is about a ministry in Kenya. If you are using the map activity for the storyteller station (see the note for the week 1 story), help the children find and mark Kenya on the map. Be sure to teach the children the name of the country as well as how to say it, and share some of the facts below.

MAKE THE CONNECTION

The theme for today is "For the kingdom, the power, and the glory are yours, now and forever. Amen." Sometimes, it can be hard to remember that the world we live in is God's world and that God wants us to share it with each other. When we act as if the world is our own, or when we think that we should be in control, we can act in ways that are hurtful toward other people. When we pray this part of the Lord's Prayer, though, we ask God to help us remember that God loves all our neighbors and that we are called to care for each other, share with each other and celebrate the ways God has made us different from each other.

FACTS ABOUT KENYA

- More than 48 million people live in Kenya.
- More than 60 languages are spoken in Kenya, although English and Swahili are used most.
- Coffee is big business in Kenya. The country is the world's third largest producer of coffee, but many Kenyans prefer to drink tea.
- Kenya was home to Wangari Maathai, the first African woman to win a Nobel Peace Prize. (Wangari was awarded the medal in 2004 and died in 2011.)



What does "peace" mean?

What do you think it means to be "at peace"?

Peace is an important part of God's plan for the world. In fact, God promises peace for all of God's creation. Peace is also an important part of ending hunger. When we are in a fight or disagreement with friends or neighbors, it can be difficult to work together. When people from two different groups don't like each other and say bad things about each other, it can be difficult to trust. And trusting each other and working together are really important for ending hunger. In more extreme cases, when there is violence or when people are not safe, it can be hard to get enough food to feed themselves or their families. When there is war, roads or markets might close. Other types of conflict might make people scared to leave their homes. If they are farmers, their fields or buildings may be destroyed.

In Kenya, the Kenya Evangelical Lutheran Church is training young people to be peace-builders in their communities. One of those young people is Halima Mahad [*ha-LEE-ma Ma-HAD*]. Halima is 24 years old, and she lives in Kalkacha village. She is a member of a tribe called Orma. The Orma and another tribe, the Pokomos, have had conflicts for a long time. Both tribes are farmers, and they have fought over water and land. The violence in Halima's village was pretty bad. Some of her neighbors' houses were destroyed, and their animals were attacked. When she was younger, Halima's mother's house was burned down.

The Kenya Evangelical Lutheran Church invited Halima and other young people to a workshop to learn how to share the message of peace with others. Halima learned how to help other people live peacefully with their neighbors. She even earned a certificate so she can get a job as a peace-builder. She says, "I have been talking to many people in my community about peace and encouraging them to [talk together] ... whenever something bad happens."

How do you think Halima might help her neighbors now? How might her village change because of her work?

Teaching young people such as Halima to be peace-builders is only part of the work the church is doing in Kenya. By bringing people together, the church is helping them learn from each other and encourage others to solve problems in peaceful ways. This will help make communities such as Halima's village safer for everyone.

To help people see the importance of peace, the church also took part in a race that helped raise awareness about the need for peace and helped the community remember people who were hurt or who died because of violence.

[*Photo 1.*] In Kenya, dancing is one way people tell stories and share with one another.

At another event, Kenyan dancers helped celebrate peace-building too. [*Photo 2.*]

Whether we are dancing for peace, running for peace or learning about how to make peace with others, the church can be an important part of ending violence and war in the world.

What are some ways we can handle disagreement peacefully? What are some ways we can make sure other people are safe?

Making sure people have enough to eat is part of ending hunger. But another part is making sure that people respect each other and treat each other kindly so that everyone can be safe and happy. God's plan for the world is to make sure everyone has enough food — but God's plan is also making sure that everyone is treated with respect and kindness so that the whole community works together.

By working with people such as Halima, the Kenya Evangelical Lutheran Church and the ELCA are taking part in God's promise of making the world a safe, peaceful place for everyone.

PHOTO 1



PHOTO 2



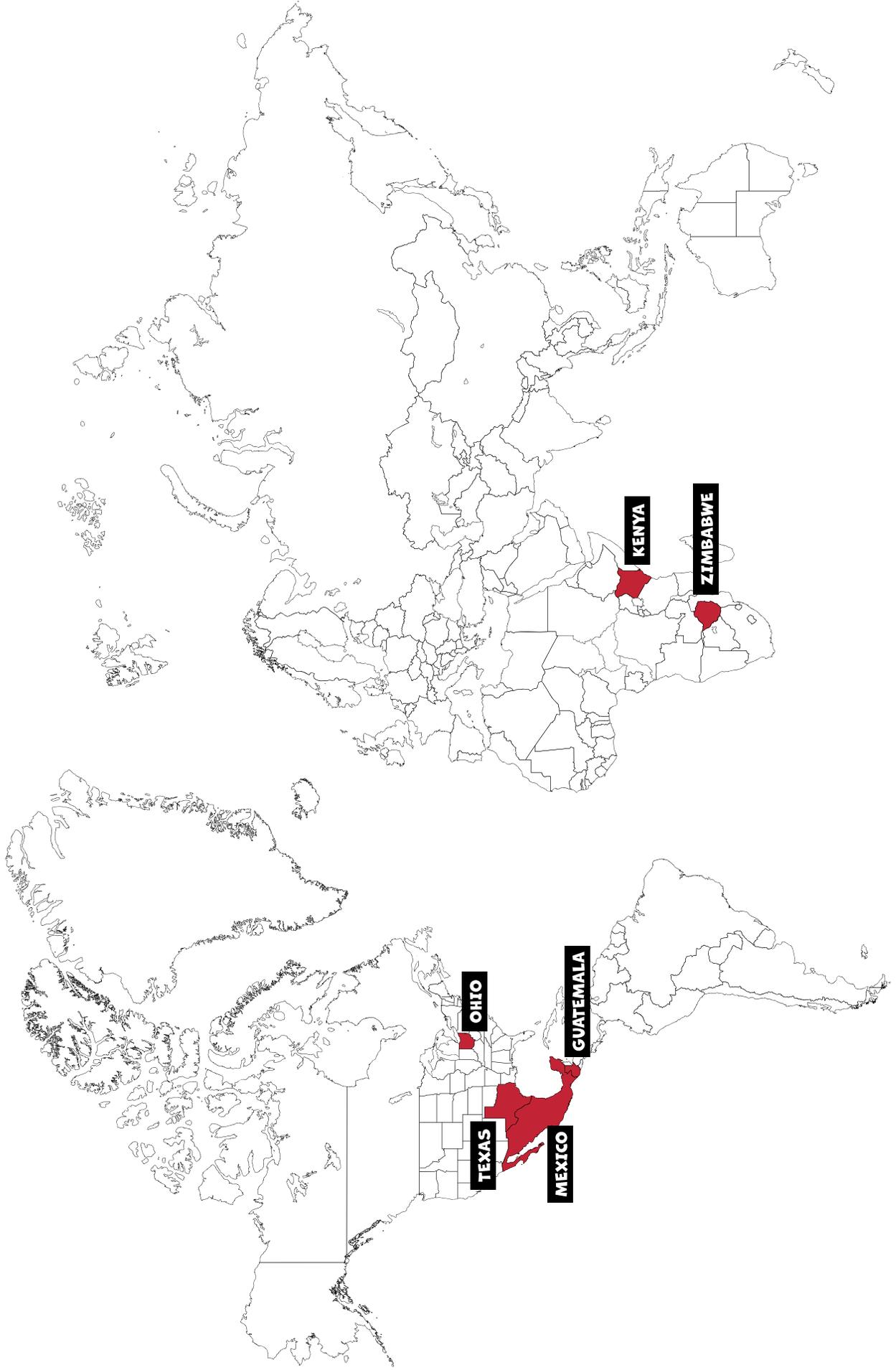
PHOTO 3



STORYTIME MAP



STORYTIME KEY





SNACKS

Experience a taste of each country featured
in the stories throughout the week!



WEEK 1: SNACK

SOMETHING TO MAKE (SIMPLE)



Elote (AY-low-tay), Mexican Street Corn

Corn is native to the Americas and has been a staple food for millennia. Elote — grilled corn on the cob topped with butter, cheese and spices — is a delicious and easy way to enjoy this tasty staple.

INGREDIENTS:

Ear of corn (or half an ear for younger kids) for each person

Topping Ingredients (for six ears of corn):

1/4 cup mayonnaise

1/4 cup sour cream or Mexican crema

2 garlic cloves, minced

1/2 cup queso fresco or cotija cheese crumbles (if you cannot find these, parmesan or feta are good substitutes)

1 teaspoon chili powder

1/2 teaspoon cayenne pepper (optional; some kids are very sensitive to spice)

1/2 cup cilantro, finely chopped

1 teaspoon salt

lime wedges

DIRECTIONS:

- 1) Combine mayonnaise, sour cream and garlic in a small bowl.
- 2) Spread cheese on a plate.
- 3) Combine chili powder, cayenne (if using) and salt in a small bowl.
- 4) Grill corn over high heat directly on the grill for about 10 minutes, until cooked and lightly charred. (Note: You can boil the corn if that's easier.)
- 5) Brush hot corn with the mayonnaise mixture, roll in the cheese crumbles and sprinkle with spice mixture and cilantro.
- 6) Squeeze lime over corn and enjoy immediately.

SOMETHING TO MAKE (COMPLICATED)



Green Pozole (po-ZOLE)

Pozole, a stew made from hominy (processed corn kernels) is a traditional dish across all of Mexico. Pozole can be made from many ingredients and corn in many colors. Green pozole, made with tomatillos and poblano peppers, is the traditional preparation in the state of Guerrero, where Marcelina and her daughters live.

Recipe makes about 10 one-cup servings

INGREDIENTS:

10 tomatillos (about 1 pound)

2 poblanos

2 medium onions

2 jalapeños (optional; even with the jalapeños this dish is not spicy, but some kids are very cautious about spice)

4 garlic cloves

1/2 bunch cilantro

1-2 cans hominy (28 ounces)

2 quarts stock

1 teaspoon oregano

1 teaspoon salt

black pepper (to taste)

DIRECTIONS:

- 1) Preheat oven to 400 F. Oil a 9x13" baking sheet.
- 2) Husk and rinse tomatillos. Split them in half and place cut side down on baking sheet.
- 3) Rinse, split and deseed poblanos. Place cut side down on baking sheet.
- 4) Roast tomatillos and poblanos for 30 minutes. Check after 15 minutes. If tomatillos are breaking down, remove and return poblanos to oven for remaining time.
- 5) Meanwhile, peel and dice onions, de-stem and dice jalapeños, peel and mince garlic, rinse cilantro. Add to a soup pot with the stock and bring to a simmer.
- 6) When tomatillos and poblanos are done, allow poblanos to cool briefly, then pull off as much of the skin as you can and add poblanos and tomatillos to pot.
- 7) Blend contents of pot using an immersible blender or in a blender in batches.
- 8) Return to pot and add oregano, salt and pepper.
- 9) Drain and rinse hominy and add to pot.
- 10) Bring to a simmer and cook 15 minutes or until hominy is heated through.
- 11) Serve with a squeeze of lime.

SOMETHING TO BUY

Torrijas (tor-RAY-has)

Torrijas is the Latin American cousin of French toast. Traditionally served during Holy Week, it is made of slices of bread soaked in sweetened milk and fried. French toast sticks from the freezer aisle are a close approximation.



WEEK 2: SNACK

SOMETHING TO BUY



Biltong (Beef Jerky)

Biltong is dried, cured meat. Originally a way to preserve meat in the days before refrigeration, it is still a popular snack across much of southern Africa. American beef jerky is a close approximation to biltong, though it differs in several ways. Biltong is much thicker than jerky, an inch or more wide. It is cured with vinegar and spices while dried, unlike jerky, which is dried with just salt. Also, jerky is frequently smoked, while biltong is never smoked.

SOMETHING TO BUY



Papaya

Many of the fruits and vegetables indigenous to Zimbabwe are hard to find in the United States. One of the easier-to-find fruits is papaya. Papaya (or pawpaw) is not indigenous to Zimbabwe, but it is a popular fruit for farmers in the country. To eat a papaya, cut the fruit in half and remove the seeds. (The seeds are edible, but they have a bitter taste.) Use a spoon or knife to remove the fruit from the rind. Cut into slices or chunks to serve.

SOMETHING TO MAKE (SIMPLE)



Sadza With Tsunga (sad-ZA with t-SUN-ga)

Sadza is a thick, pastelike porridge made of mealie-meal (white cornmeal). The staple dish of Zimbabwe, sadzanenyama nemuriwo (sadza, meat and leafy vegetables) is eaten by most people almost every day for lunch, dinner or both. This recipe pairs sadza with sautéed greens, but for more of a lunch, you could add a stewed, boiled or grilled meat, or for a snack, it could go with peanut butter (be cautious of food allergies), jam or buttermilk.

Recipe makes about 10 servings.

SADZA

INGREDIENTS:

- 3 cups boiling water
- 1 cup cold water
- 2-1/2 cups white cornmeal

DIRECTIONS:

- 1) In a medium pot, make a paste using the cold water and 1/2 cup of the cornmeal.
- 2) Slowly add the boiling water, stirring well to prevent lumps.
- 3) Heat at medium heat, stirring constantly, until the mixture begins to thicken.
- 4) Lower the heat, cover the pot and let simmer 15 minutes.
- 5) Remove the lid and gradually add the remaining cornmeal, stirring to prevent lumps. It will become very thick and hard to stir.
- 6) Heat thoroughly on low for several minutes, covered.

TSUNGA (MUSTARD GREENS)

INGREDIENTS:

- 2 bunches chopped mustard greens (spinach, collard greens or another leafy green could substitute)
- 4 cups mushrooms, julienned
- 2 teaspoons garlic, minced
- 2 tablespoons Worcestershire sauce
- 1-1/2 teaspoon salt
- 6 tablespoons oil

DIRECTIONS:

- 1) Heat oil in a large frying pan.
- 2) Add mushrooms, garlic, Worcestershire and 1/2 teaspoon salt, and sauté until mushrooms are golden brown.
- 3) Add greens and remaining 1 teaspoon salt, sauté until greens are bright green and just cooked, about three minutes.



WEEK 3: SNACK

SOMETHING TO MAKE



Frijoles Negros Volteados

(nay-GROS vol-TEH-ah-dos),
Refried Black Beans

Guatemalan food draws from traditional Mayan foods such as corn, black beans and fresh tropical fruits such as avocados, mangoes, papayas and bananas. Rice, eggs and cheese are also staples.

INGREDIENTS:

2 cups dried black beans or 3 cans black beans
1 tablespoon black pepper
1 tablespoon salt
1 teaspoon oregano
1/2 teaspoon chili flakes
1 teaspoon granulated onion
1 teaspoon garlic powder
1/2 teaspoon baking soda
4 cups water (if using dried beans)
1 finely chopped white onion
1 tablespoon olive oil
tortillas

DIRECTIONS (FOR DRIED BEANS):

- 1) Add all of the ingredients except the onion and olive oil to a pot, bring to a boil, cover, then turn off and let sit for 30 minutes.
- 2) Return beans to a boil, then simmer over low heat for an hour or more, until the beans are tender.
- 3) In a small frying pan, heat the oil and sauté the onions until translucent.
- 4) Add onions to the beans and their cooking liquid and puree until smooth.
- 5) Heat more oil in the skillet, pour in the pureed bean mixture and cook on low until the puree is thick enough that you can "roll" it. Garnish with cilantro and/or more onions and serve with warm tortillas, cheese, guacamole (recipe below) and/or sour cream.

SOMETHING TO MAKE



Guacamole

INGREDIENTS:

1 ripe avocado
1 teaspoon chicken bouillon (or 1 cube chicken bouillon)
1 to 2 cloves garlic, minced
Tomatoes and onions, chopped, to taste (optional)

DIRECTIONS:

- 1) Slice avocado in half, remove pit, scrape flesh into a bowl, and thoroughly mash.
 - 2) Stir in garlic and mix well.
 - 3) Add tomatoes and onions to taste.
- Serve with tortillas or tortilla chips.

SOMETHING TO BUY



Tropical Fruits

Tropical fruits grow well in Guatemala's lush, wet climate. Serve familiar fruits such as bananas, showing pictures of bananas on trees to give children an idea of what they look like as they are growing. Or use the opportunity to introduce a fruit the children might not have experienced, such as mangoes or papayas. Sliced green mango seasoned with lime and chili powder is a popular street food.



DAY 4: SNACK

SOMETHING TO MAKE



Tex-Mex Fajitas

Tex-Mex is a fusion of American and Mexican dishes. The style originated along the Texas-Mexico border and has spread across the Southwest. Tex-Mex is similar to Mexican but uses some ingredients not generally found in Mexico, like shredded cheese, cumin, bell peppers and flour tortillas. Chili con queso (a spicy melted cheese sauce also called simply "queso"), nachos, crispy tacos and fajitas are all uniquely Tex-Mex.

INGREDIENTS:

- 8 small flour tortillas
- 1 onion, thinly sliced and quartered
- 4 bell peppers, thickly sliced
- 8 ounces button mushrooms
- 3 cloves garlic, minced
- 2 tablespoons oil
- 1-1/4 teaspoon chili powder
- 3/4 teaspoon cumin
- 3/4 teaspoon salt
- 1/2 teaspoon smoked paprika

Optional additional toppings such as refried beans, shredded cheese, sour cream, salsa, etc.

DIRECTIONS:

- 1) Warm the tortillas — Heat oven to 350 F, wrap tortillas in aluminum foil, and place in oven for 15-20 minutes while the fajitas cook.
- 2) Heat oil in large skillet or frying pan. When hot, add onion, bell peppers, chili powder, cumin, salt and paprika. Cook until bell peppers start to soften, about five minutes.
- 3) Add mushrooms and garlic and continue to cook until mushrooms soften, about five to seven more minutes.
- 4) Serve in warmed tortillas with whatever toppings you choose.

SOMETHING TO MAKE



Buckeyes

Ohio is famous for its buckeye trees. And for its buckeye candy, a chocolate-dipped peanut butter ball that looks a bit like the nut from a buckeye tree. Note: be aware of food allergies before choosing to serve this snack.

INGREDIENTS:

- 1-1/2 cup peanut butter
- 1/2 cup butter, softened
- 1/2 teaspoon vanilla
- 4 cups powdered sugar
- 3 cups semisweet chocolate chips
- 1 tablespoon shortening or coconut oil

DIRECTIONS:

- 1) Combine peanut butter, butter and vanilla in a mixer.
- 2) Slowly add powdered sugar until well combined.
- 3) Chill mixture for 30 minutes.
- 4) Roll mixture into small balls, place on a cookie sheet lined with parchment paper, and chill another 30 minutes.
- 5) Combine chocolate and shortening in a small bowl and microwave or heat slowly until melted.
- 6) Place a toothpick in each peanut butter ball, dip in chocolate, leaving a little peanut butter visible at the top, and return to parchment-lined cookie sheet. Chill until chocolate is hardened.

SOMETHING TO BUY



Chips and Salsa (or Chili Con Queso, or Guacamole)

Chips and salsa are the quintessential start to a Tex-Mex meal. Chili con queso (spicy cheese sauce) is available in the international section of most grocery stores, or in the chip aisle.



Peanut Butter Cups

The shape is wrong for a buckeye, but the flavors are right. Be conscious of any nut allergies in the group before choosing to serve this snack.



WEEK 5: SNACK

SOMETHING TO MAKE



Githeri (gi-TER-ee)

Kenya is a very diverse country, and each tribe has a specific meal as its main staple dish. But while the preparation styles vary, most dishes draw from Kenya's rich farmland for kale, spinach, beans, potatoes, cabbage, beef and goat meat. Near the coast, fish from the Indian Ocean is also popular. Githeri is a staple dish of the Gikuyu, Meru and Embu people of central Kenya and the Kambu people of eastern Kenya.

INGREDIENTS:

- 1 tablespoon oil
- 1 medium onion, chopped
- 3 cloves garlic, minced
- 1 tablespoon curry powder
- 1 large bunch kale or other greens, chopped
- 4 cups (28-ounce can) diced or crushed tomatoes
- 2 cups corn
- 2 cups cooked beans (14-ounce can, drained)
- salt and pepper to taste
- 1 lemon

DIRECTIONS:

- 1) Heat oil in a medium pot. Sauté onions until translucent, about three minutes, then add garlic and curry powder.
- 2) Add all remaining ingredients except salt, pepper and lemon juice.
- 3) Bring to a boil, then cover, reduce heat and simmer until greens are cooked and bright green, about 20 minutes.
- 4) Season to taste with salt, pepper and lemon juice.

SOMETHING TO BUY



Chai and Doughnut Holes

While known in America for its coffee production, Kenya is also renowned for its tea, and most Kenyans are tea drinkers. Chai — tea boiled with milk, sugar and spices — is the drink of choice for many Kenyans. Find premade chai in the beverage section of the grocery store or make your own with teabags and milk. Maandazi (man-DA-zee) — a spicy, yeasty fried bread — is similar to a doughnut hole. Kenyans eat this for breakfast (kiamsha kinywa) or as a light snack for morning tea (chai ya saa nne) or afternoon tea (chai ya saa kumi).



CRAFTS

Make it, take it and learn more about
our neighbors in God's world!



WEEK 1: CRAFT

Amate (a-MAHT-ay) Painting

SUPPLIES:

Brown paper bags cut into rectangles
Paint
Paint brushes
Black markers

DIRECTIONS:

- 1) Start by showing some real amate paintings. A quick internet search for amate paintings will give you lots of options. Notice some of the common images in the paintings, such as birds, flowers and landscapes. Note how the paintings use bright colors within thick black lines and often do not have any background color.
- 2) Crush up and smooth the paper-bag rectangles several times to get a softened, broken-down appearance that is similar to amate paper. Note: Younger kids can skip this step and paint on the flat bag, but crushing the bag is pretty fun.
- 3) Using the black markers, draw flowers, birds, animals or landscapes on the bag. Note: For younger kids, an adult can either pre-draw images or help kids draw.
- 4) Use brightly colored paint to fill in the drawings.



CRAFT CONNECTION

Amate is a traditional type of paper made from tree bark. The paper has been made since the first century. Nahuatl artists in Guerrero have revived this ancient practice by using the paper for a traditional style of painting, which is also called amate.



WEEK 2: CRAFT



Soap Carving

SUPPLIES:

Full-size bars of soap
(Ivory soap works well)

Craft sticks — for older kids,
the sticks can be cut into a
point for details

DIRECTIONS:

- 1) Start by showing children images of Zimbabwean stone sculptures.
- 2) Use the tip of the craft stick to draw a simple design on one side of the bar of soap.
- 3) Use the edge of the craft stick to shave pieces of soap away from the shape you drew — be sure to emphasize safe knife skills and always carve away from your body.
- 4) As you get closer to the desired shape, you can shave away smaller shavings or use the tip to add detail.

CRAFT CONNECTION

Sculptures carved out of the soapstone deposits in the eastern mountains of Zimbabwe are one of the nation's best-known art forms. Many stone sculptures are on display in the Chapungu Sculpture Park in Harare, Zimbabwe, and in its American location in Loveland, Colorado. There is also a permanent display of Zimbabwean sculptures in the Hartsfield-Jackson Atlanta International Airport.



WEEK 3: CRAFT

Straw Woven Bracelet



SUPPLIES:

3-5 straws per child (reuse these for each group)

Yarn

Tape (to hold straws in place while weaving)

Small piece of cardboard (one per child)

Scissors

DIRECTIONS:

- 1) Show children images of traditional Guatemalan textiles. Note the vibrant colors and bold patterns.
- 2) Cut three pieces of yarn, each approximately two feet long.
- 3) Tie the three pieces of yarn together near the top. Thread a straw along each strand of yarn. Note: The straws act as the loom. If you're using bendy straws, it may help to cut the bendy part off before you begin.
- 4) Choose the color yarn you'd like to weave with. (Note: Gradated yarn works well.) Wrap five to eight feet of the yarn around the small piece of cardboard. In addition to holding your weaving yarn, the cardboard will act as a shuttle and help move your yarn into place.
- 5) Tie the loose end of the weaving yarn to the knot of the three pieces of yarn and secure the end to a table with a piece of tape.
- 6) Use the cardboard shuttle to weave the yarn over the first straw, under the second, over the third, continuing to weave back and forth. Use your finger to push the yarn against the top of the loom, keeping the rows tight together.
- 7) Once your project is long enough, carefully slide the straws down and off the yarn, one at a time. You need to hold the weaving in place so it doesn't unravel.
- 8) Tie the loose ends of yarn together to secure it.
- 9) Cut off extra yarn, leaving enough of a string to tie the two ends together to form a bracelet.

CRAFT CONNECTION

Woven textiles are one of Guatemala's most popular and well-known art forms and one of its major exports. These woven bracelets give kids a simple introduction to the art of weaving.



WEEK 4: CRAFT



Back-to-School Supplies

PENCIL HOLDER

SUPPLIES:

Empty can — thoroughly washed and dried, with no sharp edges

Paper

Glue or hot glue

Scissors

Markers, crayons, colored pencils

Optional other decorations such as foam cutouts, washi tape, glitter, etc.

DIRECTIONS:

- 1) Cut paper to fit around the can.
- 2) Decorate with markers, foam cutouts, etc.
- 3) Glue or hot-glue the decorated paper to the can.

BOOKMARKS

SUPPLIES:

Card stock

Scissors

Hole punch

Yarn

Markers, crayons, colored pencils

Optional other decorations such as foam cutouts, washi tape, glitter, etc.

DIRECTIONS:

- 1) Cut card stock into rectangles. Punch a hole in the top center.
- 2) Decorate with markers, crayons or other optional decorations.
- 3) Thread yarn through hole and tie off.

CRAFT CONNECTION

All of the stories from today are about making sure people have everything they need to do well in school and learn to be leaders in their community and the world. These crafts are all about helping the children in VBS be ready to go back to their schools so they can learn to be leaders.



WEEK 5: CRAFT

Tissue-box Guitar

To reduce waste, ask the congregation to save empty tissue boxes and paper-towel rolls prior to your VBS.

SUPPLIES:

- Empty rectangular tissue box
- Scissors or craft knife
- Empty paper-towel roll
- Rubber bands
- Tape
- Markers, stickers, etc. (for decorating)
- Optional: Index cards

DIRECTIONS:

- 1) Cut around the opening to remove the plastic that holds the tissue. This also makes a wider opening to strum across.
- 2) On the narrow side, trace around the paper-towel roll and cut a hole in the narrow side.
- 3) Add strings by putting rubber bands around the box, one on either side of the opening and one across the middle. You can vary the pitch by varying the size and type of rubber bands.
- 4) On one end of the paper-towel roll, cut a two-inch slit on either side. Slide the cut end into the opening in the box, with the rubber band in the slits. Secure the roll with tape. This is the neck of the guitar.
- 5) Optional: Add a bridge for better sound by folding the index cards until they are about three-quarters of an inch wide and securing them under the rubber bands at the top and the bottom of the guitar face with tape.
- 6) Decorate with markers, stickers, etc.



CRAFT CONNECTION

With almost 50 ethnic groups and 70 languages spoken, Kenya is an incredibly diverse country. This diversity is also present in its music. Kenyans enjoy hip-hop, reggae, rock and a variety of pop, including Benga (featuring fast finger-style guitar picking), Swahili and Congolese sound (both based on rumba), and Hotel Pop (tourist-oriented covers of popular Western pop songs). Many of these musical genres feature guitars, the most popular instrument in Kenyan popular music.



ELCA World Hunger
Evangelical Lutheran Church in America
God's work. Our hands.

8765 West Higgins Road
Chicago, IL 60631-4101
800-638-3522, ext. 2616

ELCA.org/hunger
ELCA.org