

Dear Leaders and Friends,

Welcome to “God’s Good Creation,” ELCA World Hunger’s vacation Bible school!

Helping children learn about hunger, hope and the work to which God calls us in the world is key to ending hunger for good. This program celebrates the gifts that God has created – gifts that can help build a world where all are fed. Working together with all of creation, we can look forward to the future God has promised.

The themes for each of the five days of vacation Bible school in this program are drawn from projects supported by gifts to ELCA World Hunger. **As you run the program in your congregation, we encourage you to support this work by collecting gifts for ELCA World Hunger.** The craft suggestion for the first day – a goat bank – can be a great way to do this!

The days are divided into four main sections: a large group opening, “family” time with small groups, rotations of activities and a large group closing. Please feel free to adapt this anyway that you like! In the first pages, you will find a daily overview and a sample schedule, with customizable schedules that you can copy and hand out to group leaders for quick reference.

When a large, hungry crowd gathered to hear Jesus, he fed all of them with loaves of bread and fish. Many of us remember how the story ends – with a miraculous banquet – but where it began is important, too: with a small child and the gifts of God’s creation. We pray that your efforts will be blessed, too, so that the children at your vacation Bible school know that with God’s help, all the world can be fed.

Peace and blessings,
ELCA World Hunger

GOD'S GOOD CREATION

ELCA World Hunger's Vacation Bible School

"God said: 'And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.' And it was so."

- Genesis 1:30

DAILY THEME OVERVIEW

<p>Day 1</p>	<p>THEME: God created the world, and it is good.</p> <p>KEY VERSE: "God saw everything that was made, and indeed, it was very good." - Genesis 1:31a</p>  <p>GOAT - Goats are one of our favorites when it comes to sustainable development. Why? Because they can go where others can't - surviving in some of the world's harshest environments - rocky terrain, drought-prone areas, small plots of land - you name it! Fresh milk from a goat provides daily nutrition for children and their families, and their offspring can rapidly transform a community when offspring are shared with other families in need.</p>
<p>Day 2</p>	<p>THEME: God can use you whatever size you are.</p> <p>KEY VERSE: "The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches." - Matthew 13:31-32</p>  <p>CHICKS - Ten little chicks make a big difference. Within months of birth, chickens are already laying eggs. With an ongoing supply of protein-rich meals and eggs to sell at the market, this gift is a great leap forward for a family struggling with hunger and poverty.</p>
<p>Day 3</p>	<p>THEME: God made everyone different and important.</p> <p>KEY VERSE: "Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone." - 1 Corinthians 12:4-6</p>  <p>HONEY BEES - A buzz-worthy gift, honey bees have a growing importance as the shrinking honey bee population worldwide is especially worrisome. Beeswax can be transformed into handcrafted soaps, candles, honey and other products to create a small, sustainable business. But that's not all - we know that their mere presence on a farm means that they are pollinating plants and boosting crop growth far and wide.</p>
<p>Day 4</p>	<p>THEME: Jesus uses us to bring miracles to life.</p> <p>KEY VERSE: "And all ate and were filled; and they took up what was left over of the broken pieces, twelve baskets full." - Matthew 14:20</p>  <p>COMMUNITY FISH FARM - Give your neighbors a fish and they will eat for a day. Give your neighbors a community fish farm and training in business practices and they will eat for a lifetime. A fish farm begins with a pond, fish food and a few fast-growing fish, such as tilapia. Very quickly, the pond teems with enough fish to regularly provide healthy meals for families in the community.</p>
<p>Day 5</p>	<p>THEME: Working together we can change the world.</p> <p>KEY VERSE: "The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for ministry, for building up the body of Christ." - Ephesians 4:11-12</p>  <p>PIG - A pig in the pen is money in the bank! A piglet is a perfect financial investment for many people around the world. That's because within months this little piglet can grow to nearly 200 pounds and grab a great price at the market. Should a family have a failed harvest, medical expense or other unexpected need, this gift can be cashed in to make all the difference.</p>

OVERVIEW

Daily schedule

Feel free to adapt this schedule to fit your needs. Below are some customizable grids you can fill out and copy for leaders.

TIME	ACTIVITY
9-9:20	Large group opening
9:20-9:35	Family time
9:35-10:00	Rotation 1
10-10:25	Rotation 2
10:25-10:50	Rotation 3
10:50-11:15	Rotation 4
11:15-11:40	Rotation 5
11:40-12	Large group closing

TIME	ACTIVITY
	Large group opening
	Family time
	Rotation 1
	Rotation 2
	Rotation 3
	Rotation 4
	Rotation 5
	Large group closing

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TIME	ACTIVITY
	Large group opening
	Family time
	Rotation 1
	Rotation 2
	Rotation 3
	Rotation 4
	Rotation 5
	Large group closing

Overview of daily activities

LARGE GROUP OPENING

- **Welcome and prayer**
- **Theme song** – The music is open to the capacity of your musicians and song leaders to choose. You may want to have songs that feature the themes and animals of the day. Some suggestions are in an appendix at the end of this guide.
- **Introduce the daily theme and memory verse**
- **Opening skit**
- **More songs**
- **Sending**

FAMILY TIME

- **Welcome and activity**
- **Review theme verse**
- **Prayer**

ROTATIONS

- **Games** – Every vacation Bible school needs time for play! We've included some ideas of fun activities you can plan based on the size of your group and your available space.
- **Snack** – Recipes are included for each day, related to the theme of the day. Some are fairly simple, while others may require a bit more planning.
- **Crafts** – Directions for each craft are included in the daily rotations. Like the other rotations, crafts are related to the animal of the day. The first craft is a goat bank, which can be used by the children if they are raising money to support [ELCA World Hunger](#) or another ministry of the church during the week.
- **Simulation station** – This is a chance to learn more about hunger, poverty and how our faith calls us to respond to both.
- **Storytime** – This is a time for an adult to share with the children a story of a ministry supported by ELCA World Hunger. Each story involves the animal of the day and includes photos to share, as well as a script for the storyteller. You may want to have someone designated as the storyteller for the week. Or, one of the folks from the opening skits can be the storyteller for the day.

LARGE GROUP CLOSING

- **Theme song and music**
- **Talking together** – a review of the day
- **Return to memory verse**
- **Prayer and sending**

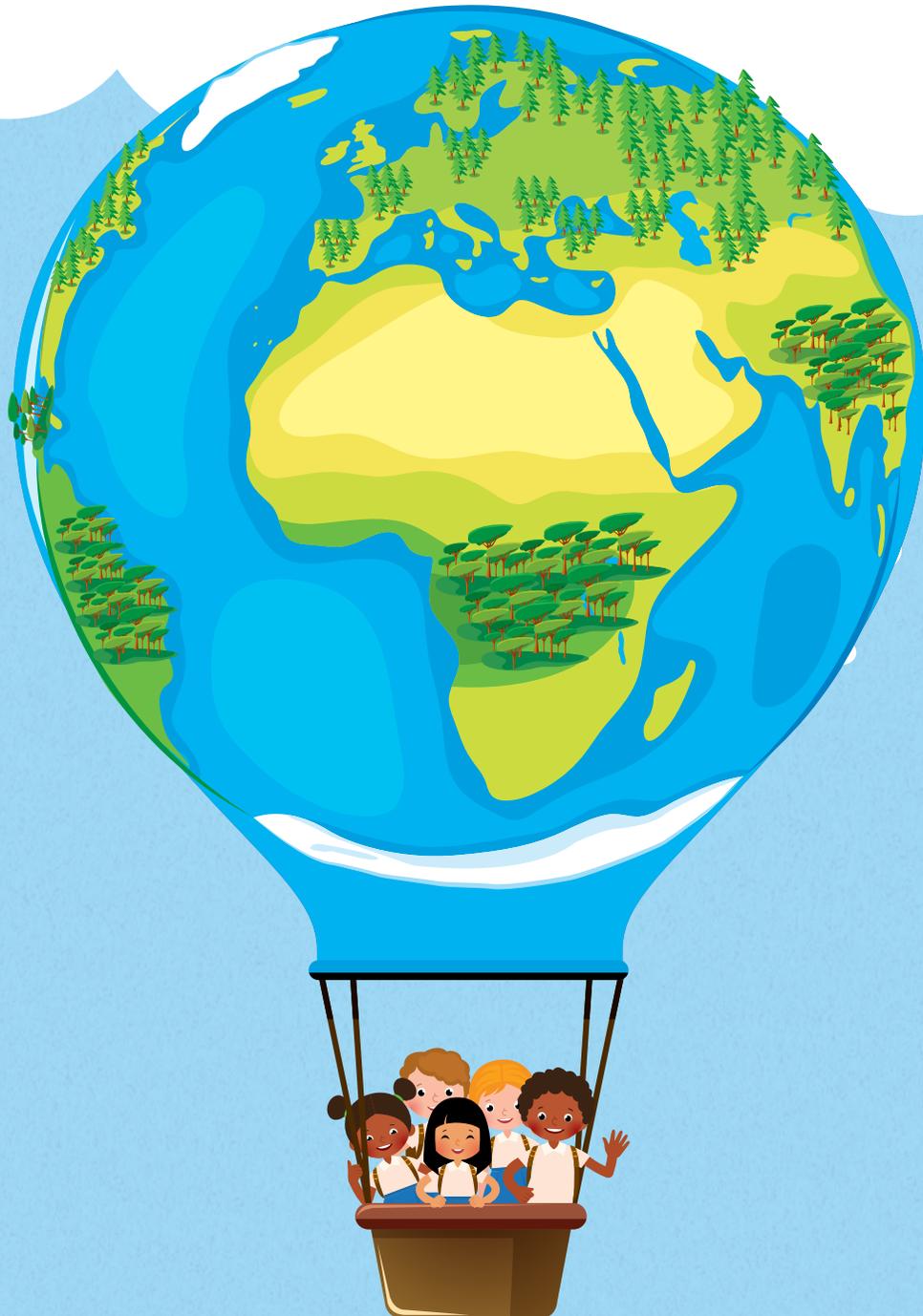
Including everyone

The games and activities for each day can be adapted for children with diverse ability levels. To help make your vacation Bible school inclusive of all participants, follow these general guidelines to adapt activities:

- 1) **Talk directly** with the child or the child's parents about strategies for making them feel comfortable.
- 2) **Make adjustments** only when necessary, and when you do, be sure to aim at increasing the child's participation, success and enjoyment. Help them feel like they have a say in making adjustments – or not making them.
- 3) **Be fair** in adapting activities. Certainly, try to make every child feel included, but be careful not to stigmatize or single out a child with a different ability level than others.
- 4) **Plan ahead.** Talk with parents about any special equipment that might be needed before the activity begins so that the child can participate from the beginning.
- 5) If a child has dietary restrictions, do your best to make adjustments that **help the child feel included** rather than singled out. (Adapted from CIRA Ontario.)

DAY 1

God Created the World



Large group opening

Welcome and prayer

Welcome the children (and adults!) to the first day of “God’s Good Creation.” You can use this time to introduce any information about the building or grounds, safety or other helpful tips that visitors might need.

During this time, introduce the theme of the program and give a brief overview of the day. For this first day, be sure to note the following:

- 1) The theme of the week is “God’s Good Creation.” Together, we will learn about the many ways that God’s creation works together for the benefit of all. We will also learn about ELCA World Hunger, an important ministry of our church. ELCA World Hunger works with people in the United States and in other countries to ensure that everyone has enough food to eat, a safe place to live, and the things they need for a healthy life.
- 2) Each day, we will meet a new animal and learn how that animal helps our neighbors through projects our church supports. Some animals will be familiar, but some might be a little different from what we expect.
- 3) The schedule: Each day, we will gather together as a large group before going to our family groups. Most of the day, you will be with your family group, before coming back together at the end.



OPENING PRAYER

God of creation, we give you thanks for the new community you are creating this week at “God’s Good Creation.” Create in us an openness to learn new things, to make new friends, and to work for new solutions to help all your people experience the fullness of your love. Amen.



INTRODUCTION TO THE DAY 1 THEME AND BIBLE VERSE

Today is the first day of “God’s Good Creation,” and a good place to start is at the beginning, with creation! The theme for today is “God created the world, and it is good.” We know this is true because God said so! Our memory verse for today comes from Genesis 1:31a: “God saw everything that God had made, and indeed, it was very good.” Today’s activities focus on this theme of creation, how God created, and how God is in us to help us be creative. It will take all our creativity to work on a problem as big as hunger. But we know it is possible because God created us to be creative, and God said that we are very good.

Each day, the skit will feature a different character related to the animal of the day. For extra fun, you can have the person acting as the character in the skit wander through the church, visiting family groups as the event goes on, before returning to sing songs at the closing.



OPENING SKIT

Character: Formless Void

Costume suggestions: Drape person in tulle or colorful scarves or simply several different colors of crepe paper to represent shapelessness and potential.

Emcee (E): Hello, and welcome to our first day of “God’s Good Creation.” This week we’re going to be learning about some of the awesome animals that work with ELCA World Hunger to help end hunger. Each day we will focus on a different animal from the ELCA World Hunger Good Gifts list. I’m really excited because each day we will have a special guest from ELCA World Hunger to tell us more about that gift. Today’s ELCA Good Gifts selection is a goat, and here to tell us more about goats is ... (sounds confused) a formless void?

Formless Void (FV): Hello! I am so excited to be with you all today! What a great crowd of people gathered here to learn all about taking care of all God’s children. I can’t wait to tell you all about what one of my favorite partners, ELCA World Hunger, has to help people in need – goats!

E: Hey, um, sorry to interrupt, but you are not a goat.

FV: Yes, sorry about that. Goats are super-popular ELCA Good Gifts because they’re amazing. The demand is so high that all the goats were booked today. So I volunteered to come and introduce the week to you.

E: Well, thanks so much for coming. But I’m still confused. Who, or what, are you?

FV: I’m a formless void! I’m actually THE formless void. The formless void that was all there was before God spoke the world into creation. You know, from Genesis, “In the beginning ... the earth was a formless void.”

E: You’re a formless void? So, you’re nothing?

FV: That’s right! I’m nothing. I’m the nothing out of which God created everything. I am the birth of creation. I am POTENTIAL!

E: I’m still confused what you have to do with ELCA World Hunger.

FV: It’s like this; in the beginning God created the whole world out of nothing. And God created it perfectly in balance, day and night, sun and moon, land and sea. And God filled it with all sorts of good things, plants and birds and fish, and living creatures of every kind, wild animals, cattle, and my personal favorite, every creeping thing that creeps upon the earth. All these things, God created. Then God created you all – people to live in this great creation that God had made. And after God had done all this creating, God gave each part of the creation to each other. Plants and vegetation God gave to you and to the animals for food. God gave you to the plants and the animals for caretaking, and God gave the animals to you for help and companionship. Sometimes things get out of balance, too much food ends up in one place and not enough in another, and people go hungry. But the creation story tells us that God created enough for everyone. We just need to work together, plants and animals and people, to get it all balanced out again.

E: That’s really good news. But God created a pretty big world. How can we possibly balance it out when so many people are hungry?

FV: That’s the other cool thing about being a formless void. I’m nothing, right? And yet, God created the whole world out of me, out of nothing. So when we feel like we don’t have enough, we can think about how much God was able to do with nothing, and suddenly the something that we have feels like a whole lot for God to work with. It’s like I was telling you about goats. Goats are super popular because they can make something out of nothing. They can live anywhere, from rocky terrain, to really dry places, to really small areas. And they will eat anything, like anything. Weeds, sticks, brush, you name it, a goat will think it’s tasty. In addition to helping to clear the land, they turn all this waste into delicious and nutritious milk – something, and something amazing, from nothing.

Goats aren’t the only animals that can make something out of nothing. God created a whole bunch of different parts of creation to meet all the world’s needs. This week you’ll also be learning about other partners in fighting hunger, chicks and bees and fish and pigs. God’s good creation comes together in all kinds of different and amazing ways!

E: Wow, thanks Formless Void. For being nothing, you’ve really given us something to think about!

FV: You’re welcome! Have a great first day at vacation Bible school. I can’t wait to hear about all you create today.

Family time

Lesson focus

God created the world and everything in it, and God called all of it good. Everything God created is good and has a purpose.



OPENER

Since it is the first time the group has met, open with a name game. Since the theme of today is creation, invite the kids to use their creativity. Have the group gather in a circle. Go around the circle and have each person say their name while doing a creative motion. The motion can describe them, like swinging an imaginary baseball bat if they like baseball. Or it can just be a silly motion, like waving their arms in the air in a funny way. After someone has said their name and done their motion, have the rest of the group respond “Hi [name]” and repeat the motion. For “extra credit” see if the group can remember all the names and motions at the end.



ENGAGING SCRIPTURE

Genesis 1:1-31

The theme verse today is about God’s creation of the world.

Opening questions:

- *What does it mean to create something?*
- *What are some of your favorite creations of God?*
- *Are there any of God’s creations you don’t like? (for example, spiders, lima beans, etc.)*

Read together the creation story, Genesis 1:1-31.

Depending on the age of your group, you can have one person read all of it, or break it up so that each person reads a day.

Our theme verse for today says that when God saw all God had created, God said that all of it was not just good but very good.

- *What do you think about the fact that God thinks that both (insert a favorite of God’s creation) and (insert a least favorite of God’s creation) are both very good?*

It’s weird to think that something that we really don’t like or have a use for, God still calls good. But God created everything with a purpose, so what one of us doesn’t like or need, someone, or something, does. Think about what Formless Void said today about goats. They can eat things that look like trash to other animals and turn them into milk for their families. While weeds may seem useless to us, goats see them as good.

- *Can you think of other things that have different uses for different people?*
- *Do you ever think about the fact that you are one of God’s creations? That means that God thinks you are very good! How does it feel to know that God thinks you are very good?*



CLOSING PRAYER

Dear God, thank you for creating this world and everything that is in it. As we learn more about your creation today, help us see the good in all you’ve created. Amen.

Rotations – Day 1

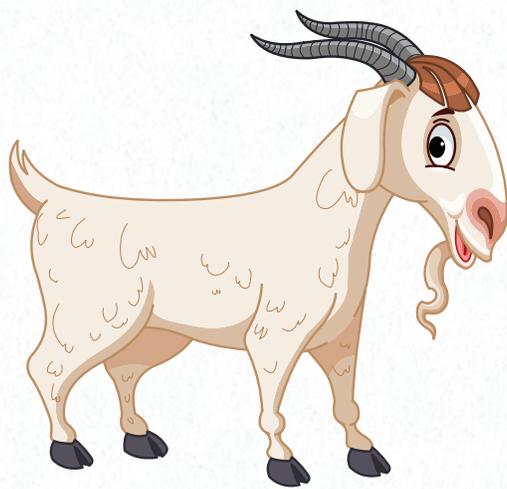
Games



OBSTACLE COURSE

Goats love to climb and balance. (Search online for “goat obstacle course” to find many photos of goats doing just that!) During game time today, channel your inner “goat” with an obstacle course adventure. You are limited only by your available space and imagination. Here are some ideas to get you started:

- **Balance beam** – lay a board on the ground to walk across.
- **Over/under** – use saw horses or pool noodles bent in a semicircle and stuck in the top of orange construction cones to crawl under and over.
- **Weave** – lay out cones for people to weave through.
- **Hoop hop** – have kids jump from hula hoop to hula hoop.



Ways to use the course:

- Time the children through once, then have them go a second time and try to beat their time.
- Divide the group in two and have them run it relay style, with everyone completing the course once or with each person taking a separate obstacle.
- For older groups, invite them to make their own obstacle course challenge, and run it kids vs. adults, one group vs. another group, or simply for best time.

Rotations – Day 1

Snack



DIRT CUPS

God formed the earth from dirt and called it good. These tasty snacks are more than good. They are delicious!

Ingredients:

- 1 pkg. (3.9 oz.) chocolate pudding
- 2 cups milk
- 1 tub (8 oz.) whipped topping - thawed
- 15 chocolate wafer sandwich cookies - crushed
- 10 gummy worms or other gummy bugs

Directions:

- 1) Combine chocolate pudding mix and milk. Let stand five minutes.
- 2) Mix in whipped topping and half of crushed cookies.
- 3) Spoon mixture into 10 6-7 oz. clear plastic cups.
- 4) Refrigerate one hour until chilled.
- 5) Top with remaining crushed cookies and gummy worm before serving.



GOAT CHEESE AND CRACKERS

Serve chevre (goat cheese) on crackers to give people a taste of what a family with a goat could eat.

Optional: Top with honey as a preview of upcoming days.



Rotations – Day 1

Craft



REPURPOSED GOAT BANKS

Goats are valued for their ability to survive in the harshest environments. Make these goat banks out of repurposed items to remind you that a little ingenuity and resourcefulness can make a big difference. If you are raising money to support ELCA World Hunger or other ministries of the church during vacation Bible school, children can use these banks to collect gifts and return them at the end of the week.

Supplies:

- Toilet paper tube
- Paper grocery bag
- Scissors
- Cotton balls
- Rubber bands
- Glue

Directions:

- 1) Cut paper grocery bag into 3-inch by 3-inch and 1½-inch by 6-inch pieces. Each bank needs two 3-inch by 3-inch and one 1½-inch by 6-inch piece. Use scraps for horns.
- 2) Cut a coin slot into one of the 3-inch by 3-inch squares. Form square around toilet paper tube and glue into place. Secure with rubber band to hold in place while glue is drying.
(Pro-tip: It is easier to form the square around the tube when it is sitting on a hard surface.)
- 3) Repeat with second 3-inch by 3-inch square, but do not glue this one, simply rubber band in place. This is the base and needs to be removable to empty the bank.
(Note: Steps 1-3 can be done in advance, especially for younger kids.)
- 4) Fold 1½-inch by 6-inch rectangle in half and cut a half circle for ears. Cut small strips for horns, glue to ear strip. Glue ear strip around the toilet paper roll with the coin slot side facing up.
- 5) Draw a face using a marker, or step it up with googly eyes, colored markers, etc.
- 6) Glue on cotton balls for hair.



Rotations – Day 1

Simulation station: Introduction to hunger

(Note: Know your group while planning these simulation stations. For many children, hunger is not a thing to be simulated but their daily lived experience. If any of these activities hit too close to home for your community, feel free to substitute any of the ideas and activities from the community engagement section so kids who are all-too familiar with the problem of hunger can be empowered to be a part of the solution.)



INTRODUCTION TO HUNGER

Lesson focus: Introduce the problem of hunger, what it looks like around the world and why it is so difficult to solve.



ACTIVITY 1: Chasing down hunger

Hunger seems like it would have a simple solution: Give people food. But the more we learn about the causes of hunger, the more complex we realize the solutions are. Use this activity to get kids thinking about creative solutions to complex problems.

Directions:

- 1) Form a circle so that participants can hold hands with the person beside them when necessary.
- 2) Instruct everyone to start with hands at their sides.
- 3) Choose one person to be “it,” who stands inside the circle and one “chaser” who stands outside the circle.
- 4) Here is the catch. Whenever the chaser or “it” cuts between the outer circle, the two people they cut between holds hands, thereby closing off the space.
- 5) Gaps will close quickly and if all goes according to plan, “it” will end up either in or out of the circle and the chaser will end up on the other with all openings closed.
- 6) Kids must come up with different strategies to catch “it.”

It may be a good idea to slowly demonstrate this with a volunteer so the kids know when to hold hands.

Once all or most of the kids have had an opportunity to be either the chaser or the “it,” ask them all to sit down in a circle with you.

Questions for conversation:

- *What was hard about being the “chaser” and being “it”?*
- *What strategy did you use to tag “it” or avoid the “chaser”? Did your plan work?*

Ideas to consider:

This week, we are going to be talking about hunger and how we can help chase it away. But ending hunger is not easy. You have to weave through lots of obstacles, and there are many things that can get in the way of finding good solutions to help everyone on earth have enough to eat each day.



ACTIVITY 2: 100 people: A global village

Adapted from the ELCA World Hunger Basics Toolkit.
The statistics surrounding hunger can be difficult to relate to. Use this activity to bring the numbers down to a relevant scale by imagining the whole world as one village of 100 people.

Set-up:

Gather 100 items. Pennies are a good option: 100 pennies equal a dollar, making it an easy connection. But sticky notes or something larger like cones, sheets of paper or beanbags can build the visualization.



Directions:

- 1) Open the activity by sharing that in 2017 there were roughly 7.4 billion people in the world. Numbers this big are difficult to connect to. So, for this activity, we are going to represent all 7.4 billion people as one global village of 100 people, as represented by the 100 items.
- 2) Depending on the age and ability of the group, either read each of the statistics or have group members to take turns reading.
- 3) As the statistics are read, have the group work together to divide the 100 items into the statistics. A variety of statistics are provided; you can choose from the list. To help the children learn about hunger and other needs, be sure to read the statistics marked with an asterisk (*).

Statistics:

*See page 16 for statistics sheet.

Questions for conversation:

- What facts most stood out to you?
- Did any facts surprise you? Why?
- What do these facts mean to us as world citizens? As people of faith?

Ideas to consider:

- This exercise is intended to help us realize the statistical realities about the similarities and differences between people that are present in our world today.
- Hunger is a reality. Approximately 1 in 10 people in the world is hungry.



BONUS ACTIVITY: Community engagement



Learn:

Invite the director or a staff member or volunteer from a food bank, food pantry or other organization that deals with poverty to come speak about hunger and poverty in your community.

Act:

Call a food bank or pantry and ask what their biggest need is. Invite participants to bring items to meet that need.

DAY 1: GOD CREATED THE WORLD

ACTIVITY 2: 100 people: A global village

Statistics



Ages

- **25** are children between birth and 14 years old
- **16** are between ages 15 and 24
- **41** are between ages 25 and 54
- **9** are between ages 40 and 59
- **3** are between ages 70 and 79
- **1** is over age 79



Languages

- **21** speak a Chinese dialect
- **8** speak Hindi-Urdu
- **7** speak English
- **6** speak Arabic
- **5** speak Spanish
- **4** speak Russian
- **3** speak Portuguese
- **3** speak Bengali



Nationalities

- **61** are from Asia
- **15** are from Africa
- **10** are from Europe
- **9** are from Latin America and the Caribbean
- **1** is from Oceania (an area that includes Australia, New Zealand and the islands of the south, west and central Pacific)



Water*

- **72** have access to safe water near their homes or close by
- **28** do not have easy access to safe drinking water



Religions

- **31** are Christian
- **24** are Muslim
- **15** are Hindu
- **7** are Buddhist
- **6** practice shamanism, animism or other folk religions
- **1** belongs to other global religions such as Baha'i, Confucianism, Shintoism, Sikhism or Jainism
- **1** is Jewish
- **16** are unaffiliated



Sanitation*

- **64** have safe places to use the bathroom or keep themselves clean from germs or diseases
- **32** do not



Hunger and poverty*

Although there is enough food in the village to feed all the people, the resources are not divided fairly between everyone, so not everyone has enough to eat.

- **10** people do not have a reliable source of food and are hungry some or all of the time
- **11** other people are severely undernourished
- **10** people would have to survive on less than \$1.90 per day
- **34** people always have enough to eat

If the whole population of the United States were 100 people*:

- **12** people would not know where their next meal is coming from
- **15** people would not have enough money to pay for their basic needs - housing, food, medicine, etc.

Rotations – Day 1

Storytelling



(You may want to have a walnut with you as a prop.)



*What's the farthest you have ever walked?
(Allow time for responses.)*

Was the ground mostly flat, or was it hilly?

Today, I want to tell you about a man named Xie (shee-EH). Xie is the leader of Liming (LEE-ming). Liming is a village in China, and it is surrounded by mountains. Xie walks these mountains, traveling between villages. He does this to help people in the villages who are hungry or poor.

What do you think he takes with him to help people when he travels? (Allow time for creative responses.)

One of the things he brings with him is this (show children the walnut.) What do you think this is? How do you think Xie uses walnuts to help his neighbors? (Again, allow time for creative responses.)

Many of Xie's neighbors are hungry because they don't have enough money for food. A lot of them are farmers. Can you imagine trying to grow things on the side of a mountain? Well, Xie and his neighbors found something that grows really well where they live – walnut trees. Xie helps other people get new trees and learn how to grow walnuts, so that they can sell the nuts for money.

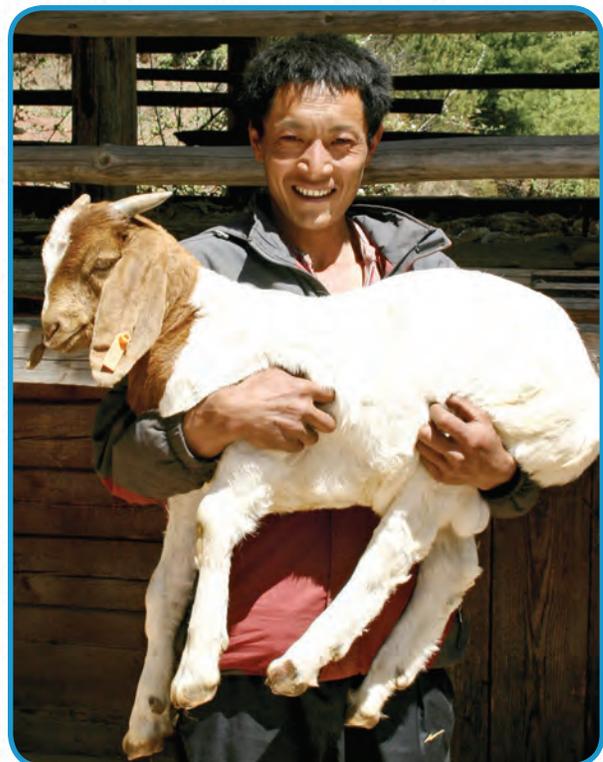
But that's not all. The community found an animal that can live well in a place with mountains and hilly fields. Goats! Goats are great climbers, and they can survive eating just about anything. But they really like walnuts and grass, and there's lots of both in Liming! The goats

that the villagers raise are special goats that are a little smaller than other goats and grow up a little faster. That means they are perfect for places like Liming.

What can you get from a goat? (Allow time for responses, but look for: cheese, milk, and meat.) The villagers can sell or drink the milk and sell or eat the cheese. That will keep them healthy and help them make money that they need for other things.

Our church helps support Xie's village as they get new trees, new goats and education to learn how to raise both. At last count, the families in the village had over 400 goats! They hope that with walnut trees and goats, they will never have to go hungry again.

Below is a picture of Chao Wan-shen (CHA-oh WAHN-shun). Chao is holding one of the goats owned by 13 families in Liming.



Large group closing

Talking together – A review of the day

Welcome the children (and adults!) to the closing time for “God’s Good Creation.” Invite them to share with the group what happened during the day.

Questions to ask:

- *What was your favorite part of today?*
- *What was one new thing you learned today?*
- *What did you create today?*
- *What will you share with others when you get home?*



RETURN TO KEY VERSE

Invite the group to see if anyone can remember all or part of the key verse for the day.

“God saw everything that was made, and indeed, it was very good.” – Genesis 1:31a

Questions to ask:

- *What did you learn about creation today?*
- *Where did you see something created today? Did you create something?*



PRAYER AND SENDING

God of all things, thank you for all the things you have created. Thank you for animals and plants and people and for the community you are creating among us this week. As we go home, help us share all the new things we learned about ELCA World Hunger. And bring us back safely tomorrow for more fun and learning about you. Amen.

Close with any final announcements or reminders.

DAY 2

God Can Use You



Large group opening

Welcome and prayer

Welcome the children (and adults!) to the second day of “God’s Good Creation.” You can use this time to remind folks of any information about the building or grounds, safety or other helpful tips that visitors might need. You can also use this time to refer to Day 1, to ask if children remember what they learned the day before, and to briefly introduce the theme for Day 2.



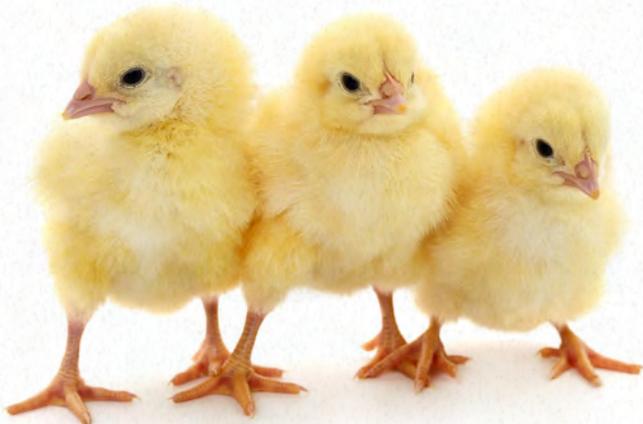
OPENING PRAYER

Creator God, thank you for bringing us all back together for another day of fun, songs, crafts and learning about how we can be a part of bringing your kingdom to the world. Be with us today as we learn new things. And be with all those who are lonely and don’t have new friends to learn new things with. Help us to be good friends. Amen.



INTRODUCTION TO THE DAY 1 THEME AND BIBLE VERSE

The theme for today is “God can use you whatever size you are.” Kids hear a lot that they are too small and they need to wait until they are older to do big things. But the Bible is full of stories about kids who heard God’s call and made a big mark on the world. Today one of the smallest of the ELCA Good Gifts, a chick, will talk about how chicks make a BIG impact. And we will hear a story about how a small seed can grow into a huge plant. Our key verse for today comes from Matthew 13:31-32, “The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” Today’s activities focus on the huge impact that small steps can make. As we learned yesterday, hunger is a big problem. Today we’ll learn how big changes can be made if we put all our small steps together.





OPENING SKIT

Character: Three chicks – Chick, Cluck and Steve

Costume suggestions: yellow shirts, chick beaks made out of orange construction paper and tied on with string or elastic band.

Emcee (E): Hello, and welcome back to another great day at “God’s Good Creation,” where we’re learning about some of the awesome partners we have to help ELCA World Hunger end hunger. Today I have not one, not two, but three special guests. Everyone put your hands together for the chicks!

Chick (C): Hello.

Cluck (L): Hello.

Steve (S): Hi.

E: Oh, my goodness, you three are so cute!

C: I know, we are cute, aren’t we?

L: But do you know what else we are?

S: We are awesome.

E: Wow, really? Tell us about yourselves. What makes you so awesome?

C: Well, I’m Chick.

L: I’m Cluck.

S: And I’m Steve.

C: And we’re just three of the 10 chicks a family partnering with ELCA World Hunger could get.

L: That’s right. If you think we’re cute, imagine 10 of us.

S: It is adorableness overload.

C: But we’re more than just cute. We grow up really fast. Within just a couple of months, we start laying eggs.

L: Eggs are super-high in protein, which makes them a great food source for well-balanced family meals.

S: Remember to eat your eggs, folks. They’re good for you!

C: And because there’s 10 of us, we lay a lot of eggs. Which means there are extra eggs that families can sell at the marketplace. That means more money for school fees or medicine or expanding the farm.

L: And we’re super easy to provide for, because we will eat just about anything. I love bugs.

S: And I love bugs!

C: And I also love to eat bugs!

L: Eating bugs helps keep the bugs down around the family’s other crops.

S: And also, our poop makes great fertilizer.

E: Wow, you guys really are awesome! I’m sorry I ever underestimated you; you are like tiny superheroes!

C: We are. It reminds me of one of the parables Jesus told. “The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” Like a mustard seed we start out small, but we pack a lot of potential. We are powerful partners to ELCA World Hunger as it seeks to end hunger.

L: And with that, we only have a small amount of time, so we’ve got to get back to work growing up and laying eggs.

S: Have a great rest of your day at “God’s Good Creation.” We’re so glad to be in partnership with you to end hunger.

E: Thanks for coming, you three! We’re glad to be partnering with you!

Family time

Lesson focus

With a problem as big as hunger, it is easy to feel overwhelmed. The parable of the mustard seed teaches us that in the kingdom of God, the smallest things have the ability to grow into big miracles.



OPENER

Have the group stand in a circle with one person in the middle. The person in the middle is the caller. The caller points to one person in the circle and says either “big” or “small.” That person has to respond by naming either a big thing or a small thing. If the person cannot name something within a count of three, or if they respond with a big thing, when the caller said “small” (or vice versa), the caller takes their place in the circle and that person becomes the caller.



ENGAGING SCRIPTURE

Matthew 13:31-32

Today the Bible verse is a parable. Ask if anyone in the group knows what a parable is. Affirm all answers.

Parables are stories Jesus told to teach people about the kingdom of heaven. Jesus taught in parables because sometimes stories can help us understand complicated things in ways that explanations cannot.

Read Matthew 13:31-32.

(Show a picture of a mustard seed like the one on this page.) In the parable, Jesus said a mustard seed grows into a mighty tree. In the Bible, trees are often used as a symbol of powerful kingdoms and rulers.



But mustard plants are not trees; they are shrubs. Some can grow to be as tall 10 feet, but most are between 2 and 6 feet. So when Jesus’ audience heard Jesus talking about a mustard seed growing into a mighty tree, it would have sounded surprising and unexpected.

While mustard does not grow into a tree, it does spread around a lot. (Show a picture of a field of mustard.) One thing we can learn from the parable of the mustard seed is that the kingdom of heaven can come in unexpected ways, and it spreads all over like mustard.



Questions:

- How have you experienced God’s love? Have you ever experienced it from an unexpected place? (For example, you thought you were going to get in trouble for something, but the person forgave you instead.)
- When has someone done something that seemed small, but it meant a lot to you?
- How could you share God’s love in an unexpected way? How might such sharing cause surprising results? (For example, you were nice to someone who was mean to you, and they were nicer.)



CLOSING PRAYER

Dear God, thank you for bringing all of us together to learn more about your love this week. Each of us alone may be small as a mustard seed, but as we learn and grow together, we know you will use us to do great things. Amen.

Rotations – Day 2

Games



BLOB TAG

Play this game to represent how a small seed grows into a mighty bush.

If you have children with diverse ability levels, consider using a pool noodle or soft bean bags to tag.

Directions:

- 1) Set out boundaries for the tag area, based on your space and the size of the group.
- 2) Choose one player to be “it.”
- 3) The game starts as a regular tag game, except once “it” tags someone, the two players hold hands to become a blob.
- 4) The game continues until everyone is in the blob.
- 5) Repeat a few more times with different people getting to be “it.”

Questions for conversation:

- Was it easier or harder as the blob grew?
- What strategies did you use to grow the blob?
- How did you escape the growing blob? What finally got you caught?



CHUCK THE CHICKEN

Supplies: A rubber chicken, stuffed chicken or other random object



Directions

- 1) Divide players into two teams, Team Cluck and Team Chick.
- 2) Team Cluck starts out with the rubber chicken. Players stand in a line and pass the chicken from the back of the line to the front, through the legs of one player, over the head of the next, through the legs of the next, and so on.
- 3) Meanwhile, the players of Team Chick stand as close to each other as possible, forming a “brood.” (Note: A “brood” is the name for a group of chicks.) One player runs around the brood as many times as they can, earning one point for every lap.
- 4) When the rubber chicken reaches the front player of Team Cluck’s line, the player at the front of the line yells, “Chuck the Chicken!” and throws the chicken as far away as they can. Team Cluck then immediately forms a brood, and one player begins running around the brood, earning a point for each lap.
- 5) When Team Chick hears “Chuck the Chicken!” they break from the brood, run to where the chicken landed, form a line, and begin passing it under and over until it reaches the front person in line, who then yells, “Chuck the Chicken!” throws the chicken, and the process repeats itself.
- 6) Continue as many rounds as you want.

Rotations – Day 2

Snack



FRUIT AND VEGGIE CHICK CUP

Ingredients:

Cups, googly eyes and beaks from clucking chicken craft (See Day 2 craft on next page.)

Cut up fruit and vegetables such as carrot sticks, celery sticks, apple slices, berries, etc.

Gummy worms

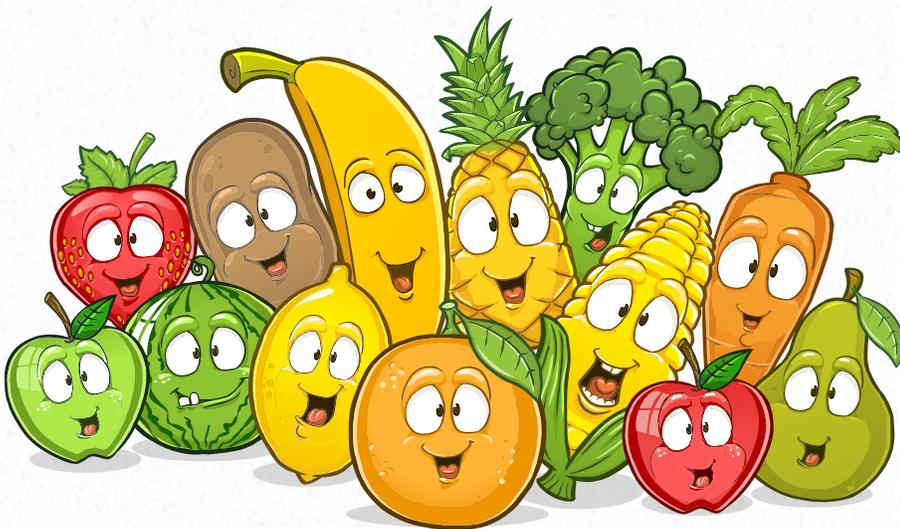
Directions:

- 1) Decorate cup like the craft, only flipped over, so the opening faces up.
- 2) Fill cups with fruit and veggies, or let the kids fill their own cups.
- 3) Include one gummy worm as a treat (Chicks love corn and grains, but they also love a good worm!)



HARD-BOILED EGGS

Serve hard-boiled eggs as a taste of the protein that a family with chickens would have.



Rotations – Day 2

Craft



CLUCKING CHICKEN CUP

Supplies:

- 6-oz. red plastic cup
- Small nail
- Glue
- Yarn cut in 18-inch to 24-inch strings
- Sponges cut into 2-inch long by 1-inch wide
- Googly eyes
- Small triangles of felt or foam
- Feathers

Directions:

- 1) Use nail to poke a small hole in the bottom of the cup, just large enough to thread yarn through.
- 2) Thread yarn through the hole and tie a knot on the outer base of the cup to secure the thread.
- 3) Tie other end of the yarn around a piece of sponge.
- 4) Make a face on your cup with googly eyes, triangle beak and feathers.



To make the chicken squawk, lightly moisten the sponge. Squeeze the damp sponge around the yarn and pull down in short strokes. As the sponge slides down the yarn, it will make a squawking noise like a chicken.

Simulation station



ACTIVITY 1: Distribution of resources

Lesson focus: After yesterday's statistics, this activity brings those statistics to life.

Supplies:

Candy – assorted “fun-sized” candy bars, such as Snickers, Milky Way, Three Musketeers, etc.
Small strips of colored paper (*red, green and blue, if you add the bonus option below; also have yellow*)
Bag for participants to draw the strips from

Bonus option: Add candy that reflects the diversity of cultures in your community. A local market can be a great resource for this.

Directions:

As participants enter the room, have them draw a strip of paper from the bag. Strips should be in the bag in such a way that when they are drawn out, the breakdown of your group roughly relates to the percentages of people facing hunger: 40 percent red – food secure, 50 percent green – food insecure, 10 percent blue – malnourished. If you have yellow, replace some of the green strips with yellow.

Explain to the participants: Yesterday we learned a lot of facts about how many people in the world are hungry or do not have reliable access to food. (Review the statistics from yesterday.) Today, we are going to simulate how that might feel by using something that everybody likes, candy! As you came in today, each of you drew out a strip of paper. The color of the paper indicates which group you are in.

Red – You are from a family and a community that has plenty of resources available. You always know where your next meal is coming from, and you can choose to eat whatever you like. Come forward and choose three pieces of whatever kind of candy you would like. (Let participants pick any three of the fun-sized candy bars.)

Rotations – Day 2

Green – You are from a family and a community where resources are limited. You don't always know where your next meal is coming from. Thanks to the generosity of others, you have access to food, but it is not always the kind you prefer. You each get two pieces of candy, chosen at random. (Give participants two fun-sized candy bars, do not let them choose or trade.)

Blue – You are from a family and a community that does not have enough resources. You don't have enough to eat. You get one piece of candy. (Give participants one fun-sized candy bar, do not let them choose or trade.)

Yellow – You are from a family and a community that does not have enough resources. Thanks to the generosity of other countries, you are able to have enough to eat. However, because the donations are what is familiar to the donors, the food you get may not be what you are used to or like. (Give participants a piece of the candy that may be unfamiliar to them.)

Tell participants not to eat the candy right away but just to look at it to start. Assure them that they WILL get to eat it later.

Questions for discussion:

- *What do you notice about the way the candy is divided? How does that make you feel? Encourage people from each of the groups to share their feelings.*
- *Does it feel fair that some people got more than others? Do you think they deserve more candy? Why or why not?*

Invite everyone to choose and eat ONE piece of candy.

- *Now that everyone has eaten a piece of candy, what do you notice about how much candy everyone has left? (Some people have no candy, some still have one piece, some still have two pieces.)*
- *If you have unfamiliar candy, invite those participants to share their experience. What did the candy taste like? Did they like it? Would they want to eat it again, if the option was available, or would they prefer to eat candy they are more familiar with?*
- *Everyone ate at least one piece of candy. Does this seem fair? If yes, why? If no, why not?*

- *If you don't think it was fair, can you think of a way it could be more fair? (Try to encourage participants who had three pieces to share with those who had one, so that everyone ends up with two).*
- *Yesterday we learned that God created the earth and everything that is in it. God created enough resources for everyone to have what they need. God created humans to be "stewards" of creation. Being a steward means being a caretaker, caring for creation and everyone in it. How is the work of ELCA World Hunger helping us be good stewards of the gifts God has given us?*
- *If you used the unfamiliar candy: One of the complicating issues in world hunger is that people eat different kinds of food around the world. The sorts of food we like to eat may not be the sorts of food that people in other parts of the world like to eat or know what to do with. Why might it be important to make sure people have access to familiar foods? (Some people have allergies or intolerances; unfamiliar food could make them sick. Buying and eating local food helps grow local economies.)*



BONUS ACTIVITY: Community engagement

HYPER-LOCAL: CHURCH AS COMMUNITY

Learn:

It takes a lot of people doing a lot of different jobs to make a congregation run smoothly. Invite members of the congregation to talk about their specific jobs. For example, a member of the altar guild, an usher, a gardener, a janitor, a Sunday school teacher, the parish administrator, etc. can share how their work helps the congregation.

Act:

Help fill one of the jobs someone normally does around the church.

Rotations – Day 2

Storytelling



Use one real egg and one empty plastic egg as props for this story.

What is this? (An egg.) Where does it come from? (A chicken – but allow for imaginative answers.)

What can you use this for? (To eat – but allow for some more imaginative answers.)

Do you like to cook eggs? How do you like your eggs cooked?

What holiday do we use eggs for? (Easter.) Did you know that eggs are an important symbol for Christians? Some eggs hatch and baby chicks are born from them, so eggs remind us of new life. Some eggs are empty, though (show children the plastic egg and open it) and remind us that Jesus' tomb was empty when he came back to life. Whether they are real or not, eggs help us remember God's gift of life – for us and for all of creation.

In some communities, eggs do more than remind people of new life – eggs can also help people start new lives, or at least help them live their lives in new ways.

Have you ever heard of the country of Cambodia? Cambodia is in Asia, almost halfway around the world from the United States. But like many people in the United States, people in Cambodia raise chickens. Have you ever raised a chicken? (*Allow some time for responses.*) It's hard work! Chickens have to be kept safe and healthy. They can get sick, other animals might attack them, and they need water to survive. It's a lot of work to keep them laying eggs!

Our church works with a partner in Cambodia called Life With Dignity. “Dignity” means respect, especially when we respect ourselves. So, people have a “life with dignity” when they feel respected by other people and when they respect themselves – for who they are, for the gifts that they bring, and for the work that they do. Life With Dignity works with people to learn new skills that will help them feel respected and protected. And churches around the world, including our church: the ELCA, support Life With Dignity in the communities they work.

One of the projects that some churches support through Life With Dignity helps people in Cambodia learn to raise chickens. They help them get chicks, learn how to take care of them, and learn how to sell their eggs in the market. This will help the people earn the money they need and get important nutrition from the eggs. And what else can come from eggs? (New chicks!) So, they can get even more chickens and more eggs over time.

The farmers take care of chickens, which lay eggs to help the farmers get the food they need to live, and the chickens lay eggs that new chicks can hatch from. The farmers get life from the food and the money they make from selling eggs, and taking care of the chickens means new chicks. Eggs are definitely a reminder of new life!

(Show the children the pictures on the next page. These are from the Life With Dignity project in Cambodia.)

DAY 2: GOD CAN USE YOU



These chicks are from a farm in Kampong Speu (kum-PONG spoo), Cambodia.



This is a hen house in Kampong Speu, Cambodia. The baskets hanging from the roof are where hens sit to lay eggs.

Large group closing

Talking together – A review of the day

Welcome the children (and adults!) to the closing time for “God’s Good Creation.” Invite them to share with the group what happened during the day.

Questions to ask:

- *What was your favorite part of today?*
- *What was one new thing you learned today?*
- *Was there a small thing or moment that had a big effect in your day?*
- *What will you share with others when you get home?*



RETURN TO KEY VERSE

Ask the group if anyone can remember all or part of the key verse for the day.

“The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” – Matthew 13:31-32

Questions to ask:

- *What did you learn about how to make a big difference today?*
- *Where did you see something grow today? Did you help something grow?*



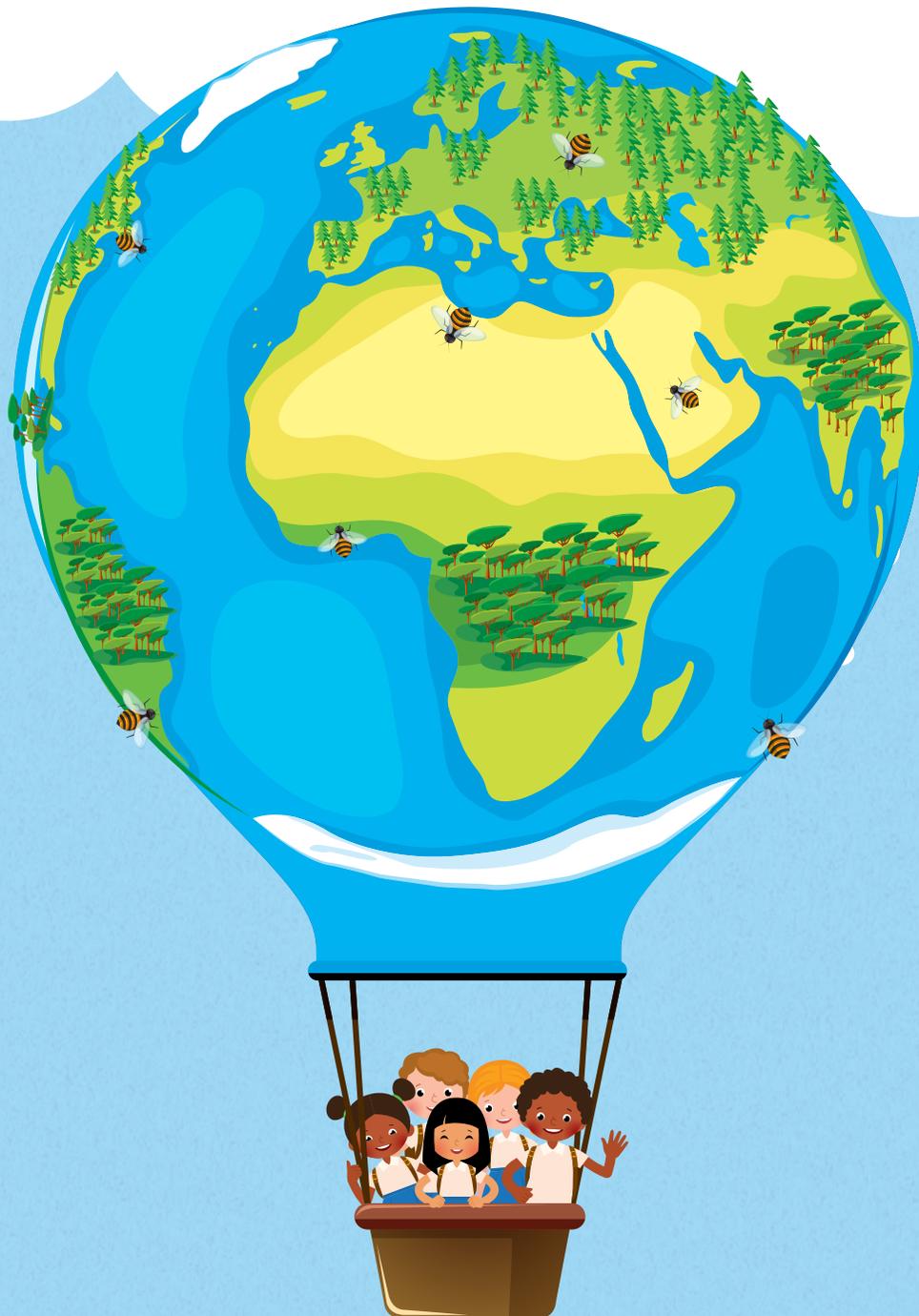
PRAYER AND SENDING

Mighty God, we see your power in the expanse of the universe and the smallness of the seed. Thank you for the friendships you are growing among us. Help us take all the things we’ve learned and spread them, so that your kingdom can grow from this community into the world. Amen.

Close with any final announcements or reminders.

DAY 3

God Made Everyone Different



Large group opening

Welcome and prayer

Welcome the children (and adults!) to the third day of “God’s Good Creation.” You can use this time to remind folks of any information about the building or grounds, safety, or other helpful tips that visitors might need. You can also use this time to refresh people’s memories about the last two days and briefly introduce the theme for Day 3.



OPENING PRAYER

Sustaining God, thank you for gathering us here together again to laugh, sing, play and learn more about your world. Open our hearts to grow in learning, sharing and building friendships. Amen.



INTRODUCTION TO THE DAY 1 THEME AND BIBLE VERSE

The theme for today is “God made everyone different and important.” Yesterday we learned how small things can make a big difference. One of the ways small things can magnify is by joining together with others. Our key verse for today comes from 1 Corinthians 12:4-6, “Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.” All of today’s activities help the children recognize their unique gifts and learn how they can use their gifts to serve God’s kingdom. Hunger is a complicated problem; we need all our different skills and gifts to solve it.





OPENING SKIT

Character: Buzz the Bee

Costume suggestions: yellow shirt with black stripes – possibly made with electrical tape.
Antennas made of pipe cleaners

Emcee (E): Hello, so good to be back here for another fun-filled day at “God’s Good Creation,” where we’re learning all about all the great animal partners God gave us to help ELCA World Hunger end hunger. Now it’s time to welcome our special guest (checks notes). Oh (sounding way less enthusiastic and a bit concerned), it’s Buzz the Bee.

Buzz (B): Buzzzzzz. Buzzzzzz. Buzzzzzz. Hello, there. How are you all today?

E: Everyone stay very still. She’s more scared of us than we are of her.

B: Oh no! Is something scary happening? What’s scary? Should I freeze too? (Freezes for a second.) This game’s boring. What’s going on? Let’s talk, let’s work, let’s forage for some flowers. Buzzzzzz. (Flies around the Emcee.)

E: Hey, sorry, it’s nothing personal or anything. I just, well, I don’t really like bees.

B: Why don’t you like bees? (looks crestfallen)

E: Well, you know. The buzzing. And you guys sometimes fall in my drink at picnics. And then there’s the stinging thing. Why do you have to do the stinging?

B: Well, first off, if we’re at a picnic, we’re not guys, we’re gals. Only lady bees are foragers. And we fall in your drink because we’re looking for sweet stuff. That’s my job. I’m a forager! Just got promoted, actually.

E: Congratulations on the promotion, but what do you mean you were promoted? Isn’t flying around looking for sweet stuff what you do?

B: Oh, no. Bees have all sorts of different jobs. A bee’s first job is to care for the larva; larva is what we call baby bees. Then, after you are good at that, then you go on to building the honeycombs. Then you can get the nectar from the foragers, then you can be a guard bee, and only then can you become a forager. It’s a pretty big deal.

E: Wow, I had no idea there were so many different jobs for bees.

B: You folks are learning about partnerships this week, right? Well bees are all about partnership. Everyone has their own special and unique job, and it takes everyone working together to help make a bee hive run! It’s like Paul said in 1 Corinthians: “Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.”

E: We’re learning this week about ELCA World Hunger, and the animals they partner with to help end hunger. How do you help ELCA World Hunger end hunger?

B: Oh, my goodness, bees are super helpful in the fight against hunger! First off, our beeswax and our honey can be gathered and made into all sorts of products. Delicious honey, of course, but also other things like candles or soaps. Beekeeper families can sell these products as a small business. And just our presence makes a community’s farms more productive. We’re also a partner to plants. When we fly around gathering pollen, we help to pollinate them so they grow more produce. And this partnership with ELCA World Hunger is really a true partnership, good for bees and people. We bees are facing a lot of trouble right now with climate change and less space to forage and this really scary thing called colony collapse. That’s when a whole bee colony just falls apart, and no one really knows why. When people keep beehives, it helps there be more of us good healthy bees in the world. That’s good for farmers AND bees.

E: I’ve really learned a lot about bees today, and I have to say, I am coming around. You guys, gals, sorry, seem pretty great. But I have to know, what about the whole stinging thing?

B: It’s like you said in the beginning, we’re more afraid of you than you are of us. We sting as a defense mechanism, to protect our colony. We really, really, really don’t like to sting. But it’s the only way we have to protect our hive. But if you don’t bother us, we totally won’t bother you. Just maybe keep a lid on those picnic drinks. I love sweet stuff, but I’m not a very good swimmer.

E: Sounds like a plan! Thanks Buzz for coming today to tell us all about bees and what great partners you are.

B: You’re so welcome. Have a great day today, everyone! Buzzzzzzzz.

Family time

Lesson focus

God gave everyone different gifts and abilities.



OPENER: I CAN/I CAN'T

The game is played like Simon Says. One person is the caller and everyone else follows along. The caller calls out a command. (For example, jump on one foot, wave my left hand, etc.) If the caller says, "I can" do something, the group is to do the action. But if the caller says, "I can't ..." the group does not. If the caller says, "I can't ..." and someone does it, that person is out and must sit down. The last person standing gets to be the new caller.



ENGAGING SCRIPTURE

1 Corinthians 12:4-6, 14-18

- *In the opening skit today, Buzz the Bee talked about some of the different jobs bees have to keep the hive running. What jobs do you do at your house to help out?*
- *Buzz also talked about how bees' jobs change as they grow up. Are there any jobs you do now that you couldn't do when you were younger? Are there some jobs only your parents can do?*

Read 1 Corinthians 12:4-6, 14-18.

Our Bible verse for today comes from Paul's letter to the people of the church in Corinth. The people in Corinth were fighting with each other because some people felt their jobs were more important than other people's jobs, so they should be treated with more

respect. Paul told the people of Corinth that no job or person was more important than someone else, and God used everyone to do the thing that they were the best at, like in Buzz's hive. Buzz said she had just been promoted to going out to find and bring back nectar, while it is another bee's job to gather the nectar together. What would happen to the hive if there were only forager bees and no gatherer bees? (There would be no one to gather the nectar.)

- *What are you good at? What are some of the skills and gifts God has given you? And how can you use those skills and gifts to share God's love? (For example, if you are good at drawing, you could make cards for people who are sad to make them feel better. If you are good at baseball, you could help coach a younger team.)*



CLOSING PRAYER

Dear God, thank you for making each of us unique and for giving each of us special gifts and talents. Help us share these gifts with everyone we meet. Amen.

Rotations – Day 3

Games



CLEANER TO GATHERER

Directions:

- 1) Everyone starts out as a “cleaner.” Find another cleaner and play rock-paper-scissors. The winner becomes a nanny; the loser stays a cleaner.
- 2) Once a nanny, you have to find another nanny to play against. The winner of that game becomes a builder, while the loser stays a nanny.
- 3) The game continues in that manner, with the winner moving up a step, while the loser stays at the same level.
- 4) Once you become a gatherer, you “fly out of the hive” and can take a seat.

The fun in this game is in the silly ways the various levels identify themselves while searching for partners to play against.

- **Cleaners** - sweep a pretend broom while saying, “clean up, clean up.”
- **Nannies** - rock an imaginary baby while saying, “hush, hush.”
- **Builder** - pretend to be driving while saying, “beep, beep,” as if you were driving a construction vehicle.
- **Guard** - hold your hand over your eyes like a lookout, while saying “look out, look out.”
- **Gatherer** - Yell “Out for pollen!” and sit down.



I’VE NEVER

This circle game explores the different skills and experiences of members of a group.

Directions:

- 1) Players sit in chairs in a circle, with only one player standing in the middle without a chair.
- 2) The player in the middle calls out a thing they’ve never done. Statements must be phrased “I’ve never ...” (For example, I’ve never ridden a roller coaster. I’ve never enjoyed an onion. I’ve never caught a pop fly, etc.)
- 3) Once the middle player has finished the statement, anyone who is seated and has done that thing has to get up from their chair and run to another empty chair. Players must move at least two chairs over from the one they were occupying. You cannot just slide into the chair next to you. The person in the middle also tries to fill one of the vacated chairs.
- 4) After all the chairs are full, whoever is left without a chair becomes the new person in the middle, and the game repeats.

Snacks



PEANUT BUTTER, HONEY AND BANANA ROLL-UPS

Ingredients:

Flour tortillas
Peanut butter
Bananas
Honey

Directions:

- 1) Spread peanut butter on tortilla.
- 2) Slice banana and place on peanut buttered tortilla.
- 3) Drizzle with honey.
- 4) Roll tortilla and slice into pinwheels.



FROZEN YOGURT BITES A peanut-free honey snack

Ingredients:

Yogurt
Honey
Fruit (*banana is classic, but most any fruit will work*)

Directions:

- 1) Mix together yogurt, honey and fruit.
- 2) Pour into muffin tin lined with muffin liners.
- 3) Freeze several hours until solid.

Rotations – Day 3

Craft



BEESWAX CANDLES

Honeybees are valued not just for their honey but for the variety of items families can make to sell. Beeswax candles are a fun, simple way to experience one such item.

Supplies:

- Cutting board
- Rolling cutter or craft knife
- Scissors
- Wick
- Beeswax sheets
- Hairdryer
- Ruler

Instructions:

- 1) Cut beeswax sheet in half to create two square sheets.
- 2) Cut taper. Measure 1 inch to 2 inches down one side, and cut diagonally from the corner to the mark.
- 3) Gently warm sheet with hairdryer (In warm climates this step may not be necessary). Be careful not to overheat or sheet will melt, warm just until sheet is tacky.
- 4) Measure and cut wick so it is 1 inch longer than the long edge of your sheet.
- 5) Set wick in wax by placing along the long edge of sheet, folding edge of sheet over wick, and carefully pressing to ensure wick is secure.
- 6) Using both hands, carefully roll candle. Apply gentle pressure, enough to get a tight roll, but not so much as to crush comb. Watch the bottom edge to make sure it stays straight. If it begins to crook, unroll and start again.
- 7) Once candle is rolled, heat edge and carefully press down to seal.



BEESWAX MODELING CLAY

Make this as a craft, or have a batch made up so students have something to do while they're waiting to make beeswax candles.

Supplies:

- 1 lb. beeswax
- 5 tablespoons olive oil
- 4 teaspoons lanolin
- Crockpot or double boiler
- Muffin tin
- Muffin liners

Instructions:

- 1) Melt beeswax in Crockpot or double boiler.
- 2) Mix in olive oil and lanolin.
- 3) Once cool, take a spoonful, warm in your hands, and check for suppleness. If crumbly, add more olive oil and lanolin. If sticky, add only olive oil.
- 4) If you want to color your modeling wax, reheat and add color.
- 5) To divide modeling beeswax, pour wax into muffin tin lined with muffin liners.
To play with the modeling wax, warm it in your hands until soft and pliable.

Rotations – Day 3

Simulation station:



DYNAMIC FARMING

Adapted from the ELCA World Hunger Toolkit on Animals and Hunger.

Lesson focus: Learn how animals create sustainability, security and opportunity for families.

Supplies:

- Dry beans or other small object for currency
- Cards featuring pictures of the various animals and assets available for purchase (chickens, goat, pig, cow, education). You will need enough cards for each person or team to have one, with a few extra goat and education cards. See the sheet below.
- Coin to flip

Instructions:

This game is designed so that participants may play either individually or in teams of two. With a group of 4-7 players, participants can play individually, though with 8 or more participants, teams might be a better option. The narrator will be the one facilitating the game and passing out the beans. Try to go around the table in the same order each time.

Each player starts with five dry beans (as objects for currency) and is informed that with a decent harvest this year the amount of land they currently have will feed their family.

Read aloud:

Hello farmers! You will be playing a game that highlights some significant events in the life of your farm and family. You will have to make some decisions along the way. The objective is to make the best decisions you can to maintain or increase your number of beans. If you happen to run out of beans you will have to rely on the generosity of your neighbors.

1. **Season one:** This was a great crop year! You even have more food than you need for your family this year. You have two options: Keep the food and keep extra for disasters ahead, or take the extra to market and hope you can sell them.
 - a. If you decide to keep the extra for yourself, you get one bean.
 - b. The other option is to try to sell the crops, but because it was a good year, there are a lot of crops in the market so you may not be able to find anyone to buy your crops. To determine if you can sell your crops, you flip a coin. If it's heads, you can sell, so you get two beans. If the coin comes up tails, you cannot sell, and you lose a bean.
2. **Season two:** A group in your community decides to create a co-op (a co-op is a group of people who help each other and share what they earn). Joining the co-op will mean easy access to animals. To join, pay two beans and receive 10 chicks. These chicks will lay eggs that can be used for food or sold at market. (If a player does not join at this time, there will be an opportunity to purchase animals at a later time.) (The presenter hands out a "chicks" card to each member who buys into the co-op.)

Rotations – Day 3

3. **Season three:** Another good crop year! Once again you have two options for the crops, keep them yourself or sell them at market. For those who have chicks, they have grown into chickens and now lay eggs.
 - a. Award one bean to each player with chickens.
 - b. If you do not want to take the crops to market, you get one bean.
 - c. The other option is to try to sell the crops, but because it was a good year, there are a lot of crops in the market so you may not be able to find anyone to buy your crops. To determine if you can sell your crops you flip a coin. If it's heads, you can sell, so you get two beans. If the coin comes up tails, you cannot sell, and you lose a bean.
4. **Season four:** Your oldest daughter is ready to enter school, but her education will cost three beans. Will you send her to school? If you choose to do so, give up three beans.
5. **Season five:** ELCA World Hunger is working with a local congregation, and the members of your co-op will each receive a goat and learn new skills for farming. Goats are adaptable to many climates and provide milk, which can be made into cheese or yogurt and sold at the market. Your chickens are also growing in number and producing more eggs. Non-co-op members, would you like to purchase chicks for two beans?

(The presenter hands out a goat card to the co-op members and gives a chicks card to those who decide to purchase chicks.)
6. **Final season:** This was a good crop year. Again, you have two choices: Keep the crops or sell them at market.
 - a. Award one bean to each player with chicks, and another bean for each goat.
 - b. If you do not want to take the produce to market you get one bean.
 - c. The other option is to try to sell the crops, but because it was a good year, there are a lot of crops in the market so you may not be able to find anyone to buy your crops. To determine if you can sell your crops you flip a coin. If it's heads you can sell, so you get two beans. If the coin comes up tails, you cannot sell, and you lose a bean.
7. Your neighbors who did not join the co-op have been struggling in recent years and have not been able to educate their children. It's time to add up your assets to see what you have. Count each bean as one unit. Chickens are worth another bean and each goat is worth two beans. The value of education is difficult to calculate. The investment in education is a long-term investment that is a significant asset. Through education, children have more opportunities than they would otherwise — like going to college, getting professional training, perhaps most significantly, the chance to break the cycle of poverty. Count an education card as three beans, but know that the value extends far into the future.

Questions for discussion:

- Would you be willing to share with your neighbors? If so, what would you share, beans or animals?
- At what point in the game did you feel like you had enough beans, or not enough?
- What did you notice about the amount of time that it took to see the animals you bought pay off?

Rotations – Day 3



BONUS ACTIVITY: COMMUNITY ENGAGEMENT

Bees

Learn:

Beekeeping is a growing hobby. Chances are good someone in your congregation knows, or is, a beekeeper. Invite a beekeeper to speak about beekeeping, how they got into it, what they like about it, etc. You can also go to beeculture.com/find-local-beekeeper/ for a link to beekeeping groups in your area.

Act:

Plant flowers on your church grounds or at a park (get permission) to provide pollinators for bees and other insects. Check with a nursery for plants that are native to your area.



Rotations – Day 3

Storyteller



*What do bees make you think of?
(Allow time for answers – e.g. flowers, buzzing,
stings, etc.)*

*Bee stings can hurt, but did you know bees can help
us, too?*

*What are some ways that bees help us?
(Allow time for answers – e.g. making honey,
pollinating flowers)*

Did you know that bees can help people who are hungry get enough food to eat? Well, they do! In fact, our church is helping people around the world learn to take care of bees. When people don't have enough money to buy food, their families can go hungry. But bees can help change that.

In a country called Hungary in Europe, seven families are learning to raise bees. They are part of a group called the Roma. The Roma are some of the poorest people in Hungary, but they are also creative and hard-working. The families our church helps are using their creativity and hard work to raise their own food and to make things they can sell for money to feed themselves. They have gardens to grow plants, and they are raising chickens and bees.

What do bees make? (Honey!)

Bees make honey, and the bees the Roma families take care of make a lot of honey. They call their honey Golden Manna, and they sell it to make money. That helps them buy food, clothes, and other things they need. Last year, the families had 25 beehives, and they made over 660 pounds of honey! That's almost as much as a grizzly bear! What they don't sell, they can keep and eat.

Show the children pictures provided on the next page.

1. Beehives

- a. Here are some of the hives that the families keep the bees in. The bees make the honey in these hives, and then beekeepers collect the honey when it's ready.

2. Men by beehive

- a. Here are two people by the hives. Why do you think they are wearing nets and long sleeves? (To keep from getting stung!) Beekeeping is hard work, but it's important work. The people take care of the bees, and the bees take care of them. The bees provide honey and help the plants in the gardens grow. They spread pollen from one plant to another. This helps the plants make seeds so new plants can start.

3. Jars of honey

- a. Here's the Golden Manna honey that the people collect. Did you know that honey never goes bad? It can last for years! The people can sell it to make money, or they can keep it and eat it themselves.

Our church helps support this work when we give our offerings to ELCA World Hunger. We don't give them bees, but we give them money to get bees, special clothes to stay safe when they work with the bees, and other things they need to keep the bees healthy and making honey.

God made the whole world, including us and bees. When we are working together, animals, insects and people take care of each other and enjoy all that God has made.

PRAYER

Dear God, thank you for flowers, for bees, and for our neighbors around the world. Please be with the Roma families and help them keep their bees and themselves healthy. Thank you for creating a world with sweet things we can enjoy. Help us make sure everyone can enjoy all your gifts, too. Amen.



Large group closing

Talking together – A review of the day

Welcome the children (and adults!) to the closing time for “God’s Good Creation.” Invite them to share with the group what happened during the day.

Questions to ask:

- *What was your favorite part of today?*
- *What was one new thing you learned today?*
- *Did you teach a new thing to someone else?*
- *What will you share with others when you get home?*



RETURN TO KEY VERSE

Ask if anyone can remember all or part of the key verse for the day.

Key verse: “Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.”

– 1 Corinthians 12:4-6

Questions to ask:

- *What did you learn about the different ways we can use our gifts to serve God?*
- *What did you learn about how you can use your skills and gifts to end hunger?*



PRAYER AND SENDING

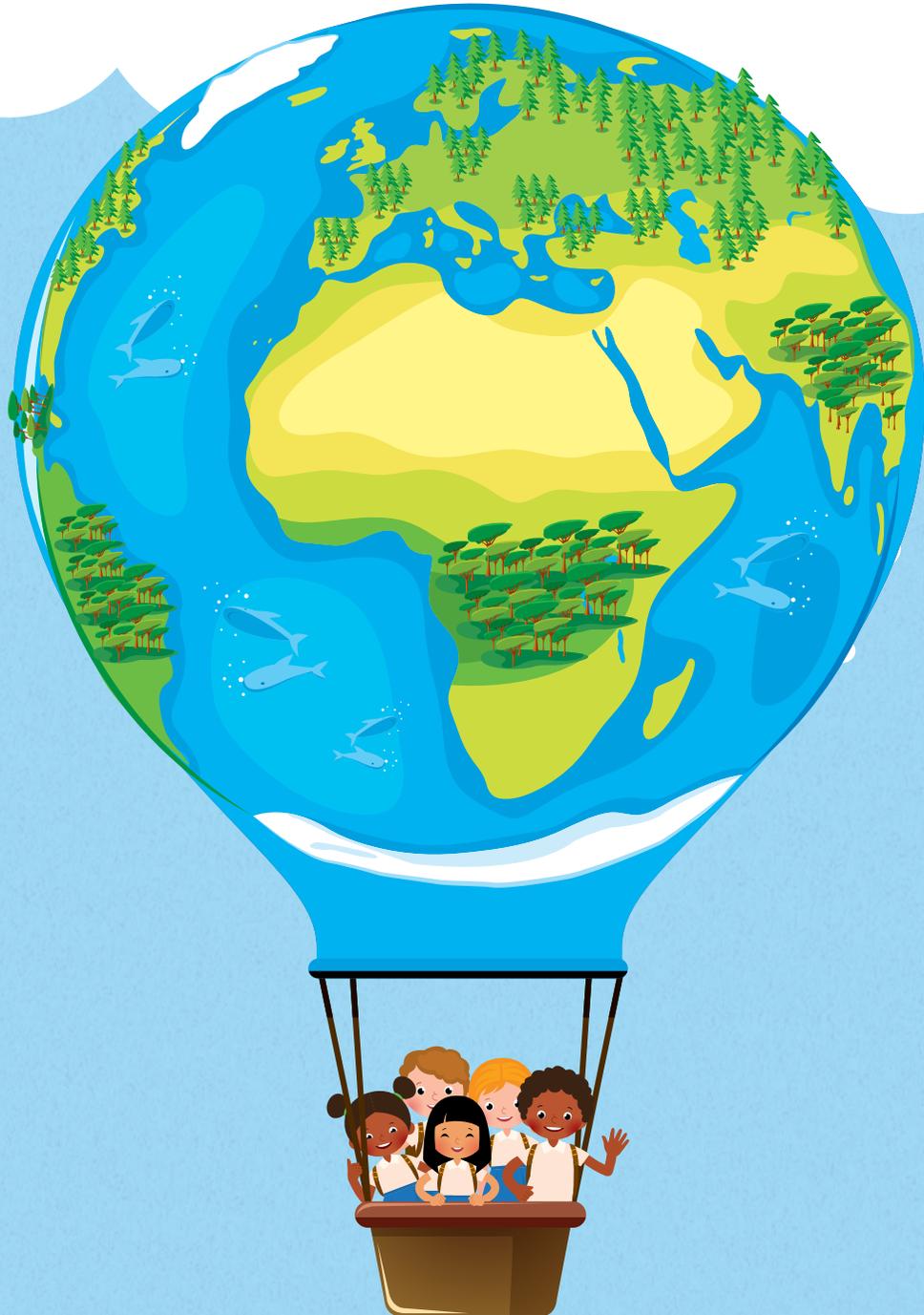
Gracious God, thank you for giving each of us different gifts and talents. Help us to use the ways you have blessed us to bless the world. Amen.

Close with any final announcements or reminders.



DAY 4

Jesus Uses Us



Large group opening

Welcome and prayer

Welcome the children (and adults!) to the fourth day of “God’s Good Creation.” Now is a good time for any announcements or to refresh any building and grounds information, safety, or other tips that still need highlighting. This would also be a good time to invite the children to share highlights from the previous day and to briefly introduce the theme for Day 4.



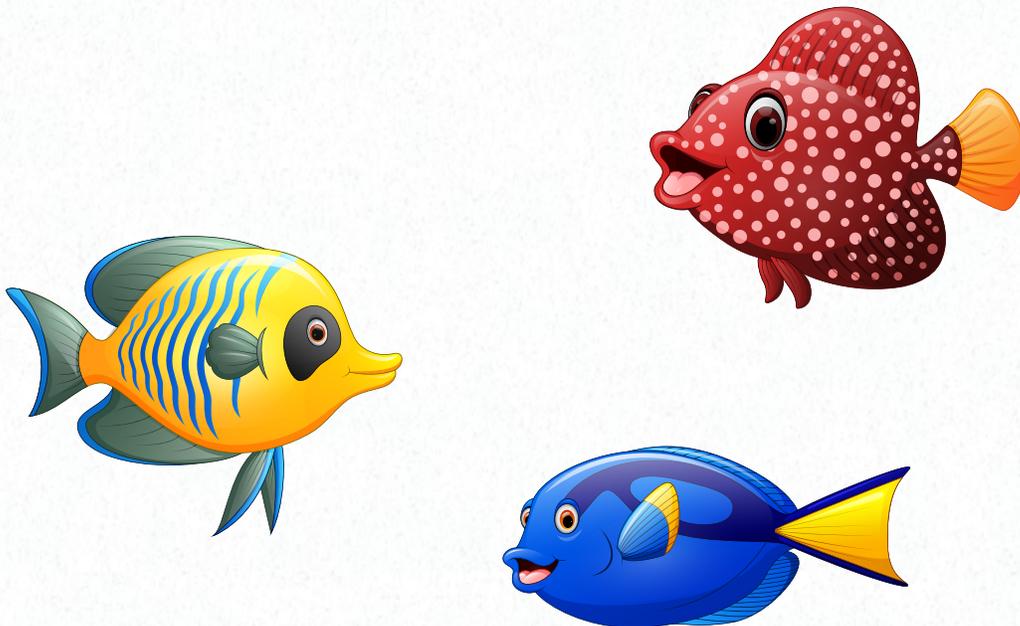
OPENING PRAYER

God of new life, thank you for bringing us together for this new day of learning about you. Be with us today in our play and in our work. Show us how to work together to bring about your kingdom. Amen.



INTRODUCTION TO THE DAY 4 THEME AND BIBLE VERSE

The theme for today is “Jesus uses us to bring miracles to life.” In the feeding of the 5,000 in Matthew, Jesus used the disciples to carry out his miracle. And as we hear in our key verse for today, Matthew 14:20, “And all ate and were filled; and they took up what was left over of the broken pieces, twelve baskets full.” As we move further into learning about world hunger, today’s activities will help us think about how God is using us to help solve the problem of hunger.





OPENING SKIT

Character: Blub the Fish

Costume suggestions: A water-colored shirt such as blue or green. Also, the person should hold their hands on their cheeks like fins.

Emcee (E): Hello. Here we are again at this our fourth awesome day at “God’s Good Creation.” Our awesome partner today is Blub the Fish. Let’s give a big hand to Blub!

Blub (B): Blub, blub, blub. Hello there! How are you all doing today? I’m so happy you’ve invited me here to talk about the work I do with ELCA World Hunger.

E: Hi, Blub. We’re glad to talk to you, too! Tell us about yourself. What do you do for ELCA World Hunger?

B: I represent a collective of fish. So it’s not just what I do for ELCA World Hunger, it is what my TEAM and I do for ELCA World Hunger.

E: Oh, wow, awesome. OK then, can you tell us more about your team?

B: I would be happy to! I’m proud to represent a collective of fast-growing fish. A fish farm, if you will. ELCA World Hunger partners with a community to build a good fish pond and stocks it – that’s a fancy term for fills it up – with a few fish. The community also receives some fish food to care for the fish as they grow. The fish chosen for this important work are fish that grow big and quickly. I, myself, am a tilapia. Soon the pond is just teeming with fish. Enough to feed a whole community with good, healthy fish protein. We fish are full of omega-3’s, and we are super good for you.

E: Wow, so you’re not a one-time fix, you are a gift that keeps on giving!

B: You’re right. When I think about us fish, it always reminds me of a story about Jesus. Mind if I tell it?

E: We love to hear about Jesus here at “God’s Good Creation”! Tell away.

B: OK, great! So, in the Gospel of Matthew there is a story about how Jesus was walking along the shore of the Sea of Galilee, and this whole crowd followed him. When Jesus saw them, he wanted to help them, so he started

teaching them and healing their sick. When it started to get late, the disciples came to him and were like, Jesus, you’ve got to send these people away so they can get some food. But Jesus said to them, “You give them something to eat.”

E: Jesus told the disciples to give them something to eat? But I thought you said this was a big crowd and they were off in the wilderness. What could the disciples feed them?

B: That’s what the disciples said! They were like, Jesus, all we have is five loaves of bread and two fish. There’s no way that will feed all these people! But Jesus had them bring him the food, and then he blessed it, broke it, and gave it to the disciples to give to the people. And you know what! There was enough food for everyone! In fact, there was so much food that after the people had eaten their fill, the disciples went back and gathered up the leftovers and there was enough to fill 12 baskets – 12 baskets! All from just five little loaves and two small fish!

E: I get it. Like Jesus took a few fish and made enough for a crowd, you start out as a few fish and make enough for a whole community!

B: Yep, the miracle itself is pretty cool. But you know what my favorite part of the story is? My favorite part is how Jesus used the disciples to carry out the miracle. Jesus didn’t just take the food, wave his hands over them, and ta-da, more! Jesus blessed the food and gave it to the disciples to pass out. It was Jesus’ miracle, but the disciples got to be a part of making it happen. Our fish collective is like that. When a community first gets us, we are not enough to help them, just an empty pond and a few baby fish. But with the help and training they get from ELCA World Hunger, the community cares for us and feeds us, so we become enough not just to feed a few people, but to support the community long into the future. Every time they go to the pond, there we will be, ready to feed their bodies and their souls. We are Jesus’ miracle, through their own hands.

E: Thanks for telling us that story, Blub. That’s a great reminder for us too, that when we are doing this hard work of partnering to end hunger, that Jesus is always with us, offering us spiritual food to nourish our souls as well as physical food to make our bodies strong!

B: You’re welcome. Have a great day learning and growing together! I’ve got to get back to the fish farm. All this talk about food is making me hungry! By the time I get back, the people in the community should have the fish food all ready for me. Good-bye! Blub, blub, blub.

Family time

Lesson focus

The ELCA's tagline, "God's work. Our hands." is displayed in the work of ELCA World Hunger. God has given us a solution for ending hunger, and that solution is us working alongside others.



OPENER: HANDS ONLY GAMES

The best tools we have are with us all the time at the ends of our arms, our hands! Open family time by playing a couple of games where the only thing required is hands.

Thumb wrestling

In pairs, clasp hands so your fingers curl together and your thumbs face each other, pointing up. Chant together, "one, two, three, four, I declare a thumb war." Then, using only your thumb, try to pin the other person's thumb to their hand before they can pin yours. Play a few rounds against different opponents, or set up a quick tournament with winners playing each other to determine a thumb wrestling champion.

Odd or even

A twist on rock, paper, scissors. In pairs, players stand facing each other with one hand in a fist. One player calls "odd" or "even," then chants, "one, two, three, shoot." At the call of "shoot," both players hold out any number of fingers. If the total of the fingers on both players' hands matches what was called, the player who called wins. If not, the other person wins. For example, on an "odd," if player one held one finger and player two held two, the total number of fingers is three, and the caller wins.



ENGAGING SCRIPTURE

Matthew 14:14-21

In the opening time today, Blub the Fish told a story about Jesus feeding a huge crowd. The story Blub told comes from Matthew 14:14-21. Read the story together as a family group.

Questions:

- How do you think the disciples felt when they realized it was getting late and all the people were hungry?
- How do you think the disciples felt after Jesus told them in verse 16 it was their job to feed all those people?
- How do you think the disciples felt at the end of the story when they looked at all the people they had given food to and realized all those people had eaten their fill and there was still food left over?
- The ELCA's tagline is "God's work. Our hands." What does it mean to you to do God's work with your hands?
- When have you done God's work? (Encourage a wide variety of answers, everything from helping in a food bank to helping a little sibling with homework to smiling at someone who was sad.)
- How is ELCA World Hunger doing God's work through our hands?



CLOSING PRAYER

Dear Jesus, thank you for using us to do your work in the world. Help us as we learn and play today to look for ways to use our hands, feet and hearts to share your love with the world. Amen.

Rotations – Day 4

Games



WATER GAMES

This water version of Duck, Duck, Goose uses fries (baby fish) and fish. The players sit in a circle facing inward. One person is “it.” The person who is “it” walks around the outside of the circle with a cup of water. As they pass each player, they drip some water on the player’s head calling each “fry.” When they say, “fish” they pour the rest of the water on the selected player’s head. The “fish” gets up and tries to tag them, while they try to run around the circle and sit back in the place where the fish was sitting. If “it” succeeds, the “fish” becomes “it,” and the game starts over. If “it” gets tagged, they remain it.



WATER-BALLOON TOWEL VOLLEYBALL

Pairs of two players stand holding a beach towel between them. Pairs take turns lifting the edges of towel at the same time to toss a water balloon to another pair, who try to catch the water balloon in their towel.



FILL THE CUP

Supplies:

- Two buckets of water
- Two small plastic cups with a pin-sized hole poked in the bottom
- Two larger plastic cups

Divide the group into two teams. Teams stand in a line. At the head of each line is a bucket of water with the small plastic cup in it. Place the larger cup a distance away. At the signal, the first person in each line must fill up the small cup, hold it on top of their head, run to the larger cup, and pour the remaining water into the cup. Since there are holes in the cup, water will spill out as they are running. They then run back, hand it to the next person in line, and go to the end of the line. The first team to fill their cup is the winner. Alternative: Instead of the larger cup sitting on the ground, you can have a person lying on the ground holding the cup on their stomach.

Rotations – Day 4

Snack



FISH PONDS

Ingredients:

- Water (boiling, cool and ice)
- Berry-blue flavor gelatin
- Vanilla wafers - coarsely chopped
- Fish-shaped gummy candies

Directions:

- 1) Make gelatin according to directions on packet.
- 2) Refrigerate gelatin 15-20 minutes until set but not yet firm.
- 3) Stir vigorously to create bubbles.
- 4) Place chopped wafers in clear plastic cups; cover with cooled, stirred gelatin.
- 5) Refrigerate until set, one hour or more.
Add fish-shaped gummies before serving.



GOAT CHEESE AND CRACKERS

Ingredients:

- Celery sticks
- Cream cheese
- Goldfish crackers

- 1) Fill celery sticks with cream cheese.
- 2) Line goldfish crackers along cream cheese stream.

Craft



PAPER-BAG FISH

Supplies:

- Paper lunch sack for each person (plain or colored)
- Stuffing - plastic grocery bags, crumpled newspaper, junk mail, recycling paper, etc.
- Pipe cleaners
- Decorations - markers, glue, yarn, glitter, googly eyes, sequins, etc.

Directions:

- 1) Stuff sack half-full with stuffing material.
- 2) Twist pipe cleaner above stuffing to form the body and tail.
- 3) Decorate!

Rotations – Day 4

Simulation station:



WALK FOR WATER

LESSON FOCUS: Learn about the difficulties people around the world have in accessing safe drinking water and how our church can help.

Supplies:

- ELCA World Hunger Walk for Water Do-It-Yourself Track Experience (available for download under the resource tab at ELCA.org/hunger)
- Materials to lay out a 528-foot track (cones, chairs, chalk, etc.)
- Jugs
- Five colors of yarn or ribbon

The ELCA World Hunger Walk for Water Do-It-Yourself Track Experience is geared toward students in junior high and above. Here are some suggestions to tailor the activity to younger participants.

- Have different-sized jugs available – The standard jug size families would use to carry water is 5 gallons, about 41.5 pounds. Have a 5-gallon jug available so participants can see it, but have smaller jugs that are more manageable for smaller participants. For example, a 1-gallon milk jug, or even pop bottles or water bottles may work better for really young participants. You can order 5-gallon jugs here: amazon.com/Scepter-04933-Water-Can-5-Gallon/dp/B000MTIOGA/.
- Travel in family groups – The track requires a lot of reading. Travel as a group and invite participants to read the signs aloud to each other, or have an adult read them aloud. Another idea is to have

adults in the places where you might put a sign. They can then read the printed pages of signs and narrate the experience for participants.

- Rather than run all five tracks, run one track to save time. Pick a track that fits well with your context. For example, if you are in the Midwest, participants may be familiar with the Flint, Mich., water crisis. Or you may want to pick a story from an area close to where your synod's companion synod is located.
- To keep the activity in the allotted timeframe, either leave out the health clinic or have the signs available separately for people who finish early to read on their own time.



BONUS ACTIVITY: COMMUNITY ENGAGEMENT

Learn:

Invite someone from your public works department or water department to talk about water in your community. Or, you can invite someone from a park or recreation area to talk about local rivers, lakes, streams, etc. You can also visit the Environmental Protection Agency's Surf Your Water website (cfpub.epa.gov/surf/locate/index.cfm) to find your watershed, groups involved in caring for your watershed and watershed quality data.

Act:

Clean up a local stream, beach or river. Or pick up trash around a park or neighborhood, as rain can carry any trash into the watershed.

Rotations – Day 4

Storytelling



*What is your favorite kind of fish to eat?
(Allow time for answers. Bear in mind that some children may not like fish.)*

*What if you had to be a fish?
What kind of fish would you be?
(Allow time for some humorous responses.)*

*If I had to be a fish, I would be a ...
(Offer your own response, and tell the children why.)*

*Have any of you gone fishing?
Did you catch anything?*

Sometimes, when people tell stories about the fish they caught, they “remember” the fish being larger than it actually was. Maybe they caught a small fish, like a sunfish, but when they tell the story later, it sounds like they were wrestling with a whale! We call that a “fish story.” A “fish story” is a story that makes a problem or a success seem bigger than what it was. “Fish stories” aren’t usually true. But today I want to tell you about a “fish story” that is true.

Our church is working with a church in a country called Malawi. In Malawi, many of the people are farmers, and they grow their own food and make money to buy the things they need by raising vegetables and animals. But what do you think happens when their plants don’t grow? (Allow time for response – “They don’t have enough to eat.”) That’s right; they can go hungry. About half of the people who live in rural areas in Malawi have a “hungry season” every year, when they don’t have enough to eat.

The Lutheran church in Malawi, with some help from the ELCA, is working with families to build fish farms – big ponds that are stocked with fish. The families learn how to take care of the fish, how to prepare them so they can eat the fish, and how to sell the fish so they can get money and food during the “hungry season.” The ponds are full of fish, and the fish are full of protein and vitamins that the people need. The ponds are also filled with water, which means the farmers can use them to water their vegetables.

This year, 10 families were helped by the project in just one community. But do you know how many the church in Malawi hopes will be helped within the next couple of years? Two thousand! That’s a lot of families. And a lot of fish!

Fish are important in church. Can you think of a story from the Bible or a place in the church where we see or hear about fish? (If you have vestments available with fish depicted, this is a great place to show the children.) Early Christians would sometimes draw a fish to let other people know they were Christian. They would draw it in sand or on walls in early churches. Fish remind us of what Jesus said to the first disciples – “I will make you fishers of people.”

Fish are still important to the church today but not just as drawings. By teaching people about fish, the church in Malawi, with support from our church, is working to end hunger and make sure everyone has enough to eat and live.

You can show the picture on the next page to the children. It is of people fishing in Malawi.



Paul Jeffrey/ACT

Large group closing

Talking together – A review of the day

Welcome the children (and adults!) to the closing time for “God’s Good Creation.” Invite them to share with the group what happened during the day.

Questions to ask:

- *What was your favorite part of today?*
- *What was one new thing you learned today?*
- *Where did you see God at work today?*
- *What will you share with others when you get home?*



RETURN TO KEY VERSE

Ask if anyone can remember all or part of the key verse for the day.

“And all ate and were filled; and they took up what was left over of the broken pieces, twelve baskets full.” – Matthew 14:20

Questions to ask:

- *What did you learn about how God uses us?*
- *How do you feel God is using you?*



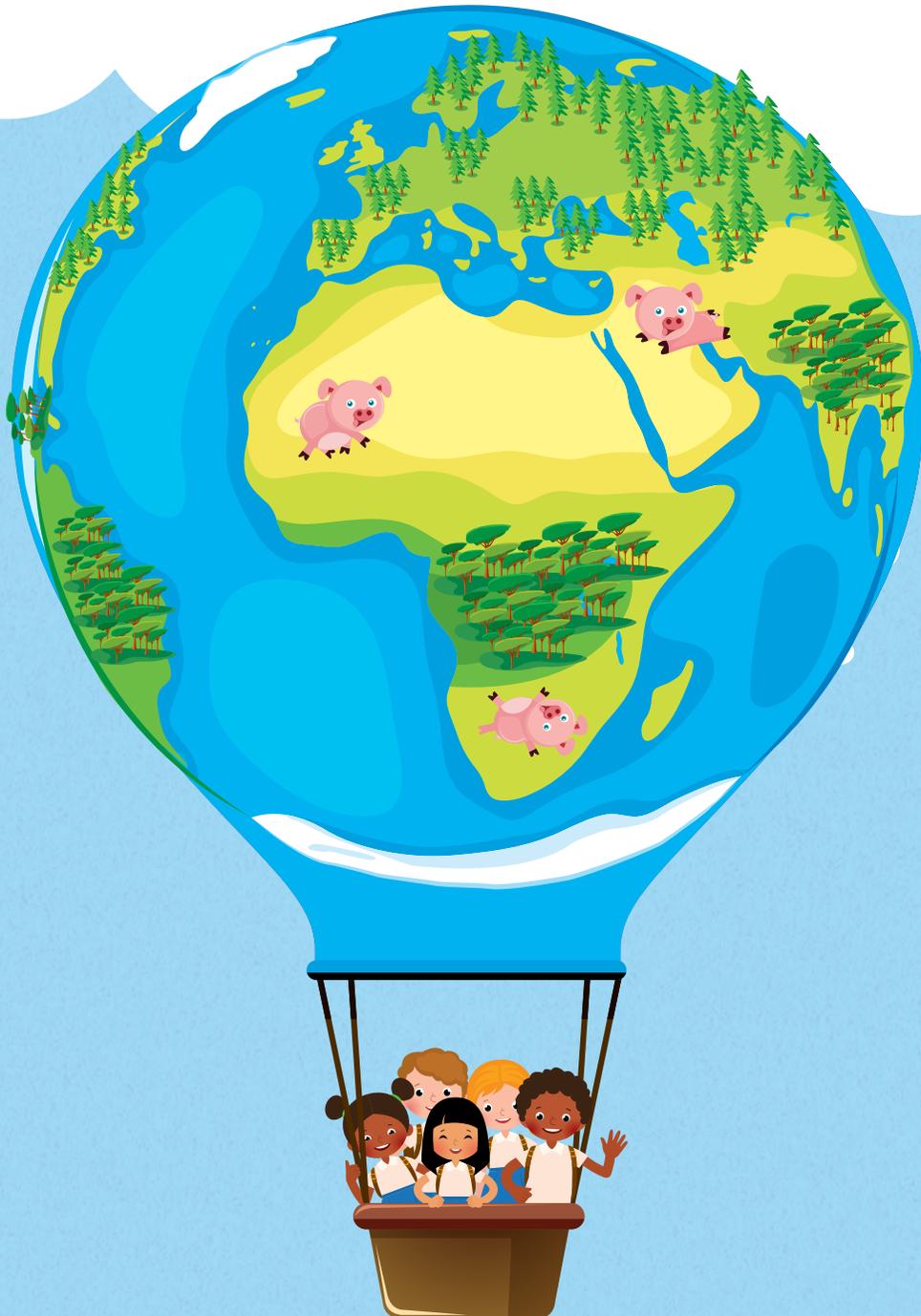
PRAYER AND SENDING

Almighty God, thank you for using us to be your hands and feet in the world. As we go forth today, send us out to be your voice and heart. And bring us back again tomorrow to grow closer to you. Amen.

Close with any final announcements or reminders.

DAY 5

Working Together



Large group opening

Welcome and prayer

Welcome the children (and adults!) to the final day of “God’s Good Creation.” If you have any special announcements related to the last day, you can introduce them now. Now is also a good time to refresh any building and grounds information, safety or other tips that still need highlighting. This would also be a good time to invite the children to share highlights from the previous day and to briefly introduce the theme for Day 5.



OPENING PRAYER

God of creation, thank you for the amazing community you have created among us. Bless us today in our learning and laughing and playing. Open our hearts to learn how we can take all the new things we’ve learned and share them with the world. Amen.



INTRODUCTION TO THE DAY 5 THEME AND BIBLE VERSE

The theme for today is “Working together we can change the world.” Today is all about bringing everything together and putting it into action. The key verse for today is Ephesians 4:11-12, “The gifts God gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for ministry, for building up the body of Christ.” All of today’s activities are about action, showing us how we can build up the body of Christ.





OPENING SKIT

Character: Porsche the Pig

Costume suggestions: A pig nose, pink shirt and a curly tail made out of a pipe cleaner. Porsche is a very high-society pig, so pearls, a fancy brooch and an elegant scarf would be complete the look.

Emcee (E): I can't believe today is our final day at "God's Good Creation." I hope you have had as much fun as I have meeting all our awesome partners. Can anyone tell me who are some of the partners we've met, and how they help us end hunger? (Formless Void, Chick, Cluck, and Steve the chicks, Buzz the Bee, Blub the Fish). I feel pretty confident we can end hunger with this great team by our side.

Today I have another VERY special guest for us. Everyone put your hands together for the one, the only, Porsche the Pig.

Porsche (P): Hello, hello. Thank you for the warm welcome. How lovely to see all you fine people gathered here to welcome and admire me, Porsche, the elegant pig.

E: You are quite elegant. I don't want to sound rude, but I kind of always thought of pigs as dirty. You know, like a muddy pigpen. I can't say I ever pictured a pig with pearls.

P: Yes, well, people always think of pigs as dirty, because we roll in the mud to keep cool. But I don't like to think of it as dirty, I like to think of it as a spa treatment. You humans pay good money for mud baths. Why should we pigs view our mud as any less glamorous.

E: That is a fair point. Porsche, we're here today to learn about some of the animals ELCA World Hunger partners with to help end hunger. What can you tell us about how pigs help? I'm guessing it's not by offering expensive spa treatments.

P: Oh, no, no, that's silly. Pig spas are very exclusive, for pigs alone. We help in more direct ways. Have you ever heard of a piggy bank?

E: Of course, a piggy bank is a little bank that you can keep coins in to save them for later. Some are shaped like pigs, but they can be shaped like anything. We made goat banks earlier this week!

P: Well, we pigs are where the concept of piggy banks came from.

E: I'm confused? I can't exactly stick a coin in your back. Do you eat money? If I shake you, will money come out?

P: No, use your imagination. You know how money banks work, right? If you put your money in a bank, the money generates interest and grows. We're like an investment bank. People put their "money" into us by feeding us, caring for us, and providing us lots of good mud to roll in. And in exchange for their investment, we grow. A full-grown pig can reach 200 pounds! We will sell at the market for way more than the cost to care for us. And a female pig, like myself, can also give birth to piglets, which can be sold for more money or can be shared with friends and neighbors. We're like savings accounts on hooves.

E: I'd never thought of it that way! That's kind of like how goats work, or chickens, or bees, or even fish, but at the same time, totally different. I never thought about how many ways there are for animals to help end hunger!

P: You know, it reminds me of a Bible verse from Paul's letter to the Ephesians. Paul said, "The gifts [Jesus] gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for ministry, for building up the body of Christ." The job is the same, building up the body of Christ, but it takes a lot of different people doing different things to get the job done. There is no one-size-fits-all way to serve God, just like there is no one-size-fits-all way to end hunger. Jesus uses all of us to build up the kingdom. And this work isn't just about us building. What this verse shows us is it's also about building up others. Blub talked about it a little bit yesterday, but it's true for all of us. We are not the solution to hunger, but us partnering and supporting our human friends is what does it. We're not just solving hunger; we're changing the economy of the whole family and community.

E: Wow, that just about sums it up right there! Thanks Porsche, for that great wrap up of the whole week! Maybe they should have just hired you to be the emcee.

P: Oh, you're too nice. Don't be silly. There's a role for everyone in the kingdom of God. And your role is straight man. Every good-buddy comedy needs a goofy buddy.

E: Thanks, I think ...

P: You're very welcome, more than welcome. I must be going now. It's getting on time for my midmorning roll. I like to get a good mud layer in early in the day. It's good for the complexion, you know. Goodbye all! Have a wonderful last day at "God's Good Creation"!

E: Bye.

Family time

Lesson focus

A big problem, like world hunger, is not a problem we can tackle on our own. But one thing we can do is teach others, so they can join in the solution, and together we can do more.



OPENER: FOLLOW THE LEADER

The participants sit in a circle. One person stands in the middle; they are the “guesser” for the first round. The guesser either closes their eyes or steps out of the room for a minute, while the “leader” is selected. It is important that everyone know who the leader is. When the guesser returns, everyone will be doing the same repetitive motion. They can be clapping, snapping, waving their arms, whatever. At various points, the leader will switch the motion, causing the rest of the group to also switch to the new motion. The guesser’s job is to try to guess who the leader is. Once the guesser correctly guesses the leader, the guesser sits down, and a new guesser and leader are chosen.



ENGAGING SCRIPTURE

Ephesians 4:11-12

Ephesians Chapter 4 starts with Paul encouraging the people of Ephesus to “lead a life worthy of the calling to which you have been called.” God has given us these gifts, this calling. God already knows we can do it; we can be encouraged by God’s faith in us to try new things. During the opening, Porsche talked about how part of our calling is lifting up others. Equipping the saints, Paul called it.

Questions for conversation:

- *What are some ways you can lift up others to reach their best? (For example, encourage someone, teach a new skill, help a younger friend or sibling.)*
- *This week, we’ve been learning all kinds of new things about world hunger and how we can help end it. How could you equip others to be part of the work of ending hunger?*
- *What gifts have you seen in each other this week? (Encourage group members to affirm the gifts they’ve seen in each other.)*



CLOSING PRAYER

Dear God, thank you for giving us all different gifts. Help us to develop the gifts of others so that, together, we can share your love with the world. Amen.

Rotations – Day 5

Games



COOPERATIVE GAMES

See how well you can work together to accomplish these activities. Compete against another team or just try to beat your own time.



BALLOON CATERPILLAR WALK

Start in pairs. Each pair stands one person behind the other, facing the same direction, with a balloon held between the back of one person and the chest of the other. Without using their hands, pairs must work together to walk a set distance without dropping the balloon. Once a pair has succeeded, have them pair up with another pair and see if they can complete the walk with three people, then with four. Progress to see if you can walk with your whole group.



HUMAN KNOT

Players stand in a tight circle. If your group is large, you may want to break into smaller

groups of five or six. Everyone reaches their right hand into the circle and grabs the right hand of another player. Players cannot grab the hand of the person next to them. Once everyone has the right hand of someone else, players then reach their left hand into the circle and do the same thing, again not taking the hand of the person next to them. The goal of the game is to untangle the knot without letting go of anyone's hands.



PERFECT SQUARE

Tie a knot in a long rope so it forms a circle. Have the players stand in a circle holding the rope. Blindfold players and instruct them to form the rope into a square on the ground without removing their blindfolds. For added difficulty, a couple of players can be required to remain silent during the activity.



DON'T LET IT DROP

Players work together to keep a balloon in the air. There are only three rules. #1 - Players cannot touch the balloon with their hands or arms. #2 - No player

can touch the balloon twice in a row. #3 - All players must touch the balloon at least once.



FILL THE CUP

Supplies:

- Two buckets of water
- Two small plastic cups with a pin-sized hole poked in the bottom
- Two larger plastic cups

Divide the group into two teams. Teams stand in a line. At the head of each line is a bucket of water with the small plastic cup in it. Place the larger cup a distance away. At the signal, the first person in each line must fill up the small cup, hold it on top of their head, run to the larger cup, and pour the remaining water into the cup. Since there are holes in the cup, water will spill out as they are running. They then run back, hand it to the next person in line, and go to the end of the line. The first team to fill their cup is the winner. Alternative: Instead of the larger cup sitting on the ground, you can have a person lying on the ground holding the cup on their stomach.

Rotations – Day 5

Snack



HAYSTACKS

These tasty treats look like the sort of high-class mud a fine pig like Porsche would love.

Ingredients:

- 1 package chocolate chips
- 1 package peanut-butter chips
- 2 to 2½ cups chow mein noodles or pretzels

Directions:

- 1) Combine chocolate and peanut-butter chips in a small saucepan and heat over medium heat while stirring until just melted.
- 2) Remove from heat and mix in noodles or pretzels until fully coated.
- 3) Drop by spoonful onto a sheet of wax paper. Refrigerate until chocolate hardens.



EAT YOUR WAY DOWN MEMORY LANE

Revisit any of your favorite snacks from earlier in the week. This is a great way to use up leftovers.

Craft



PIG SNOUTS

Supplies:

- Cardboard egg cartons
- Pink paint
- Black paint
- Stapler
- Elastic cord

Directions:

- 1) Cut apart cardboard egg cartons into individual egg cups.
- 2) Paint outside of egg cups pink.
- 3) Paint nostrils on egg cup.
- 4) Attach elastic cord with stapler.



PAPER-PLATE ADVOCACY

Help participants share their knowledge of world hunger with a paper-plate advocacy project with the congregation. In the simulation station, participants will get to write their own paper-plate advocacy letters. During crafts, decorate paper plates to look like the animals featured this week. Have the plates available on Sunday morning for congregation members to write their own paper-plate advocacy letters.

Supplies:

- Paper plates
- Glue
- Construction paper

Directions:

Display examples of the animals featured and invite students to build off the ideas or make their own.



Rotations – Day 5

Simulation station:



PEOPLE IN ACTION

Lesson focus: All week we've been learning about animals in action to help end hunger. Write letters to public officials to become people in action, helping direct resources to help those in need.

Supplies:

- Non-coated paper plates
- Markers, pens, etc.
- Sample facts about hunger
- Chart paper for brainstorming

Directions:

All this week, you've been learning all about hunger, both around the world and in our own country and community. One way to be a voice for change is to share what you've learned with others. This includes helping neighbors and community leaders know that you care about hunger and poverty in your area.

As a group, brainstorm some of the things you've learned this week. Write the suggestions on a large piece of chart paper, so that everyone can see what ideas have been generated.

After you've finished brainstorming, invite participants to write or decorate paper plates to explain what they've learned. Explain that the plates are going to be displayed on Sunday to teach members of the congregation about ELCA World Hunger and the problems and solutions that are possible. There will also be paper plates available on Sunday for members of the congregation to

add their own paper plates. Then, after all the plates are gathered, the plates will be delivered to your members of Congress, state senator or representative, mayor (or where ever makes sense in your community), so that learning can be shared.

Delivering plates: If possible, try to hand-deliver the plates. If your state or federal legislator has a local office, call to schedule a meeting with them. Bonus: Invite high school aged volunteers to schedule and carry out the meeting. If your representative is not available, ask to meet with the staff person in charge of hunger and poverty, and ask them to deliver the plates for you.



BONUS ACTIVITY: COMMUNITY ENGAGEMENT

Learn:

Invite a local government official, member of Congress, state senator or representative, mayor, etc. to come and talk about poverty in your community and how they are responding to the problem.

Act:

Paper-plate advocacy! If a speaker is able to come, this would be a great time to deliver some of the paper plates.

Storyteller



(Use a prop of a piggy bank for this. You can use ELCA World Hunger's "pig banks" or you can use any piggy bank.)

What is this? (A piggy bank.) Why do you think they make banks shaped like pigs? If you had to invent a new bank, what kind of animal would you make it look like? (Allow time for some humorous answers.)

Did you know that having a real pig can be like money in the bank for farmers and their families? What kinds of things can a pig provide for families? (more piglets, meat) What can families do with these things? (sell or eat them)

In the country of Indonesia, our church is helping people get piglets that they can raise. We are working with a local organization to help families raise pigs and get enough money to support themselves. One of the people who got pigs was Lince. She is a mom with five children. Through the project, Lince got one female piglet and learned how to breed more piglets. That one pig gave birth to eight more piglets. Lince gave two of them to other families who will then breed more piglets.

How many were left? (six)

Out of the six that were left, Lince sold four of them. She used the money to pay for her children to go to school and to buy things like food. She even had some money left over to save!

So, she gave away two and sold four. How many were left? (two)

Now, Lince raises the first pig she received and the other two piglets. She calls them her "piggy bank" and hopes that they will have more pigs that she can sell so her kids can afford to go to school.

How did the pigs help Lince and her kids?

How did they help other people in her community?

Our church helps our neighbors around the world by working with them to find ways to get the food, education and other things they need. Sometimes, that means giving people food or clothing. In Indonesia, the organization we support helps people like Lince get piglets and learn to raise them so that they can take care of their families for years to come. The next time you see a piggy bank, think of Lince and her "piggy bank" and remember all the ways that God invites our church to walk with our neighbors around the world.

(Show the picture below of a recipient of a pig from the project).



(Close with prayer giving thanks for the project in Indonesia and asking God to bless the efforts of Lince and her neighbors.)

Dear God, thank you for all the wonderful animals you have made and for the many ways they help us. Thank you for Lince and her family and for the chance to learn more about her and to help her community. Be with her, her family, and their pigs, so that they can have all that they need and keep helping other people. Amen.

Large group closing

Talking together - A review of the day

Welcome the children (and adults!) to the closing time for “God’s Good Creation.” Invite them to share with the group what happened during the day.

Questions to ask:

- *What was your favorite part of today?*
- *What was one new thing you learned today?*
- *Where did you see God at work today?*
- *What will you share with others when you get home?*

For this final closing, invite the group to reflect on the whole week:

- *What was your favorite part of the week?*
- *What new thing did you learn about hunger this week?*
- *What made you excited this week?*
- *How will you share what you’ve learned with others?*



RETURN TO KEY VERSE

Ask if anyone can remember all or part of the key verse for the day.

“The gifts God gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for ministry, for building up the body of Christ.”
- Ephesians 4:11-12

Questions to ask:

- *What did you learn about how God uses us?*
- *How do you feel God is using you?*



PRAYER AND SENDING

Dear God, thank you for equipping us to share your love with the world. Help us take everything we’ve learned this week and share it with the world, so that working together we can end hunger and make sure everyone in the world can experience your abundant love. Amen.

Close with any final announcements or reminders.

Songs for “God’s Good Creation”

Theme song:

**JESU, JESU FILL US WITH YOUR LOVE
(ELW 708) 1, 2, 3**

Refrain:

**Jesu, Jesu,
fill us with your love,
show us how to serve
the neighbors we have from you.**

Kneels at the feet of his friends,
silently washes their feet,
master who acts as a slave to them.

Refrain

Neighbors are wealthy and poor,
varied in color and race,
neighbors are near us and far away.

Refrain

These are the ones we will serve,
these are the ones we will love;
all these are neighbors to us and you.

Refrain

Kneel at the feet of our friends,
silently washing their feet:
this is the way we will live with you.

Refrain

Great songbooks for children

Augsburg Fortress has published several songbooks containing kid-friendly songs. If you are not familiar with them, we recommend checking them out! Our vacation Bible school song recommendations come from these resources.

- Evangelical Lutheran Worship (ELW). Augsburg: Minneapolis. 2006. AugsburgFortress.org

- LifeSongs Songbook (LS). “LifeTogether: Revised Common Lectionary Resources for Christian Living.” Augsburg: Minneapolis. 1999. AugsburgFortress.org

- Worship & Praise Songbook (WP). Augsburg: Minneapolis. 1999. AugsburgFortress.org

GOD OF THE SPARROW (ELW 740) 1

God of the sparrow God of the whale
God of the swirling stars
How does the creature say Awe
How does the creature say Praise

God of the earthquake God of the storm
God of the trumpet blast
How does the creature say Woe
How does the creature say Save

God of the rainbow God of the cross
God of the empty grave
How does the creature say Grace
How does the creature say Thanks

God of the hungry God of the sick
God of the prodigal
How does the creature say Care
How does the creature say Life

God of the neighbor God of the foe
God of the pruning hook
How does the creature say Love
How does the creature say Peace

God of the ages God near at hand
God of the loving heart
How do your children say Joy
How do your children say Home

HE CAME DOWN* (LS 4 OR ELW 253)

He came down that we may have love;
He came down that we may have love;
He came down that we may have love;
hallelujah forevermore.

He came down that we may have peace...
He came down that we may have joy ...

THIS LITTLE LIGHT OF MINE* (ELW 677)

This little light of mine, I'm gonna let it shine;
this little light of mine, I'm gonna let it shine;
this little light of mine, I'm gonna let it shine,
let it shine, let it shine, let it shine.

Hide it under a basket? No!
I'm gonna let it shine
Hide it under a basket? No!
I'm gonna let it shine

Don't let anyone (blow) it out
I'm gonna let it shine
Don't let anyone (blow) it out
I'm gonna let it shine

Hand in hand with others? Yes!
I'm gonna let it shine
Hand in hand with others? Yes!
I'm gonna let it shine

GOD GAVE ME A LIFE TO LIVE (LS 98)

God gave me a life to live
God gave me hands with which to give
God gave a heart with which to care
God gave me love that I might share

When I am helped to see what's good
And led to do the things I should
I thank you caring God above
For life and hands and heart and love.

ALL GOOD GIFTS AROUND US (LS 102)

All good gifts around us
Are sent from heav'n above
We thank you Lord
We thank you Lord
For all your love

SHALOM (LS 107)

Shalom, my good friends
Shalom, my good friends
Shalom, shalom
(Repeat)

LOVE GOD AND YOUR NEIGHBOR (LS 142)

(may be sung as a round)
Love God with your heart and your neighbor as
yourself;
Love God with your mind and your neighbor as
yourself;
Love God with your strength and your neighbor as
yourself.

JESUS LOVES ME! (LS 160 OR ELW 595)

Jesus loves me! this I know
for the Bible tells me so;
little ones to him belong,
they are weak but he is strong.

Yes, Jesus loves me,
yes, Jesus loves me,
yes, Jesus loves me,
the Bible tells me so.

Jesus loves me! he who died
Heaven's gates to open wide;
he will wash away my sin,
let his little child come in.

Jesus loves me and loves you
So I learn to love you, too
When we journey hand in hand
We bring peace throughout the land.

I'M SO GLAD JESUS LIFTED ME (ELW 860)

I'm so glad Jesus lifted me.
I'm so glad Jesus lifted me.
I'm so glad Jesus lifted me,
Singing glory, hallelujah!
Jesus lifted me.

Suggested songs, alphabetical

All Around the World (LS 145) 1,4
Bind us Together (WP 18) 2
Come, All You People (Uyaimose) (ELW 819) 1,3
Earth and All Stars! (ELW 731) 1,3,4
Father, I Adore You (WP 37) 2
Go in Peace and Serve the Lord (WP 46) 2,3
God the Sculptor of the Mountains (ELW 736) 1,3,4
Good Soil (WP 52) 2,3
Hallelujah! We Sing Your Praises (ELW 535) 1,3
Hosanna! The Little Children Sing (LS 47) 1
Jesus, You Help (LS 122) 1
Light Dawns on a Weary World (ELW 726) 1
Lord, Be Glorified (WP 89 and ELW 744) 1,2,3
Lord, I Lift Your Name on High (WP 90 and ELW 857) 2
Love, love, love (LS 134) 1,4
Make Me a Servant (LS 137 and WP 96) 2
One Bread, One Body (WP 111) 3
Seek Ye First (WP 122) 2
Shine, Jesus, Shine (ELW 671)
The Church Song (WP 135) 1
This is My Commandment (LS 152) *
We Are Called (ELW 720) 1
We are Marching in the Light (Siyahamba) (WP 148 or ELW 866) 1

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