

Welcome to “On Earth As in Heaven” ... at Home!

Dear friends,

It’s hard to overstate the impact COVID-19 has had on our communities and our worship experiences. We are heading into summer 2020 with a great deal of uncertainty — about our health, the health and well-being of our neighbors, jobs and more.

But these past few months have revealed in surprising ways what we have known by faith — God is still at work in our world, inspiring hope, motivating change and leading us to a brighter future.

ELCA World Hunger’s “On Earth As in Heaven” vacation Bible school is based on that central promise of a just world where all are fed, physically, emotionally and spiritually. The small-group discussions, games, crafts and other activities help children and adults (re-)experience the Lord’s Prayer and see the connections between prayer and service in the world.

Each day focuses on one part of the Lord’s Prayer and one of the United Nations’ Sustainable Development Goals (SDGs). As part of the Lutheran World Federation, the ELCA is joining with other Lutheran churches in the “Waking the Giant” initiative to highlight the ways God is at work through people of faith around the world. If you would like to learn more about “Waking the Giant,” visit wakingthegiant.lutheranworld.org.

In this packet, you will find links to videos and music, revised small-group times that can be used at home, adapted games and crafts, and conversation starters for snacks. Our hope is that these materials will help you adapt your VBS program as best fits your needs.

Even in times of social distance, we are reminded of how closely God has knitted us together as church. In times of remote worship, we are reminded that God’s church is bigger than a building. In times of uncertainty, we are reminded of God’s promise of a just world where all are fed.

Thank you for your ministry,

ELCA World Hunger



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

ELCA World Hunger

More than 820 million people around the world face severe hunger. In the United States alone, more than 37 million people aren't sure where their next meal will come from. But we know that hunger is not the whole story. God graciously provides all that we need to ensure everyone is fed.

Through ELCA World Hunger, a ministry of the ELCA, our church walks with neighbors around the world as they creatively and courageously respond to hunger and poverty. The comprehensive approach of ELCA World Hunger helps communities meet their most immediate needs — and take steps toward long-term change. Through congregations, partners and companion churches, ELCA World Hunger addresses the root causes of hunger. This includes accompanying farmers as they adapt to a changing climate, walking with refugees and migrants, and providing support for schools, health clinics, job readiness programs and more.

The stories in “On Earth As in Heaven” feature some of the key areas of our church’s work through ELCA World Hunger: sustainable livelihoods, gender justice, health care, leadership development and peace. A comprehensive approach based in relationships with neighbors around the world puts us one step closer to ending hunger for good.

Each of the stories also shows one of the ELCA’s Good Gifts in action:

Day 1: Mexico — chicks

Day 2: Zimbabwe — mosquito nets

Day 3: United States — backpack of food

Day 4: Guatemala

Day 5: Kenya

“On Earth As in Heaven” is also an example of another priority of ELCA World Hunger — hunger education. By learning about hunger and poverty and how God calls each of us to respond, we can be ready to say “Yes!” to God’s invitation to be part of the building of a just world where all are fed.

This free vacation Bible school program and the other resources from ELCA World Hunger are made possible by gracious gifts to ELCA World Hunger. As you participate in “On Earth As in Heaven,” please prayerfully consider supporting this work by making a gift today.

To donate online, visit [ELCA.org/hunger/donate](https://elca.org/hunger/donate).

To send a gift by mail:

Make checks payable to “ELCA World Hunger” and mail to:

ELCA

P.O. Box 1809

Merrifield, VA 22116-8009

THANK YOU!

What Are the SDGs?

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

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

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

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

To learn more about “Waking the Giant,” visit wakingthegiant.lutheranworld.org/.



Daily Themes



DAY 1: ZERO HUNGER

FOCUS PRAYER

"Give us today our daily bread."

BIBLE STORY

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



DAY 2: GOOD HEALTH

FOCUS PRAYER

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

BIBLE STORY

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



DAY 3: GENDER EQUALITY

FOCUS PRAYER

"Your kingdom come."

BIBLE STORY

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



DAY 4: EDUCATION

FOCUS PRAYER

"Hallowed be your name."

BIBLE STORY

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



DAY 5: PEACE

FOCUS PRAYER

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

BIBLE STORY

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

Skits

Getting Started With Skits

The skits in “On Earth As in Heaven” help to introduce the themes for each day. We have updated the other activities so that the rest of the program will still make sense if you cannot use the skits, but we do suggest that you take the time to watch them. In the skits, you will meet Sage and the Emcee, whose conversations will help set the theme for the day.

There are recorded versions of the skits available at <https://vimeo.com/showcase/7224146>. If space, safety and time allow, you can also record your own skits for your congregation. This can be a great way for many folks in the congregation to participate. If you create your own recorded skits and feel comfortable doing so, consider sharing these with ELCA World Hunger at Hunger@ELCA.org. We can help share them with other congregations throughout the ELCA.

Using Skits Online

The skits have been recorded and uploaded to <https://vimeo.com/showcase/7224146>. You can download them to watch later or share the link with people in your congregation. If you are hosting sessions online with a variety of people, consider sending the link to parents and caregivers ahead of time, so they can watch them at home first. This will give young children time to ask questions, if needed.

Using Skits at Home

If you are doing VBS on your own at home, feel free to watch the videos of the skits together! You can find all the skits at <https://vimeo.com/showcase/7224146>. The skits are a great way to learn more about the theme and the focus prayer for the day.



Small-group Activities

Getting Started With Small-group Activities

The small-group activities for “On Earth As in Heaven” are meant to help children get more familiar with the Lord’s Prayer. Each day opens with reading the Lord’s Prayer together while thinking about a particular petition. Each small-group plan has a brief introduction, an opening activity focused on the prayer, an optional activity that can be done at home or online, a Bible story that relates to the day’s prayer petition and a closing prayer.

Using Small-group Activities Online

If you are hosting meetings together online, encourage parents or caregivers to join together with the children. Small children, especially, may be reluctant to speak up or may have difficulty following along without help. Encourage them to share during the questions for conversation, even if the children share their responses only with the parent or caregiver physically present with them. As they share responses, especially during the “optional activities,” collect these on poster board to share with the congregation, either online or in the church building when we return to worship together.

Using Small-group Activities at Home

The sessions below are designed to be easy to use at home. For the Bible stories, try to find a translation of the Bible that is easy for small children to understand. Sparkhouse’s Spark Bible (available at wearesparkhouse.org/) is a great choice. Some translations may have minor differences in the verses listed for the stories. That’s OK!

Each day includes a journal activity to do as a family. Older children can write in the journals, while younger children can draw in them. Each day has a prompt related to the prayer for that day. The journals can be a great activity to do together as a family, with each person responding to the prompt.

We have included cards with the Lord’s Prayer on them for you to print out for children or post in your home. Feel free to use this version of the prayer or another version that is more familiar to you.

Whether conducted online or at home, each small-group session should take about 20 minutes.

Making a Journal

If you use the journals at home, simply take three sheets of 8-1/2-by-11 paper, fold them in half and staple them along the folded edge. This will give you two interior pages for each of the five days.

Day One: “Give Us Today Our Daily Bread”

When we pray, “Give us today our daily bread,” we are asking God to provide for all our needs — food, shelter, love, friends, family, clothing and more! In today’s Bible story, we will hear about how Jesus helped meet the needs of people who had come to listen to him.

Opening Activity

For the opening activity today, read together the Lord’s Prayer (use the translation on the Lord’s Prayer cards or the translation preferred by your family or congregation).

Questions for Conversation (all ages):

- What do you think it means to pray?
- What kinds of things do we pray for?
- What do you think we mean by “Give us today our daily bread”? What kinds of things do we need every day? (Examples: shelter, clothes, food, family, friends, love, etc. Allow a variety of responses.)

Optional Activity: I Can Share

In this activity, invite children to say their name and something they can share that starts with the same letter. For example, “My name is Sarah, and I can share string cheese.” If using a web conference, simply give each person a turn. If using the journal at home, help children write their full first name down the long edge of a sheet of paper and, for each letter, one thing they can share. Younger children can also draw pictures of things they can share.

Bible Reading

As you read the story today, listen for what the people need. How did Jesus help them?

Read together Matthew 14:15-21. (For younger children, use an accessible translation, such as the Sparkhouse Spark Bible.)

Questions for Conversation (all ages):

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

Prayer

Dear God, thank you for giving us everything we need and friends to share with. Help us this week, if we need help, to be able to ask and, if we have something to share, to be able to share it with each other. Amen.

Day Two: “Your will be done, on earth as in heaven”

When we pray, “Your will be done, on earth as in heaven,” we are praying in hope that the world will be the way God plans for it to be. God’s “will” is sort of like God’s plan. In this prayer, we are asking God to make the world the way God wants it to be — and to help us be part of God’s plan too! In today’s Bible story, we will hear about how Jesus healed a man whose friends brought him to Jesus.

Opening Activity

For the opening activity today, read together the Lord’s Prayer (use the translation on the Lord’s Prayer cards or the translation preferred by your family or congregation). As you read the prayer together, ask children to think about what God’s plan for the world might be.

Read the Lord’s Prayer and talk about the questions below.

Questions for Conversation (younger children):

- What do you think God wants the world to be like?
- What are some things that you think God wants for everyone in the world?

Questions for Conversation (older children):

- What are some things that you think are part of God’s will for the world? (Examples: health, happiness, good, peace)
- What are some ways God can use you to do some of the things that are part of God’s will?

Optional Activity: Wishing Tree

In this activity, invite children to think about their wishes for themselves and the world. As they respond, remind them that God wants what is best for them too — health, happiness, friendship and more! If hosting children online, give each child a turn to share a wish. If using a journal at home, write “Our Wishes for the World” at the top, and write or draw wishes on the pages.

Bible Reading

As you read the story today, think about what the four men wanted for their friend. How did Jesus help him?

Read together Luke 5:17-39. (For younger children, use an accessible translation, such as the Sparkhouse Spark Bible.)

Questions for Conversation (all ages):

- Why couldn’t the men get their friend to Jesus? What did they do to solve the problem?
- How have friends or family helped you solve a problem?
- What are some ways you might help someone who is hurt or sick?

Prayer

Dear God, thank you for your will for the world and for all the people you created to do your will. Help us be open today to seeing the ways that you are using us to bring healing and hope to each other and the world. Amen.

Day Three: “Your kingdom come”

God created each of us with different skills, gifts, likes and talents — all of us are part of God’s “kingdom”! When we pray, “Your kingdom come,” we are asking God to remind us that we are all part of God’s plan for the world and that each of us has gifts and skills to share! In today’s Bible story, we will hear about the important part Mary Magdalene and Mary played in God’s plans.

Opening Activity

For the opening activity today, read together the Lord’s Prayer (use the translation on the Lord’s Prayer cards or the translation preferred by your family or congregation). As you read the prayer together, ask children to think about who is included in God’s kingdom.

Read the Lord’s Prayer and talk about the questions below.

Questions for Conversation (all ages):

- What might it be like to live in God’s kingdom? (Note: If younger children have trouble with the idea of “God’s kingdom,” suggest that “kingdom” is a bit like a country or a place where everyone is living the way God wants us to live.)
- Who would be welcome in God’s kingdom?

Optional Activity: The Reign of God

In this activity, invite children to think about the reign of God or God’s kingdom. What might it look like? How would people treat each other? If you are using the journals at home, use the following prompt: what gifts do I have to share as part of God’s kingdom? Invite children to write or draw in the journal. If hosting children online, use the same prompt, and write each response down on poster board to share with the congregation online or in person when your congregation returns to in-person worship. At home or online, remind children that God has given each of them gifts and talents to share with others.

Bible Reading

As you read the story today, think about how Mary and Mary Magdalene were part of sharing the good news. What gifts helped them be part of God’s story?

Read together Matthew 28:1-10. (For younger children, use an accessible translation, such as the Sparkhouse Spark Bible.)

Questions for Conversation (all ages):

- What did the angel tell Mary Magdalene and Mary to do?
- Why did the angel tell them to do this? What special skills or gifts might they have had? (Examples: They were early risers and were at the tomb; they were fast runners and the angel needed someone who could run quickly; they were good at spreading good news and the angel needed people who were good at talking and sharing — there are lots of possible answers!)
- What special skills or gifts do you have that make you good at sharing the good news of Jesus?

Prayer

Thank you, God, for creating each of us different and special. Help us today to share our gifts and to be open to others sharing their gifts with us. Amen.

Day Four: “Hallowed be your name”

“Hallowed” means set apart or holy. When we pray that God’s name is holy, we are praying not only that God’s name be holy but that we might also be made holy, that we might also get to do God’s work. In today’s Bible story, we will hear about how the disciples were given a special job to use their gifts to teach others about God’s love.

Opening Activity

For the opening activity today, read together the Lord’s Prayer (use the translation on the Lord’s Prayer cards or the translation preferred by your family or congregation). As you read the prayer together, ask children to think about what it means to be set apart by God to do God’s work.

Read the Lord’s Prayer and talk about the questions below.

Questions for Conversation (older children):

- What gifts has God given you to do God’s work? (Examples: Are you a good friend or a good listener, or really good at helping a sibling with math homework?)
- What gifts have you noticed in other members of your family or community?

Conversation Activity (younger children):

- Invite children to share their favorite toy or stuffed animal. What makes it special? How do they take care of it?
- We aren’t toys, but we are special to God, and we are part of God’s work in the world. Maybe that means God has made us extra-helpful to other people, or maybe God has given us talents to help care for nature. God loves us and makes us holy just because God made us, before we do anything. Our prayer is a reminder that we are special to God.

Optional Activity: Being Holy

If using journals at home, ask children to write the word “Holy” at the top of a page. Ask them to write or draw the ways their gifts or talents can be part of God’s work, caring for our neighbors, caring for nature or helping share God’s love. If hosting online, invite each child to take a turn. If you are recording their responses on poster board, write the words in the shape of the outline of a church building. When you are finished, show the picture and explain that the church is one way God gathers all our gifts to help the world.

Bible Reading

As you read the story, think about what Jesus told the disciples. What special job(s) were they given?

Read together Luke 9:1-6 and 10-11. (For younger children, use an accessible translation.)

Questions for Conversation (all ages):

- What did Jesus tell the disciples to do?
- How did the disciples help others learn about Jesus?
- Who helps you learn new things? Have you ever taught someone else something new?

Prayer

Thank you, God, for giving us so much to learn and so much we can teach. Help us to be open, to share what we know and to learn from each other, so that we can share your love with the world. Amen.

Day Five: “For the kingdom, the power, and the glory are yours, now and forever. Amen.”

The end of the Lord’s Prayer reminds us that, whatever we pray for, we can trust that God loves us, that God is always with us and that everything and everyone belongs to God. In today’s Bible reading, we will hear the story behind Jesus’ saying, “Peace be with you!”

Opening Activity

For the opening activity today, read together the Lord’s Prayer (use the translation on the Lord’s Prayer cards or the translation preferred by your family or congregation). As you read the prayer together, ask children to think about what it means to trust God, now and forever.

Read the Lord’s Prayer and talk about the questions below.

Questions for Conversation (all ages):

- What do you think about when you hear the word “peace”?
- How can we help other people not be scared or sad? How can we help them be “at peace”?

Optional Activity: Reviewing the Week

If you have used the other days in “On Earth As in Heaven,” this activity will help children and adults remember all the things we have learned. If hosting an online session, ask the children to share one thing they learned about God and God’s plan for the world in the previous sessions. As they respond, record their answers. If doing the session at home and using the journals, write or draw as a household some of the things you have learned about God in these sessions. Ask the children, “How do the things we learned about God (examples: that God provides for our needs, that we all are blessed by God with gifts and talents, etc.) help there to be peace in the world?”

Bible Reading

As you read the story today, think about the ways God helps calm our fears and how we can help calm the fears of other people.

Read together Luke 24:36-49. (For younger children, use an accessible translation, such as the Sparkhouse Spark Bible.)

Questions for Conversation (older children):

- When Jesus first appeared to the disciples in this story, he told them, “Peace be with you.” Why might he have greeted them like this? (He knew they were scared and didn’t want them to be scared; he wanted them to have peace. Affirm all answers.)
- To comfort them, Jesus showed them his hands and his feet and invited them to touch him so they could believe he really was with them. When the disciples realized it was really Jesus, they were very happy and comforted, even though they were still a little bit nervous and scared. When you are nervous or scared, is there someone who (or some place that) makes you feel safe and at peace? What thing about that person makes you feel peaceful?
- After Jesus comforted the disciples, he told them he was sending them out to tell others of all they had seen and learned from him. How do you think the disciples felt being given such a big task? (Proud, scared, excited; affirm all answers.)

Questions for Conversation (younger children):

- Why do you think the disciples were afraid at first when Jesus arrived?
- What did Jesus say to help calm them down?
- What helps you not be afraid when you are scared?
- How can you help other people feel not scared or feel welcomed, “at peace”?

Prayer

Dear God, thank you for this great week of VBS and this last fun day together. Be with us today as we learn about how to put everything we’ve learned into action to build the neighborhood of God. Amen.



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

Getting Started With Story Time

Each of the stories featured in “On Earth As in Heaven” is of a project supported by gifts to ELCA World Hunger. These stories show the many amazing ways that God is working with and through our neighbors to end hunger. The stories help show the themes of each day in action, from ending hunger to working for gender equality.

Format

The video stories are each 5-7 minutes long and are told by staff of the ELCA churchwide organization. ELCA congregations are free to share these videos on their websites or on social media. The videos are all available on ELCA World Hunger’s Vimeo page at <https://vimeo.com/showcase/7224146> . If adults or children in your household or congregation prefer, the stories are also available in print in the leader’s guide for “On Earth As in Heaven,” on pages 33-53. You can download the leader’s guide at <http://ELCA.org/hunger/resources#VBS>.

How to Use

The videos can be watched at any point, but they might work best after the skit and small-group activities. If you are hosting VBS online, try watching the story video together. As the story is told, invite the group to think of the gifts of each community and how God is working through them to end hunger. This is a great time to learn about the many places where the ELCA walks with our neighbors through ELCA World Hunger.

If you are a leader in your congregation and sharing these videos to promote VBS this year, please see the “VBS Permissions Letter” posted at <http://ELCA.org/hunger/resources#VBS>. Some of the stories in “On Earth As in Heaven” feature pictures of children from the ELCA’s companion churches. Congregations, companion churches and partners provide these photos in trust that they will be used in appropriate, respectful and sensitive ways. Please use the videos or stories in the leader’s guide to provide context for the photos. If the photos are of children, please do not add names or locations directly to the photographs, particularly if they will be posted online. Take steps to ensure that access to the photos, especially downloading, is restricted as much as possible. Lastly, please do not alter the photos (for example, by adding illustrations or stickers or by cropping).

You can access the videos at <https://vimeo.com/showcase/7224146>.

Music

Getting Started With Music

“On Earth As in Heaven” features five original songs written for this vacation Bible school program. Each song is based on the theme for one day. ELCA congregations are free to use and share the songs. On the next page is a permissions letter explaining the rights and some of ELCA World Hunger’s hopes for the use of the songs. If you link to or share the songs on a website, please include the appropriate credits for the songwriters and performers.

Format

There are three files available at <http://elca.org/hunger/resources#VBS> for each song:

- 1) the full song, with vocals
- 2) the full instrumental version of the song, without vocals
- 3) the lyrics and chords

At <http://elca.org/hunger/resources#VBS> there is a ZIP folder for each day’s music. After you download the folder, right-click on its icon and select “Extract All.” The folder will contain the three pieces listed above.

Using Music Online or at Home

The music files are audio only, so if your group is meeting together online, there won’t be any video or images to share other than the lyrics. You may want to play the day’s song as folks join the online meeting. Or, you may want to use the songs as part of your online worship. If children are participating at home on their own, try playing the songs during craft or game times. The songs are easy to learn and can help liven up the activities. They can also be added from your computer to a mobile device to stream.

The Songs

- Day 1: “Share Everything”
- Day 2: “Healing Hands”
- Day 3: “Everyone Is in the Kingdom”
- Day 4: “Glory”
- Day 5: Share the Peace”

All songs written by Bennett Williams and Jen Joyce. Performed and recorded by Jen Joyce (vocals), Bennett Williams (guitar and keyboards), Dennis DeFrank (bass guitar), Jordan Williams (guitar) and Jeff Meglio. Recorded, engineered and mixed at Cape Sound Productions (PA).

Permissions Letter



Evangelical Lutheran Church in America

God's work. Our hands.

April 28, 2020

Dear friend in Christ,

Thank you for your interest in using ELCA World Hunger's "On Earth As in Heaven" vacation Bible school program for 2020!

With the changes caused by the COVID-19 pandemic, we know many congregations are looking at adapting "On Earth As in Heaven" for at-home use. ELCA World Hunger is developing materials to help support you as you creatively engage children and families at this time.

As an ELCA congregation, you are free to use the images, graphic elements and content of "On Earth As in Heaven" to fit your context. This includes using them to record and share videos, host live web-conferences, print newsletters or provide your own handouts to share electronically or via mail. You are also free to post and share the *original* music of this VBS. These materials and indeed this whole program are made possible by generous gifts to ELCA World Hunger, so you are welcome to share them.

We do ask a few things as you share:

- 1) Please include in your adaptations an acknowledgement of ELCA World Hunger. The landmark for this ministry is available at elca.org/Resources/ELCA-Branding#Churchwide. Helping people connect the material to ELCA World Hunger will help more people see the ways we are church together as we respond to hunger and grow in faith.
- 2) If you include photographs from the story time section of the leader's guide, please do so with care. Congregations, companion churches and partners provide these photos in trust that they will be used in appropriate, respectful and sensitive ways. Please use the stories in the leader's guide to provide context for the photos. If the photos are of children, please do not add names or locations directly to the photographs, particularly if they will be posted online. Take steps to ensure that access to the photos, especially downloading, is restricted as much as possible. Lastly, please do not alter the photos (for example, by adding illustrations or stickers or by cropping).
- 3) Please share what you create with our team! You can let us know about your plans, share your successes or ask questions by contacting Ryan Cumming, program director for hunger education, at Ryan.Cumming@elca.org, or by tagging @ELCAWorldHunger on social media.

Thank you for all you are doing to contribute to a just world where all are fed!

In Christ,

Ryan P. Cumming
Program Director, Hunger Education
ELCA World Hunger

Snacks

Getting Started With Snacks

Each day of ELCA World Hunger's "On Earth As in Heaven" VBS has suggestions for snacks that are drawn from the countries featured in the stories for that day. Food is one way we share culture, history and identity with one another. Trying the foods of a culture different from our own can be one simple way to get a small "taste" of the traditions of our neighbors.

Each day's snacks have options for "something to buy" and "something to make." If you have these items on hand or can purchase them during your regular grocery trips, feel free to try them out!

Using What's on Hand

If you are not able to get the foods listed here, or if there just isn't time to make a special snack for each day, you can use the guide on the next page to start a conversation about food using what you have on hand.

One of ELCA World Hunger's priorities is helping our church remember the importance of food. Food nourishes us and gives us energy, but it also reminds us of the good gifts we receive from God. And food helps us stay connected to our culture, family traditions and history. The table at which we share food is a place where relationships are made and strengthened, a place for fellowship and hospitality. Use the conversation starters on the next page to guide a discussion with children about this important role that food plays in our lives and in all of creation.

Eating Online?

There are some easy ways to adapt the snacks if hosting live VBS online. First, you can use this time for rest. Online meetings can be pretty tiring after a while, so snack time can be a welcome break, especially for young children and parents or caregivers.

Second, you can use the snack time to talk about food! Invite children to bring different foods to the web meeting each day. Encourage them to share why they chose that food, what it means to them or why they enjoy it (or, for even more fun, why they DON'T enjoy it).

Third, the snack time can be a great way to have "table" conversations about other things happening in the children's lives. Using a "table talk" can give the children space to talk about their feelings, relate how things are going at home or share creative ways they have spent their summer thus far. Remember, eating together is about coming together!

Snack Time Daily Conversation Starters

Use these suggestions to start conversations about food during snack times!

Day 1

If you could eat only one food for a week, what would it be and why?

What is one special meal you remember? What made it special?

Day 2

Name one food for each color of the rainbow (fun to do as a round!).

Where did the food for your snack come from? (Farm, processing plant, store, garden, etc.)

Why is it important to have *healthy* food?

Day 3

Where did your snack come from? (Farm, processing plant, store, etc.) How many people do you think helped bring your food from a seed (or other starting point) to your plate?

What are some traditional foods in your family? Who prepares them?

Day 4

Our world produces more than enough food for everyone, but many people still don't have enough food to be healthy. Why do you think that is?

Why do you think it is important to God that we help people not go hungry?

Day 5

What is the strangest food you ever ate? What made it different from foods that you are used to?

How might trying different foods help us learn about different people?



MEXICO

DAY 1: SNACK

SOMETHING TO MAKE (SIMPLE)



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

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

INGREDIENTS:

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

Topping Ingredients (for six ears of corn):

1/4 cup mayonnaise

1/4 cup sour cream or Mexican crema

2 garlic cloves, minced

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

1 teaspoon chili powder

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

1/2 cup cilantro, finely chopped

1 teaspoon salt

lime wedges

DIRECTIONS:

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

SOMETHING TO MAKE (COMPLICATED)



Green Pozole (po-ZOLE)

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

Recipe makes about 10 one-cup servings

INGREDIENTS:

10 tomatillos (about 1 pound)

2 poblanos

2 medium onions

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

4 garlic cloves

1/2 bunch cilantro

1-2 cans hominy (28 ounces)

2 quarts stock

1 teaspoon oregano

1 teaspoon salt

black pepper (to taste)

DIRECTIONS:

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

SOMETHING TO BUY

Torrejas (tor-RAY-has)

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



ZIMBABWE DAY 2: SNACK

SOMETHING TO BUY



Biltong (Beef Jerky)

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

SOMETHING TO BUY



Papaya

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

SOMETHING TO MAKE (SIMPLE)



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

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

Recipe makes about 10 servings.

SADZA

INGREDIENTS:

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

DIRECTIONS:

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

TSUNGA (MUSTARD GREENS)

INGREDIENTS:

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

DIRECTIONS:

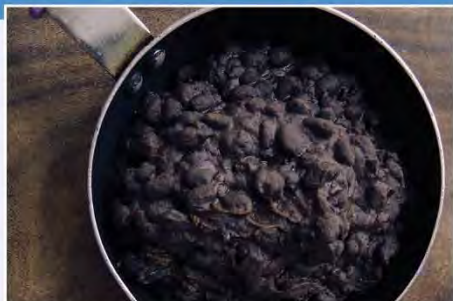
- 1) Heat oil in a large frying pan.
- 2) Add mushrooms, garlic, Worcestershire and 1/2 teaspoon salt, and sauté until mushrooms are golden brown.
- 3) Add greens and remaining 1 teaspoon salt, sauté until greens are bright green and just cooked, about three minutes.



GUATEMALA

DAY 3: SNACK

SOMETHING TO MAKE



Frijoles Negros Voleados (nay-GROS vo-LEE-ah-dos), Refried Black Beans

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

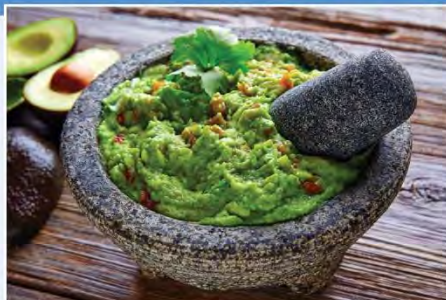
INGREDIENTS:

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

DIRECTIONS (FOR DRIED BEANS):

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

SOMETHING TO MAKE



Guacamole

INGREDIENTS:

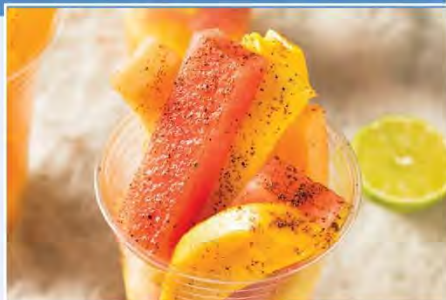
1 ripe avocado
1 teaspoon chicken bouillon (or 1 cube chicken bouillon)
1 to 2 cloves garlic, minced
Tomatoes and onions, chopped, to taste (optional)

DIRECTIONS:

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

Serve with tortillas or tortilla chips

SOMETHING TO BUY



Tropical Fruits

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



UNITED STATES

DAY 4: SNACK

SOMETHING TO MAKE



Tex-Mex Fajitas

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

INGREDIENTS:

- 8 small flour tortillas
- 1 onion, thinly sliced and quartered
- 4 bell peppers, thickly sliced
- 8 ounces button mushrooms
- 3 cloves garlic, minced
- 2 tablespoons oil
- 1-1/4 teaspoon chili powder
- 3/4 teaspoon cumin
- 3/4 teaspoon salt
- 1/2 teaspoon smoked paprika
- Optional additional toppings such as refried beans, shredded cheese, sour cream, salsa, etc.

DIRECTIONS:

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

SOMETHING TO MAKE



Buckeyes

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

INGREDIENTS:

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

DIRECTIONS:

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

SOMETHING TO BUY



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

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



Peanut Butter Cups

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



DAY 5: SNACK

KENYA

SOMETHING TO MAKE



Githeri (gi-TER-ee)

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

INGREDIENTS:

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

DIRECTIONS:

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

SOMETHING TO BUY



Chai and Doughnut Holes

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

Crafts

Getting Started With Crafts

Each craft listed here is tied either to the country featured that day during story time or to that day's United Nations Sustainable Development Goal. Most are fairly easy to do, though the two crafts for Day Two are a little more involved. A full supply list is included at the end of this section.

Doing Crafts at Home

Most of the crafts involve materials you may already have on hand, such as paper bags (Day 1) or empty tissue boxes (Day 4). Some may need to be ordered online or purchased from a crafts store. Feel free to make substitutions with other crafts or, when possible, other materials to avoid an extra shopping trip and reduce costs. You can use this time to talk as a household about the day's themes or country, or you can use the time simply as a creative break in the program.

Doing Crafts Online

An online meeting can be a great opportunity for children and families to showcase their creations. One way to do this, starting the second day, is to use the craft time to share creations from the previous day. Consider, too, sharing pictures of the crafts on your congregation's Facebook page or website. The doves for Day 5 are designed to be used as cards, so if possible, try to help families find people or places to receive the completed doves. They might serve as a greeting to homebound members or members working in front-line, essential industries.

Vacation Bible School Kits

You might also consider sending materials for all or some of the crafts to people's homes in a vacation Bible school kit, using the supply list at the end of this section. This can be helpful for activities that require items that folks do not have on hand.

Day 1 Craft

Amate (a-MAHT-ay) Painting

Craft Connection:

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

Materials needed:

- Brown paper bags cut into rectangles
- Paint
- Paint brushes
- Black markers

Directions:

- 1) Start by showing some real amate paintings. A quick internet search will give you lots of options. Notice some of the common images in the paintings, such as birds, flowers and landscapes. Note how the paintings use bright colors within thick black lines and often lack any background color.
- 2) Crush up and smooth the paper-bag rectangles several times to get a softened, broken-down appearance similar to that of amate paper. Note: Younger kids can skip this step and paint on the flat bag, but crushing the bag is pretty fun.
- 3) Using a black marker, draw flowers, birds, animals or landscapes on the bag. Note: For younger kids, an adult can either pre-draw images or help kids draw.
- 4) Use brightly colored paint to fill in the drawings. Consider displaying the paintings in a window to brighten the day of people passing by. Or, combine the paintings with the dove craft for Day 5 to send a gift to neighbors or friends.



Day 2 Craft

Homemade Oil of Lemon Eucalyptus Candles OR Homemade Soap

Craft Connection:

Staying healthy by keeping mosquitoes away, as we learned in the story for today, is part of the path to a just world where all are fed. These candles use oil of lemon eucalyptus, which is an effective mosquito repellent. By adding a picture of a Sustainable Development Goal, you can make your candle a reminder of the work we do together.

Homemade Candles

Materials needed:

- Saucepan and a glass bowl to make a double boiler
- Water
- Cans or small galvanized buckets or mason jars
- Markers or crayons
- Sustainable Development Goal images
- Globe image for each child
- 1 pound wax (beeswax or other vegetable-based wax; will yield three pint-sized candles)
- 1 cup palm or coconut oil
- Wax-covered wicks
- Oil of lemon eucalyptus (You will need 1 ounce per pound of wax. Note: This is not lemon oil and eucalyptus mixed together but oil from a particular type of eucalyptus plant.)
- Hot glue gun or wick stickers to help hold the wick in place at the bottom of the container

Choosing your materials:

The first thing you will need to do for this project is to choose and purchase your materials. Here are a few tips on choosing your materials:

Beeswax and some vegetable-based waxes burn at higher temperatures. So, you will need to add an additional oil to them to lower the temperature of the burn. A lower-temperature burn will help prevent glass containers from breaking. It will also help prevent the candle from cracking down the middle or pulling away from the side of the container. Both palm oil and fractionated coconut oil are great for this.

As a general rule of thumb, the slower the wax burns, the wider the wick needs to be; the larger the container, the more wicks you will need.

Directions:

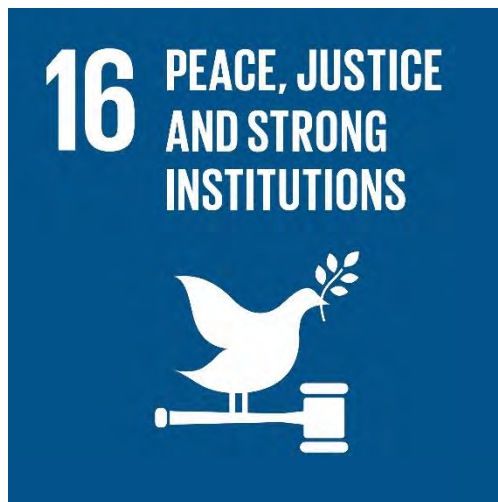
- 1) Preheat the oven to its lowest setting. Meanwhile, in a double boiler, melt the wax. This can take anywhere from 30 minutes to one hour, depending on the type of wax you use. When the wax has melted, turn the oven off.
- 2) While the wax is melting, invite the children to pick a Sustainable Development Goal that they would like to pray about and learn more about later. Next, invite the children to color the image

of the globe. If the children finish coloring early and the wax is still melting, this might be a good time to learn more about the SDG they picked. You can find child-friendly information about the goals here: un.org/sustainabledevelopment/student-resources/.

Older children can be great helpers for the next two steps. For safety, younger children may need to watch. All ages will enjoy seeing the wax melt and cool.

- 3) After the wax has melted completely, add the palm or coconut oil and allow it to melt into the wax. Let the wax cool slightly, then add the oil of lemon eucalyptus and other optional oils. Stir well.
- 4) Place one wick in the bottom of a container and carefully add a couple tablespoons of wax. Gently push the wick toward the bottom of the container so that the cooling wax secures the wick. As the wax cools, it will go from clear to cloudy.
- 5) Place your containers on a cookie sheet and carefully fill them. After the containers have been filled, place them in the warm oven. Allow the candle(s) to cool in the warm oven for several hours, preferably overnight. This slow cooling process helps to prevent cracking as your candle cools.
- 6) Move the candle to a cool place for 48 hours to cure completely. Trim the wick to 1/4 to 1/2 inch. Attach the SDG image and the globe image to the candle. Next time you light your candle, invite those around you to say a prayer related to the SDG on your candle.

To clean bowls that have been used to melt wax, reheat the bowls with a double boiler. Once the wax starts to melt, wipe the bowl clean with a paper towel.





Homemade Soap

Materials needed:

- Plastic soap molds or plastic cups
- Vegetable cooking spray
- Pure glycerin soap (sold in blocks or cubes at craft stores)
- Microwave-safe measuring cup
- Red, yellow and blue soap dyes (found at craft stores)
- A chopstick or popsicle stick

Directions:

- 1) Lightly coat the interior of the plastic molds with cooking spray.
- 2) Melt small amounts of soap; you can always add more. Invite children to place cube(s) of soap in the measuring cup. Microwave on high for 30 seconds. If some solid soap still remains, microwave in 10-second intervals until it is melted but not boiling.
- 3) Remove the melted soap from the microwave. This should be done by an adult or older child because the soap will be very hot!
- 4) Have a child add a drop or two of the liquid soap dye to the melted soap. (Too much dye will make your soap dark.) Mix colors to get the desired shade. Then, ask your child to stir the dye into the soap, using a chopstick or popsicle stick.
- 5) Repeat the previous steps to melt and color the remaining soap. Let it cool and harden for at least two hours. Once it's cool, turn the mold upside down and pop the soap out. Use hot water to clean the molds.

Day 3 Craft

Prayer Jars

Craft Connection:

These prayer jars are designed to help everyone practice leading prayers. Sometimes, we don't know what to pray for or where to start. These prayer jars will be filled with prayer prompts and suggestions to make leading prayer more fun and less scary.

Materials needed:

- Canning jars
- Paint (liquid watercolor, acrylic or washable paints will work), brushes and small cups
- Elmer's glue
- Decoupage sealant and finish (such as Mod Podge)
- Markers
- Jumbo craft sticks
- Twine
- Scissors
- Colored paper and other small items to decorate the jars

Directions:

- 1) Invite the children to add color to their jar with paint. Below are a few ideas:

For a sea-glass look: Pour glue into a paint cup. Add a few drops of liquid watercolor paint. Mix it into the glue. Add more watercolor if you want a darker color. Next, use a paintbrush to brush the mixture onto the jar. NOTE: It will look streaky at first but dries smooth.

For an opaque, shiny look: Pour acrylic paint or washable paint into a paint cup. You can mix colors if you'd like. Paint the entire jar, then wait until it dries. Add a coat of Mod Podge to add some shine and prevent the paint from chipping off the glass.

- 2) Invite the children to decorate their jars. You can add craft trim, fabric scraps, gems, ribbon and other items. Cut triangles from the colored paper and write the letters P-R-A-Y on them. Glue the triangles to the twine and, when dry, attach to the jar.
- 3) Use the craft sticks to fill your prayer jar. Invite the children to write a prayer suggestion/prompts on each craft stick. Here are a few suggestions to get you started:
 - Pray for someone in your family.
 - Pray for first responders.
 - Name three things for which you are grateful.
 - Pray for an ELCA World Hunger project.
 - Recite the Lord's Prayer.
- 4) When all are done, place the sticks into the jar. At your next meal or bedtime, draw one stick and use the prayer suggestion on the stick.

Day 4 Craft

Tissue Box Guitar

Materials needed:

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

Directions:

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



Day 5 Craft

Peace Doves

Craft Connection:

Building peace starts with building relationships with our neighbors. In worship, the sharing of the peace is an important time to remind each other of the forgiveness and love that marks our relationships with one another. The doves in this craft can be sent to neighbors and friends as reminders that they are loved.

Materials needed:

- Printed doves, two or three per child
- Markers or crayons
- Pens or pencils
- Optional: stamps and envelopes

Directions:

Hand out the printed doves and coloring materials. For children able to write, pass out pens and pencils. Provide enough supplies so that each child can make at least two doves.

- 1) Use the script below (or similar words) to start a conversation about peace.

Can you think of a time when we talk about peace during church services? [The passing of the peace.] The passing of the peace in church is based on a verse from the Bible. Jesus tells his followers that before they make an offering to God, they should make peace with their neighbors. For Jesus, being at peace with God means being at peace with our neighbors. If we aren't getting along with each other, God wants us to work together to make sure we are at peace right away. The passing of the peace is more than just saying "hello" to people in church; it's reminding others (and us!) that they are loved and they are important to us. Passing the peace is a way of saying, "You are welcome here, and you are important to me."

- 2) After having a conversation about peace, invite the children to color the doves. When you are done, consider displaying the doves in a window of your home or have older children write messages on the back of the doves to send to friends, family, congregation members or other people in your community. The notes on the doves can be a welcome reminder of God's love to people isolated in nursing homes, at home or elsewhere, and for people who have been working on the front lines of the COVID-19 pandemic.



Crafts Supply List

The quantities here are for all crafts for one participant.

- 1 brown paper bag cut into rectangle
- Multiple colored paints
- Paintbrushes (small)
- Pen and pencil
- Colored markers (including black)
- Canning jars (one per participant)
- Printed Sustainable Development Goal cards (see above)
- Printed globes (see above)
- White glue
- Decoupage sealant and finish (such as Mod Podge)
- Jumbo craft sticks
- Twine
- Scissors
- Colored paper and small decorations (glitter, stick-on gems, etc.)
- 1 empty rectangular tissue box
- 1 empty paper towel roll
- 3-4 rubber bands
- Masking tape
- 1-2 index cards (3 inches by 5 inches)
- 1-2 printed doves (see page above)
- Optional: stamps and envelopes (to mail doves)

Homemade Candles (Day 2):

- 1 pint-size canning jar
- 1 pound wax (beeswax or other vegetable-based wax; will yield about three candles)
- 1 cup palm or coconut oil
- 1-3 wax-covered wicks
- 1 ounce oil of lemon eucalyptus
- Hot hot glue

Homemade Soap (Day 2):

- Plastic soap mold or small plastic cups
- Vegetable oil cooking spray
- Pure glycerin soap (sold in blocks or cubes)
- Colored soap dyes
- 1 stirring stick (popsicle stick or one of the jumbo craft sticks listed above)

Games

Getting Started With Games

In this section, we've included instructions for games that can be played at home. The games for "On Earth As in Heaven" are fun ways to reinforce the lessons for each day. Some of the games require materials that can be ordered online or purchased in person if doing so is safe in your community.

Playing Games at Home and Online

The games here can easily be played with a small family or group. You can also use this time for other board games, outdoor activities or puzzles that can reinforce the themes for each day:

- Day 1: "Give us today our daily bread."
 - Game Theme: team-building
- Day 2: "Your will be done, on earth as in heaven."
 - Game Theme: good health
- Day 3: "Your kingdom come."
 - Game Theme: Everyone can lead.
- Day 4: "Hallowed be your name."
 - Game Theme: celebrating God's world
- Day 5: "For the kingdom, the power and the glory are yours."
 - Game Theme: working together

If you are hosting vacation Bible school online, consider using simple games such as Pictionary, trivia or, for older children, Scattergories.

Have fun!

Day 1 Games

Noodle Relay

Materials needed:

- One pool noodle (small pool noodles can be used for younger children)
- Paper plates or flying discs labeled with the following items (use words or drawings): sun, water, wheat, open hands, folded hands, rolling pin, eggs, heart, cross, bible, books, pencil, dirt, gardening tools, family, community, and church building
- Tape

Directions:

The goal of this game is for everyone to collect the plates or flying discs, using the pool noodles to carry the items back to their team. Before playing the game, attach each printed icon to a paper plate or flying disc.

Place the plates or flying discs on the ground, with the icon up, at one end of the space. Invite the children to line up at the opposite end of the space.

To start the game, ask the children to gather the things they need to complete a task. For example, if the leader asks the group to make bread, they may gather the plates or flying discs with wheat, water and a rolling pin. To make the game more challenging, set a time limit or a minimum number of plates or flying discs they must collect. The first player in line will run with the pool noodle to the space with the plates or flying discs, choose one item, balance it on top of the pool noodle and attempt to run back to the line without dropping the item. If they drop it, they must start over from the area near the plates and flying discs. Once they return to their team, the next player takes the pool noodle and pursues a different item. Continue this relay until each player has had a turn or time runs out. Once everyone is finished, invite each team member to explain the items they chose.

Suggestions for Tasks:

- Make bread.
- Pray.
- Make a church.
- Grow food.
- Make a school.

Suggested Questions for Younger Children:

- What other things can we make from the items? [Affirm all responses.]
- What is the most important item for [each task]?
- What task needed the most items?
- How did you help your team? How did your team help you?

Suggested Questions for Older Children:

- What other things can we make from the items? (Affirm all responses.)
- If we were to complete these tasks (making bread, making a church, growing food, etc.) in real life, whose help might we need? (Consider: farmers to grow crops, builders to make buildings, writers to write books for a school, etc.)
- What items does God provide us with?
- How does God help us work together to make food, to learn at school or to make a church?

Debrief:

Invite the children to think of what is included when we pray for God to provide us with “daily bread.” In this part of the prayer, we ask God for literal “bread,” but we also ask God for all the other things we need: shelter, clothing, good weather, education, etc. The prayer reminds us that everything we have comes from God and that God cares about our whole lives — our spirit and our body.

Pool Noodle Balloon Bonanza**Materials needed:**

- 5-10 latex-free balloons
- Bucket or basket
- Pool noodles (for younger children, smaller pool noodles can be used)

Each version of this game involves a lot of movement, so be sure to have enough space for the children and the pool noodles. You may want to set some ground rules with the children before getting started.

Version 1:

This is a very simple activity to get everyone started using the pool noodles and working together. Give each player a pool noodle and invite them to stand in a circle. The circle should be large enough that a normal-size pool noodle will just barely reach all the way across the circle. Toss a balloon into the center of the circle and direct the children to keep it in the air as long as possible. As they get used to one balloon, add more. To make it a bit more challenging, take turns, so that after the first person taps the balloon with the noodle, only the person to their left can tap it next, and so on, around the circle.

Version 2:

This activity involves the balloons. Everyone is invited to use their bodies — but not their hands! — to move balloons from one end of the space to another. Begin by setting up the balloons at one end of your space. About five balloons per team should be a good number. Inflate the balloons to different sizes to add to the challenge. Gather at the other end of the space and explain that the players will race each other to see which team can gather the most balloons and bring them back to their starting point. They cannot use their hands to pick up, hold or carry the balloons. If a balloon touches a hand, the person must put the balloon back and start over.

Use cones, string, tape, etc. to set up a curvy path or create obstacles to make the game more challenging. For example, using tape or string, create a hopscotch pattern on the path so that the children must hop together without dropping the balloon.

Debrief:

You can use the questions below to discuss the games with children. The goal of each game is to uncover the ways that, by working together, we can do things that might seem very difficult to do on our own. Part of our “daily bread” is the community that supports us and works with us to meet all our needs.

Suggested Questions for Younger Children:

- Was it easier to play each game with a partner?
- What other things are easier — or more fun — with a partner?
- How did you work together to move them across the space?

Suggested Questions for Older Children:

- Was it easy to work together at first? Why or why not?
- Have you ever worked with a partner at school, church, etc.? How did working on a team or with a partner make things easier? How might working with other people make some tasks harder?

Day 2 Games

Hungry Mosquito

Materials needed:

- Cones or other materials to make a “safe zone”

Directions:

This simple version of tag can be used to introduce the topic of malaria, one of the most common and preventable illnesses that affect our neighbors around the world.

Use the cones or other materials to create a “safe zone” at one end of your space. The players will start the game inside this zone. Choose one player to be the “hungry mosquito” who will tag the other players. To begin the game, the hungry mosquito can start anywhere it likes outside the “safe zone.” Start by having the players ask the hungry mosquito, “What time is it, hungry mosquito?” Whatever time the hungry mosquito says, the children will take that number of steps toward the hungry mosquito, leaving the safe zone. For example, if the mosquito says it is 11, the players must take 11 steps outside the safe zone. The players continue asking the question and moving until the “hungry mosquito” answers, “It’s lunchtime!” Once the “hungry mosquito” says it is lunchtime, the players must race back to the safe zone before being tagged. If they are tagged by the mosquito, they become “hungry mosquitoes” and tag others. (You can add an element of freeze tag here, too, by having the new “mosquitoes” freeze in place and tag only children they can reach.) The game ends when there is only one player left who has not been tagged. That child becomes the next “hungry mosquito.”

Debrief:

Trying to dodge the “hungry mosquito” was fun, but in many communities, avoiding mosquitoes is no game. Mosquitoes can carry a parasite called malaria that can make people feel as if they have a fever. Malaria can be very dangerous for young children and infants. Our church is working with other churches to help people stay safe and healthy.

What kinds of things do you think can stop people from getting bitten by mosquitoes? [Affirm all answers but especially listen for things such as spraying to kill mosquitoes or using bug spray.]

Churches help by giving people bed nets so that mosquitoes can’t bite them at night, spraying homes and villages to kill mosquitoes and making sure that if people do get sick, there are clinics nearby with medicine to help them recover. God wants us to be healthy, and churches around the world are doing their part.

Day 3 Games

Mystery Maze

Materials needed:

- Open space
- Masking tape, painter's tape or chalk (if playing outside)
- Paper and markers to make "start" and "end" signs and create mystery maze paths
- Optional clipboard to hold mystery maze path

Directions:

If the weather is not bad, you lack sufficient space or you need something that requires less setup, you can play this game on paper, with coins or small toys representing the players.

To set up, create a 5-by-5-foot (or larger) grid for the maze on the ground. Grid squares should be one square foot. Create "start" and "end" signs and place them wherever you wish. On a piece of paper, draw a grid to match the one on the ground and mark the start and end points. Then, on your paper grid (and without showing the other players!), draw a path that the other players will try to discover.

When it is time to start, invite the players to line up at the start square. Tell the other players that in front of them is a mystery maze, and they will have to work together to find their way through it. Then, invite the first player to step on the start square and take their turn at guessing a square in the path of the mystery maze. They may move either forward or to the side but not diagonally. If the player guesses correctly, they may guess again. If the player guesses incorrectly, they go back to the start and another person in the household gets to try. If there is only one child, they can try multiple times.

Helped by the leader or other members of the household, the next player must first successfully navigate to where the last player left off. (Younger children can skip this step, starting where the previous child ended their turn.) If the new player chooses a wrong square while finding their way to where the last child ended, that player's turn is over, and they must go to the end of the line.

If the new player successfully navigates to where the last player left off, the new player may attempt to guess the next square. The player may move either forward or to the side but not diagonally. If the player guesses correctly, they may guess again. If the player guesses incorrectly, their turn ends, and the cycle repeats. This continues until one person from the team can successfully walk the correct path from start to end.

This game may be played for multiple rounds with different invisible maze paths. For older children, invite the first child who successfully completed the maze to draw the next path. To make it more challenging, you can eliminate talking and/or repeat squares in the path.

To make the game easier, mark the discovered squares in the path as you go.

Everyone Can Lead

OPTION A: YOUNGER CHILDREN

AGE RANGE: Preschool to first grade

Materials needed:

- Dry spaghetti noodles
- Mini marshmallows
- Shape images
- A timer

Directions:

Before you play, print out some images of shapes and set out the dry spaghetti noodles and mini marshmallows. This can get sticky, so you may also want to put out something to cover your play surface. To begin, designate one child or one adult as leader and provide the leader with a shape card. Give the other players spaghetti noodles and mini marshmallows. The leader now has 30 seconds to describe the shape to the other players. However, if the shape is a square or triangle, the leader may not say the name of the shape. The leader can only describe the shape using words. After the leader is done describing the shape, the other players, working together, have 60 seconds to construct the shape.

If the other players have not successfully constructed the shape after 60 seconds, the team leader may provide 30 more seconds of instruction.

Continue play until the players have constructed the correct shape.

Repeat the game with different leaders and shape cards.

To make the game more challenging, ask the leaders to instruct their teams silently.

Debrief:

Use the script below, starting with the questions, to guide conversation.

- For leaders: What do you think you did best as a leader?
- For the other team members: What did the leaders do well?
- For the leaders: Was it hard to help your teams repeat the building?

Being a leader can be hard sometimes, but everyone has gifts they bring to being a leader. One of the ways we can help is by remembering that God calls lots of different people to be leaders — and God wants us to support and encourage them.

In the skit for today, Sage's friend would not allow others to lead because of their gender. I wonder if that has ever happened to you? Or was there a time when you were not allowed to play because of another reason?

Sometimes, the situation is more serious than not being included in a game. In some places, people are not allowed to go to school or lead their communities because of their gender.

I wonder how you would feel if you were not allowed to go to school because of your gender. [Allow time for responses.] I wonder how you would feel if you were not allowed to have a job that you wanted or be a leader because of your gender. [Allow time for responses.]

Sometimes we can forget that God calls people of all genders to be leaders. When we keep people from being leaders, we aren't acting the way God expects us to, and we are losing out on the gifts each person can bring. But there is a lot we can do about it! How can we remember that God calls people of every gender to be leaders?

Ask:

[If a round was conducted silently:]

What were some of the things that made it harder to be a leader?

Tell:

One of the important things for leaders is to be able to share their thoughts and ideas with other people. Could you be a leader if you couldn't share your ideas with other people? Making sure everyone has a chance to be a leader is part of the work our church does with other churches and partners. This means making sure that everyone can go to school and get an education, so they can get new ideas and know how to share them. It also means helping other people in the community learn to listen to each other and to see the gifts each person can bring.

Day 4 Games

Paint Sample Games

Materials needed:

- Paint-sample strips from a local hardware store

GAME 1: GOD’S COLORS

Directions:

This game works best outdoors in a large, safe space. Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket. Gather the household together and explain that they will each draw a certain number of cards of different colors from the bag or basket. Three or four colors is a good number to start with. Once they draw the colors, they have to find items in the space that match the colors. Define for them the boundaries of the space that they must stay within and other rules (for example, if they find a flower that matches the color, they should leave the flower where it is rather than pick it). Once they find their matches, they will come back to the leader. You can offer an incentive to the first person who returns and accurately matches all their colors. Or you can set a time limit for how long they have to find their matches.

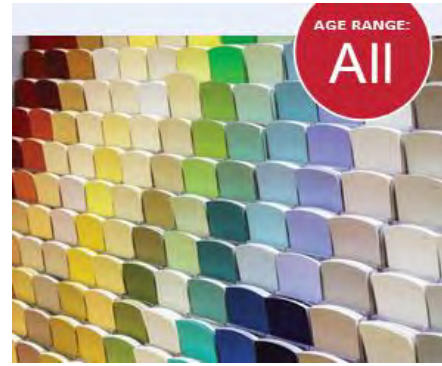
GAME 2: MAKE A RAINBOW

Directions:

This game is a variation on “Go Fish.” It can easily be adapted for online use.

Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket so that there is a variety of colors that match the colors of the rainbow: red, orange, yellow, green, blue, indigo and purple. For younger children, you may want to post a picture of a rainbow or list the colors somewhere visible in the room or space.

Gather the household member and explain that they will each draw a certain number of cards of different colors from the bag or basket. Without looking, each player should choose seven cards from the bag or basket. Once they have them, they should hold them so other players cannot see them. (For younger children, clothespins can be a handy way to hold the cards together like a fan.) Once everyone has the cards, explain that the goal of the game is to gather all the colors needed to make a rainbow. They will gather their cards by asking each other for different colors. If another player has the color, they must pass it to the player asking for it. If they do not have the color, they will tell the player asking, “Make a rainbow!” and the player asking must go find the color from another player. In each encounter, both players should be able to ask each other for one color. The players can also trade in one color card for a chance to draw from the bag or basket.



GAME 3: COLORFUL STORIES

Directions:

This game can easily be adapted for use online. While children of most ages will be able to play, very young children may need some help from an adult.

Gather a wide variety of paint-sample strips from a local hardware store. Cut each strip so that each color tone is a separate piece. Mix the pieces in a bag or basket. Gather the player and explain that they will each draw a certain number of cards of different colors from the bag or basket. Invite each player to draw six to eight cards from the bag or basket. They can look at the cards and do not need to keep them hidden from others. In this game, each player will come up with a simple story that involves the colors they have.

The story should be short, but it must include each of the colors of their cards. You may want to set certain parameters for them. For example, the colors should not all be used in the same sentence (such as “The car was red, green, yellow, blue and orange”). Give the player a minute or two to think of a story and then invite them to share their stories with each other. As a final round, combine all the colors and place them in a row.

Invite the players to sit in a circle around the colors and then tell a story in a round, with each player adding something to the story that includes the next color in the sequence. For example, if the first colors in the row are green, yellow and blue, the first player will start the story and include something green, the next will continue by including something yellow, the third will continue by including something blue, and so on.

Day 4 Games, continued

Twister Games

GAME 1: MATCH THAT PATTERN

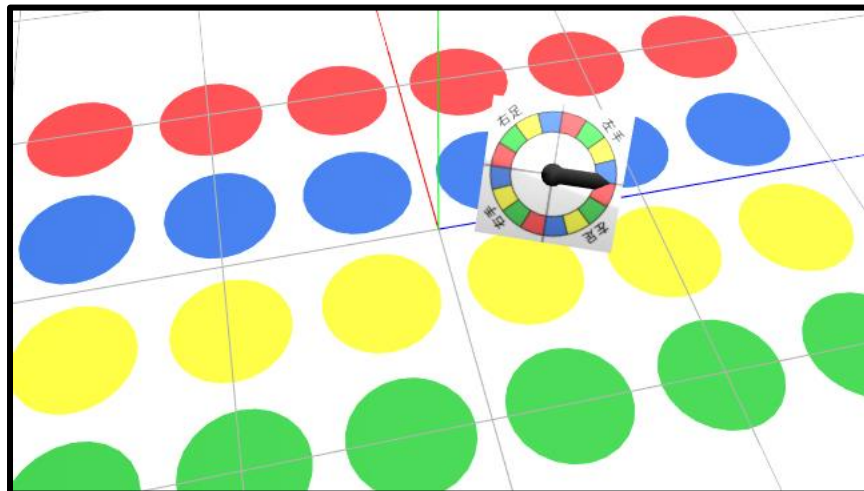
Directions:

This simple game is a “twist” on Twister. Gather the children around a Twister mat and invite them to watch as you demonstrate a pattern. Each pattern can include up to four movements. For example, the pattern might be: right hand — red, left hand — blue, right foot — yellow, left foot — green. After they watch the pattern, invite them to try to copy the pattern themselves. After one round with an adult leader setting the pattern, invite each child to be a leader and set their own pattern that the other children have to repeat. Continue until each child has a chance to be the leader.

GAME 2: SPOT THE DIFFERENCE

Directions:

In this game, the players will try to point out the differences as items are moved around a Twister mat. Gather 24 items that match the colors on a Twister mat (red, green, yellow and blue) — one for each dot on the mat. Place each item on a dot matching the color. Invite the household to gather around the mat and study where each item is located. After a minute or two, have the other players close their eyes while you move some of the items around. When they open their eyes, ask them to point out which items moved. You can offer an incentive, such as a sticker, for each correct difference they note. To start simply, move the objects to different color dots. After a round or two, move some of the objects within the same color row to make it a bit more difficult. As the game moves on, invite each player to be the “mover” moving the objects for the other members of the household. To increase the difficulty, have the player move in a circle around the mat to a different position before identifying the different locations of the objects. This game can also be played with teams, with the team identifying the most differences receiving a small prize, such as a sticker.



Day 5 Games

Pathways of Peace

Materials needed:

- Chalk

Directions:

Begin in a safe, paved area. Give everyone chalk and invite them each to create their own chalk obstacle course that the rest of the group can follow. For younger children, invite them to draw squiggly lines, hopscotch squares and circles that have directions such as “jump here” or “spin.” Invite older children to make more complex obstacles such as crab-walk paths, dance squares or spelling challenges.

Some examples for all ages can be found at talesofamountainmama.com/easy-sidewalk-chalk-obstacle-course/.

Give the children 15-20 minutes to create their chalk obstacle courses.

After everyone has finished creating their obstacle course, have each child present their creation to the group. Then let everyone try all the different obstacle courses.

Ask:

- What was easy about the different patterns? What was fun? What was hard?
- Have you ever experienced a time when it was difficult to make friends or be part of a team? If so, what was that like?
- What obstacles kept you from making friends or being on a team?
- What has helped you make friends, or what makes a good team?

Tell:

Peace, making friends or being part of a team is not always easy. Sometimes we experience obstacles, and this can be difficult. But God does not want us to give up. God wants us to work as a community when we face challenge and obstacles so that everyone can experience peace in their lives.

Closing and Next Steps

To close each day, return to the theme: the Lord's Prayer. Ask the children what petition from the prayer was the focus for the day.

What did they learn about the prayer in the Bible stories, the stories from ELCA World Hunger, the games and other activities?

Remind them that this prayer helps us to look for the ways God is working in the world. You can also use the questions below for each day.

QUESTIONS TO ASK:

DAY 1 — "GIVE US TODAY OUR DAILY BREAD."

- What are we praying for when we pray for daily bread?
- How did you share your daily bread today?
- How does the ELCA share daily bread with the world?

DAY 2 — "YOUR WILL BE DONE."

- What did you learn about God's will for the world?
- How did God use you in bringing God's will?
- How does the ELCA help bring God's will for good health?

DAY 3 — "YOUR KINGDOM COME."

- What did you learn about the kingdom of God?
- How did God use you in bringing God's kingdom?
- How does the ELCA help bring God's kingdom?

DAY 4 — "HALLOWED BE YOUR NAME."

- What does it mean to say God's name is hallowed?
- How has God made you holy, set apart to be a leader in God's world?
- How is the ELCA helping raise up leaders?

DAY 5 — "FOR THE KINGDOM, THE POWER, AND THE GLORY ARE YOURS, NOW AND FOREVER. AMEN."

- What does the word "amen" mean?
- Where have you felt the peace of Christ this week?
- How can you share that peace with others?
- How is the ELCA sharing the peace of Christ?

Close the day by praying the Lord's Prayer together, either online or as a family at home. Feel free to use the version that is most familiar to you.

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

As you finish vacation Bible school, consider taking the next step toward the United Nations' Sustainable Development Goals as individuals, as households or as a congregation. Below are some suggestions.

Day 1: Zero Hunger

- Learn more about hunger in your community by visiting Feeding America's "Map the Meal Gap" online. Visit map.feedingamerica.org/ and enter your state or county to learn more.
- If your church or community has a local food pantry, contact them to see what donations your family might collect together.
- Visit ELCA.org/hunger to learn about ELCA World Hunger, the ELCA's response to hunger and poverty in the United States and around the world. Consider supporting the work of ELCA World Hunger through your offering on Sunday.

Day 2: Good Health

- Talk with your church about ministries related to good health, from healing services to hospital visits. Consider volunteering as a family to write cards for members who are in care facilities or participating in a healing service for members of the community in need of prayer and support.
- Write cards or create a yard sign to show support for health care providers, including doctors, nurses and first responders.
- Talk with a local food pantry or shelter about the need for hygiene kits. If there is a need among their clients, consider preparing hygiene kits that include soap, individually wrapped toothbrushes, a washcloth, sanitary napkins or other items that the pantry staff suggest.

Day 3: Gender Equality

- There are some great books available about women who faced inequality as they grew up to be leaders in their communities — and helped change things for other women and girls. Reading these at bedtime can be a great way to see the hard work people are doing to create opportunities for women and girls.
- Read Bible stories about women whom God called to be leaders. Some suggestions include:
 - Deborah — Judges 4-5
 - Esther — Book of Esther
 - Ruth — Book of Ruth
 - Shiphrah and Puah — Exodus 1:15-21
 - Mary, mother of Jesus — Luke 1:39-55

Day 4: Quality Education

- Many food pantries and other ministries provide school supplies to families in need in the community. Call a local pantry to see if there are opportunities to collect school supplies or books for neighbors in your community.
- During the school year, backpack programs in many communities provide food to students in food-insecure households. ELCA World Hunger’s Backpack Buddies Guide can help you learn more. Consider volunteering with a backpack ministry in your community — or working with your congregation and local school to start your own! Download the guide at <http://ELCA.org/hunger/resources/#HungerEd>.
- The COVID-19 pandemic has highlighted some of the disparities in education within the United States, especially in internet access. Together, learn more about the “digital divide” between households that have access to high speed internet and households that do not. Talk together about your own internet access. Learn more about access in your community and, if possible, write or call city council members or others to ask what is being done to ensure equitable access for everyone.

Day 5: Peace, Justice and Strong Institutions

- Read together “The Coconut Monk” by Thich Nhat Hahn. This book, based on a true story, tells of a monk in Vietnam who attempts to share his message of peace with his nation. Available on Amazon.
- Peace means more than the absence of conflict; it involves respecting and appreciating the many gifts of each of our neighbors. With your child, choose another religion to learn more about. Visit a local library to find children’s books on a religion different from your own or, if possible in your community, reach out to the leader of a local house of worship about attending a service or event. Some suggestions for books can be found at kidworldcitizen.org/books-world-religions-for-kids/.
- Make a gift! Peace happens in big ways and small ways. Actions that might seem simple are often more meaningful than we know when it comes to building peace. Consider making crafts or other gifts that children can share with neighbors and friends to help them know you care about and value them. This could include the dove cards from Day 5’s craft, yard signs for birthdays or other creative ideas.