

Children's resources

Global Interaction has produced some material for children's' workers to use during May Mission Month.

The following pages will give you an overview to the themes and the activity details.

There are various individual and group ideas for different ages.

SUMMARY

In the Bible (Matthew 28:16-20) we read that Jesus asked all of His followers (which includes us) to share His love and teachings to everyone in the world – this is called The Great Commission.

EVERYONE! How can we do that?

In Acts 1:8 Jesus gives us a plan – to be His witnesses to friends, neighbours, strangers and people in other cultures.



Week One – You and You

KEY MESSAGE

In Acts 1:8 Jesus says “**you** will be my witnesses”. We are all Jesus’ representatives (lights) but on our own we can’t possibly tell every person in this world about Jesus. However when Jesus says “you”, he is actually talking to a group. Each of us need to share Jesus and as a group of believers all across the world we can reach everyone.

MEMORY VERSE

Matthew 5:15 (NIV) You are the light of the world.

ACTIVITIES

Say what you see

What’s inside?

Follow the light

PRAYER

Thank you that you love me and want to spend time with me. Help me to know you more so that I can be a good representative and lead others to you.

TAKE HOME

Get to know God more this week by praying or reading your Bible.

What could you do differently to be a better representative of Jesus?



Week Two – Start where you are (Jerusalem)

KEY MESSAGE

When Jesus says “you will be my witnesses in Jerusalem” he was talking about where you are now and the people you are close to. Who do you know that you could tell or show the love of Jesus to? Communication can be hard, how do you listen well and share Jesus’ love in relation to their situation so that they can understand?

MEMORY VERSE

Luke 8:38-39 (ERV) But Jesus sent the man away, saying, “Go back home and tell people what God did for you.”

ACTIVITIES

Listen up!

Taste test

Twin tables

PRAYER

Thank you for my friends and family. Please give me good listening skills and courage to tell others about your love in thoughtful ways.

TAKE HOME

Think of a time that you have experienced Jesus do something in your life – what was it? Can you tell your story to someone that you know – be bold you can simply say “Jesus loves me and He loves you”? Invite a friend or family member to come to church.



Week Three – Look what’s around you (Judea)

KEY MESSAGE

When Jesus says “you will be my witnesses in... Judea” he was talking about your neighbourhood (hang out) and who lives near you.

Jesus wants us to be a light to those in our area so we need to make connections with them.

MEMORY VERSE

Matthew 22:34-40 "love your neighbour as yourself"

ACTIVITIES

Who are the people in your neighbourhood? colouring/craft

DVD clips - Gorilla spotting, Sesame Street

Maze

The sound of the neighbourhood

PRAYER

Thank you Jesus that you love everybody in my area. Please help me to take notice of the people in my neighbourhood.

TAKE HOME

Get to know someone new this week in your area, look out for them in your street, in your school or at the local shop.

What could you do to make your neighbourhood/hang out a better place?



Week Four – Who do you ignore? (Samaria)

KEY MESSAGE

When Jesus says “you will be my witnesses in... Samaria” he was talking about those people who are not liked, who are different or even difficult.

Jesus knows that there are people in our lives who we don't like or are different to us and he shared a story about a Samaritan who helped a Jew to teach us how to love those types of people.

MEMORY VERSE

Luke 6:31 (NIV) Do to others as you would have them do to you.

ACTIVITIES

Grouping game

Good Samaritan – drama

Crossword

PRAYER

Thank you God that your love is for everybody. Please give me strength to be kind and friendly to people who are not like me.

TAKE HOME

Can you think of someone who is different to you or someone that no one else likes (maybe in your school)? Be helpful, kind and friendly to all people especially to someone that you normally ignore.



Week Five – Near and Far (ends of the earth)

KEY MESSAGE

When Jesus says “you will be my witnesses to the ends of the earth” he was talking about people of other cultures, languages and even countries.

Are there any people that you know from a different culture or who speak another language? How will they hear the stories about Jesus? What about people in other countries?

MEMORY VERSE

Isaiah 12:4 (NLT) Tell the nations what he has done. Let them know how mighty He is!

ACTIVITIES

Word Search

Who am I?

Barriers

PRAYER

I pray that children like me across the world will have someone to tell them that Jesus loves them.

TAKE HOME

Use the prompt sheet to remind yourself to pray for the different people groups.

Try and eat something from a different country (Global Interaction recipe sheet).

Collect coins or stamps during the week to help support Global Interaction’s work.



Week One – You and You

Acts 1:8 (NIV) “But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”

KEY MESSAGE

In Acts 1:8 Jesus says “**you** will be my witnesses”. We are all Jesus’ representatives (lights) but on our own we can’t possibly tell every person in this world about Jesus. However when Jesus says “you”, he is actually talking to a group. Each of us need to share Jesus and as a group of believers all across the world we can reach everyone.

MEMORY VERSE

Matthew 5:15 (NIV) You are the light of the world.

Say what you see

Key points of learning

- Understanding what a witness / representative is
- Jesus wants us to get to know Him and experience His power in our lives so that we can tell others about it

Ask the children if they know what a witness is.

Can they tell you when a witness might be needed (answers include a road accident, a court room, a wedding)

What makes a good witness?

Oxford English Dictionary definition:

Noun:

- > A person who sees an event
- > A person giving sworn testimony to a court of law or the police
- > A person who is present at the signing of a document and signs it themselves to confirm this
- > An open profession of one’s religious faith through words or actions

Verb:

- > See an event happen
- > Be present as someone signs (a document) or gives (their signature) to a document and sign it oneself to confirm this
- > Have knowledge of (a development) from observation or experience
- > Be a sign or proof of (something); serve as evidence



Let the children practice being witnesses.

Watch a short clip of your choice (a movie, YouTube clip, Vegetales)

Options for different ages (1-younger to 5-older)

1. Ask the children questions about the clip to see what they noticed e.g.
 - a. What were the names of the people/types of animals?
 - b. What did they look like?
 - c. What time was it?
 - d. What was the weather like?
2. Split the children into groups and ask one person to describe the story in their own words
 - a. Can anyone fill in the gaps that they missed?
 - b. Did anyone remember it differently?
3. Ask different children to draw different characters from the clip
4. Can the children act out the scene as a group
5. Act out a court room scene, including a debate

After the exercise discuss:

- What was hard about saying what they saw (being a witness)?
- Were there aspects that everyone forgot?
- The importance of telling only what they saw and not making up extra details.
- What would make it easier to be a good witness? (e.g. less distractions)



Week One – You and You

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MEMORY VERSE

Matthew 5:15 (NIV) You are the light of the world.

What’s inside?

Key points of learning

- Understanding that we can share Jesus (witness) from our experience of Him even though we have never seen Him.

Put objects into boxes or under a cloth

Let the children move between the objects reaching in to touch them

For young children

Put photos or replicas of the objects on show and ask the children to identify what they felt

For older children

Give each child a piece of paper and ask them to write down their guess of what they felt

Extension:

Get children to sit back to back

Give one child an object and ask them to describe it to their partner who has to draw what you can see

After the exercise discuss:

- Ask the children how difficult it is to describe things they cannot see.
- Talk about their experiences with Jesus – have they ever felt his presence? Can they describe it?



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MEMORY VERSE

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Follow the light

Key points of learning

- Our world is full of many difficult and sad situations which makes it a ‘dark’ place. Jesus brings hope and joy, He is a light into this world.
- Light helps us see things, see where we’re going, find things we need and illuminates whether it’s safe to go a certain direction. Jesus as the light of the world helps us in this way and

Dark room hide and seek

Ask the children to hide in the room or hide objects. Keep at least one person outside of the room.

Turn off the lights

Give the child/children outside of the room a torch.

Let the children use the torch to find the hidden children/objects.

Key points of learning two

- It is hard to find our way in the dark – we need a light to guide us.
- We are lights – this means we that the way we behave guides other people to God. We can show them His power, love, peace and joy.

Follow the leader

Depending on the age and number of children, this can be done in a static line or moving around the room.

Let one child be the leader and ask them to do an action and let the other children follow.



Week Two – Start where you are (Jerusalem)

KEY MESSAGE

When Jesus says “you will be my witnesses in Jerusalem” he was talking about where you are now and the people you are close to. Who do you know that you could tell or show the love of Jesus to? Communication can be hard, how do you listen well and share Jesus’ love in relation to their situation so that they can understand?

MEMORY VERSE

Luke 8:38-39 (ERV) But Jesus sent the man away, saying, “Go back home and tell people what God did for you.”

Listen Up!

Key points of learning

- Listening takes attention and we can often miss what is being said due to distractions

Choose someone to be the instructor to give the group directions (the traditional game is Simon Says but you could get the instructor to use their own name or give them a name of your choice).

The instructor will tell the group of children to do something such as “clap your hands”.

Tell the children to only follow the instructions when the instructor says “Simon says...”

E.g. If the instructor says “Simon says clap your hands”, the children can clap their hands. Anyone that doesn’t will be out for this round.

E.g. If the instructor just says “clap your hands”, the children should not clap their hands. Anyone who does will be out for this round.

The last person in the group becomes the instructor for the next round.

Extension:

For slightly older kids ask the instructor to tell the group to do something whilst carrying out a different action. You may want to write out a few ideas. This will test their listening skills.

For example the instructor says “Simon says touch your elbows together”, at the same time the instructor is acting putting their wrists together.

After the exercise discuss:

- Is it easy to listen? Why not? What could you do to be a better listener?
- Some people say “actions speak louder than words” – what do you think?
- If we understand the listen well, we will know more about our friends and family. Then we can tell them about Jesus in relation to their circumstance. E.g. Jesus’ strength, forgiveness, presence



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MEMORY VERSE

Luke 8:38-39 (ERV) But Jesus sent the man away, saying, “Go back home and tell people what God did for you.”

Taste test

(NOTE: Please check for any food allergies or intolerances before playing this game)

Key points of learning

- Experiencing something yourself allows you to feel/enjoy/understand better than if someone is explaining it to you. When we share the Good News of Jesus we need to give the best possible description of who He is and what He has done in our lives and invite others to get to know (experience) Him themselves.

Fill 5 empty, unlabelled jars with food and keep them from view.

Suggestions include baby food, fruit, biscuits, a mixture of flavours or an unusual food

Option one:

Put all the jars on a table. Let each child try the food.

For young children

Put photos or replicas of the food on show and ask the children to identify what they tasted

For older children

Give each child a piece of paper and ask them to write down their guess of what they tasted

Option two:

Ask one child to come to the front and try the food.

Ask them to describe the food to the other children.

The child who guesses correctly comes up to try the next jar.

After the exercise discuss:

- How did you feel tasting the jar – were you worried you wouldn’t like it?
- Had you tasted the foods before? Is it hard to explain what something tastes like? What would make it easier (answer: try it themselves)
- How could we describe Jesus better to our friends and family?

Week Two – Start where you are (Jerusalem)

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MEMORY VERSE

Luke 8:38-39 (ERV) But Jesus sent the man away, saying, “Go back home and tell people what God did for you.”

Twin tables

Key points of learning

- Being more aware of what we say, how it is received and what the implications are.
- How can we talk about Jesus with our close friends so that they will understand?

Place two tables on opposite sides of the room with a child/children at each. Add building blocks¹. Make sure table two can’t see what is being built on table one.

Choose a child/children to be the runner.

At table one ask the child/children to start to build a tower using a number of blocks (decide number based on block size). You could ask them to copy one of the example images.

Ask a runner to watch table one and run to table two to give instructions to the child/children what to build. After giving instructions the runner leaves the table.

The child/children at table two build what they have been told. The runner cannot give more instructions or help to build the tower.

The next runner watches table one build another section of the tower and runs to table two to give instructions. They can choose to explain any corrections table two have with their tower as well as give new instructions however no building can occur until the runner leaves the table.

Continue until table one finishes their tower. Compare the towers – are they twins?

Extension:

Add a timing factor and play a few teams next to each other.

¹ Variations of the game can use drawing, painting or computers instead of building blocks.

After the exercise discuss:

- What was difficult when trying to build twin towers?
- Did the runner/s learn a good way to give instructions?
- Where there feelings of annoyance, frustration, time pressure?

Building block tower examples



Week Three – Look what’s around you (Judea)

KEY MESSAGE

When Jesus says “you will be my witnesses in... Judea” he was talking about your neighbourhood (hang out) and who lives near you.

Jesus wants us to be a light to those in our area so we need to make connections with them.

MEMORY VERSE

Matthew 22:34-40 “love your neighbour as yourself”

Who are the people in your neighbourhood?

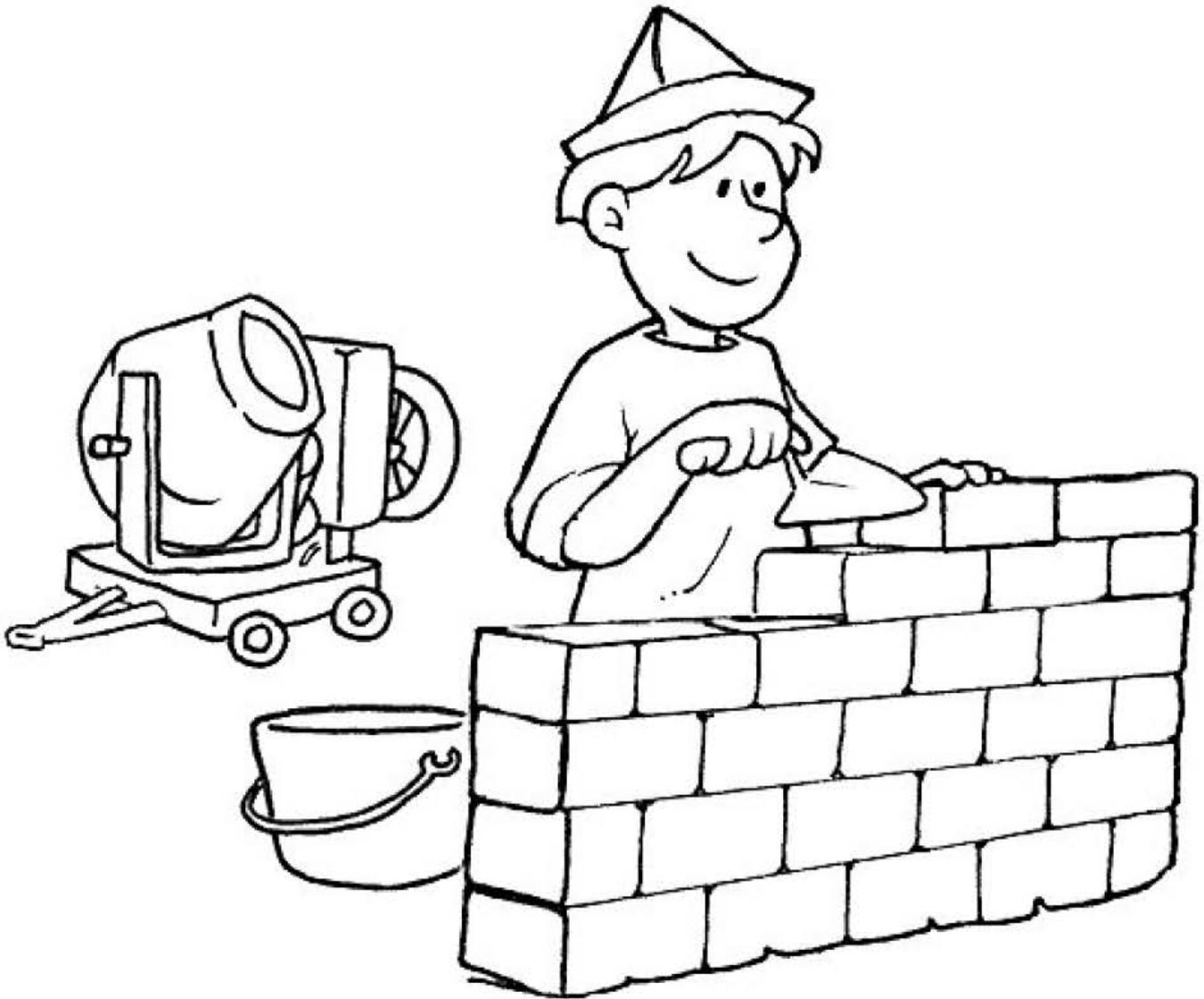
Print out the following illustrations and allow the children to decorate them. Can they recognise the types of people in the picture – do they know someone like that in their neighbourhood?

There are plenty more picture options and online colouring at www.kids-n-fun.com/Coloringpages/Professions

Items you may like to provide:

- Colouring crayons
- Colouring pencils
- Paint
- Coloured tissue paper
- Scrap material
- Glitter
- Feathers
- Pipe cleaners
- Wool
- Scissors
- Glue

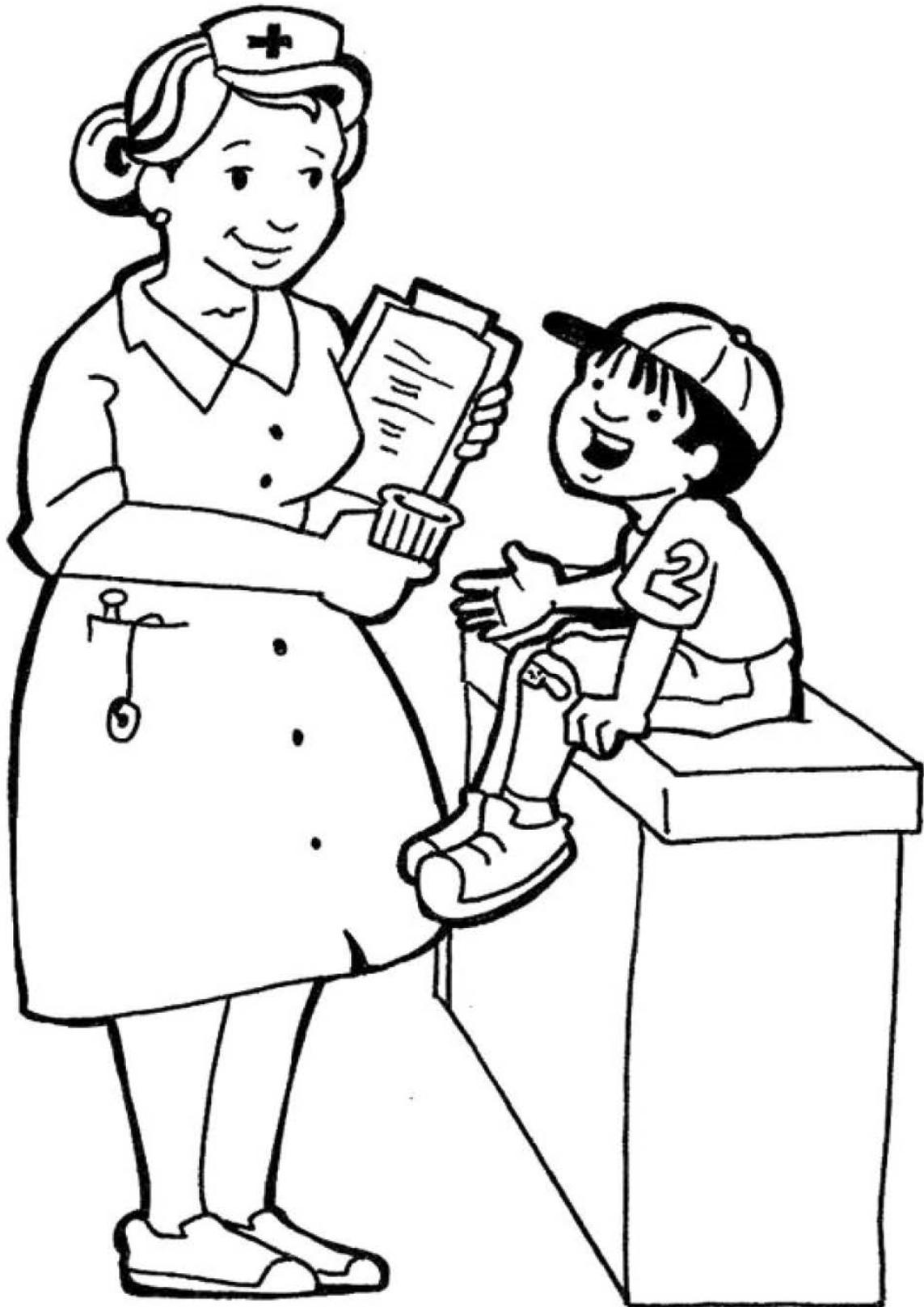




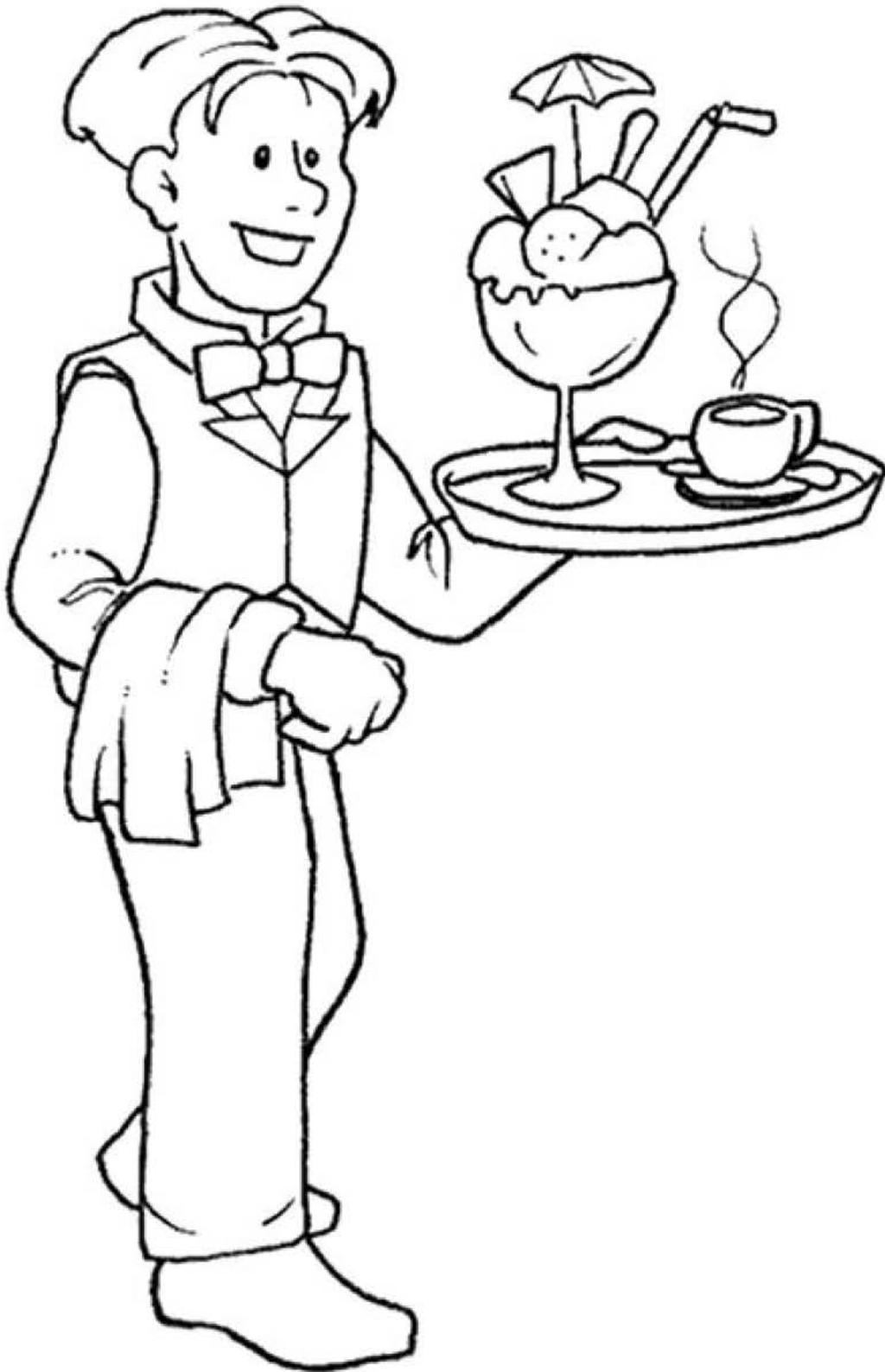












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DVD Clips

Sesame Street – Who are the people in your neighbourhood?

On YouTube you can find many of the neighbourhood song clips to watch with your children’s group:

https://www.youtube.com/view_play_list?p=91FBF9149F567393

Key points of learning

- The aim of the songs is to introduce children to the different people they might meet, so they can understand something of who they are and what they do. Many of us do not know who the people in the neighbourhood are! Jesus calls us to love our neighbours, and one of the first steps to knowing *how* to do this is to ask *who* these people are.

Attention test - Gorilla Spotting

Play the clip <https://www.youtube.com/watch?v=vJG698U2Mvo>

Ask the children to watch this short video in which six people—three in white shirts and three in black shirts—pass a ball between them. While they watch, ask them to count the number of passes made by the people in white shirts.

Did anyone notice the gorilla?

Key points of learning

- Many people who watch this video and count the passes don’t spot the gorilla. This experiment reveals that we are missing a lot of what goes on around us. What and who could we be missing as we go around our neighbourhood?

http://www.theinvisiblegorilla.com/gorilla_experiment.html



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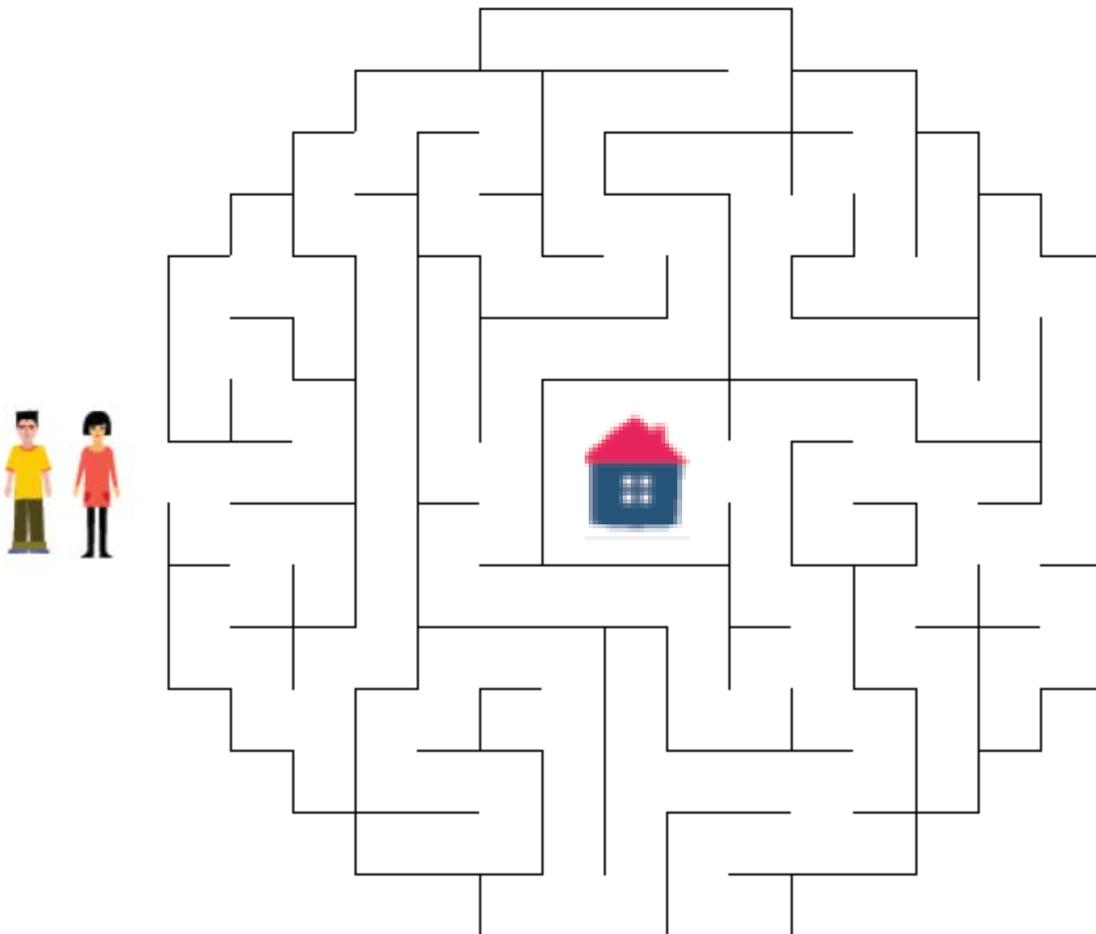
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MEMORY VERSE

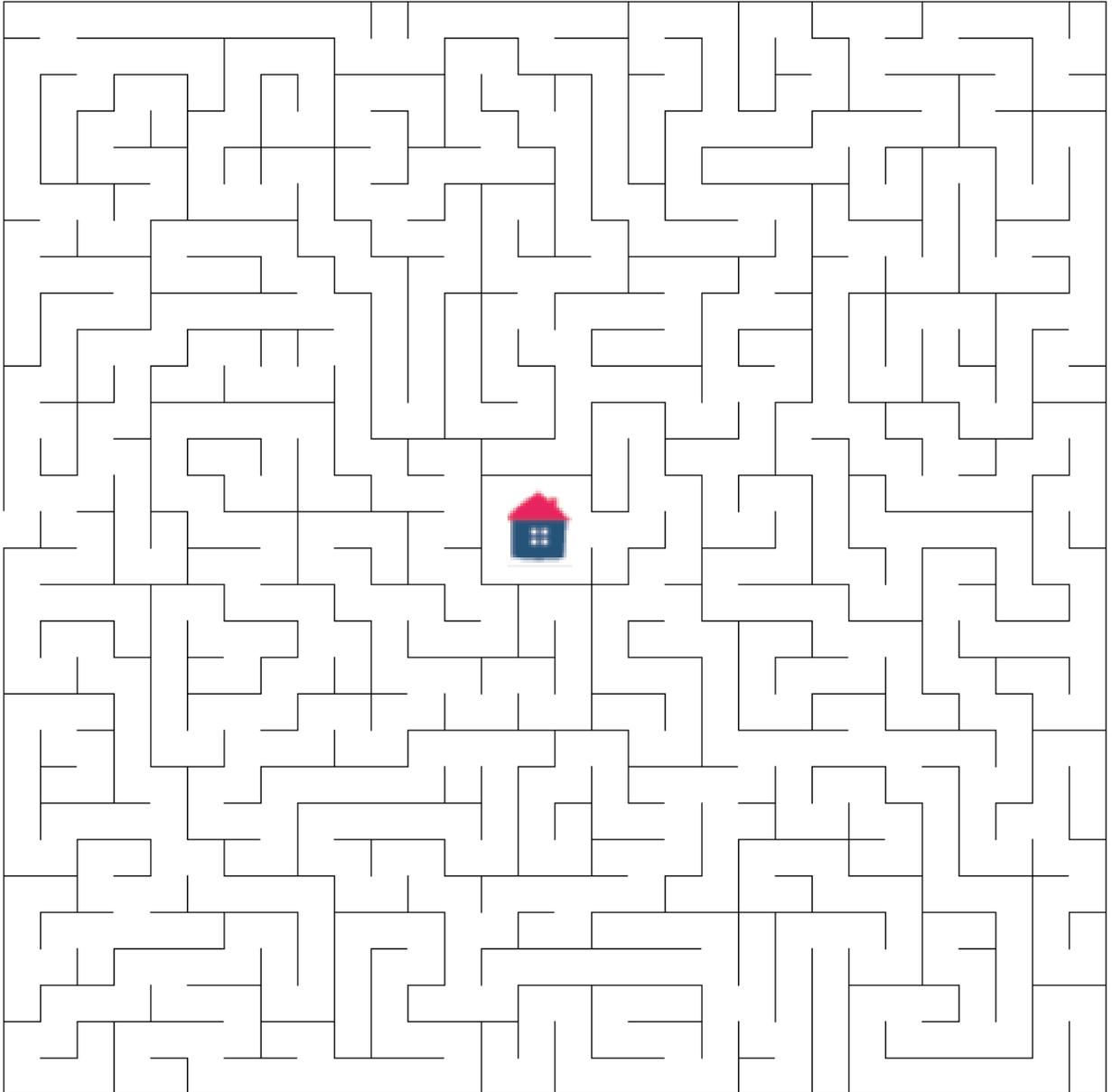
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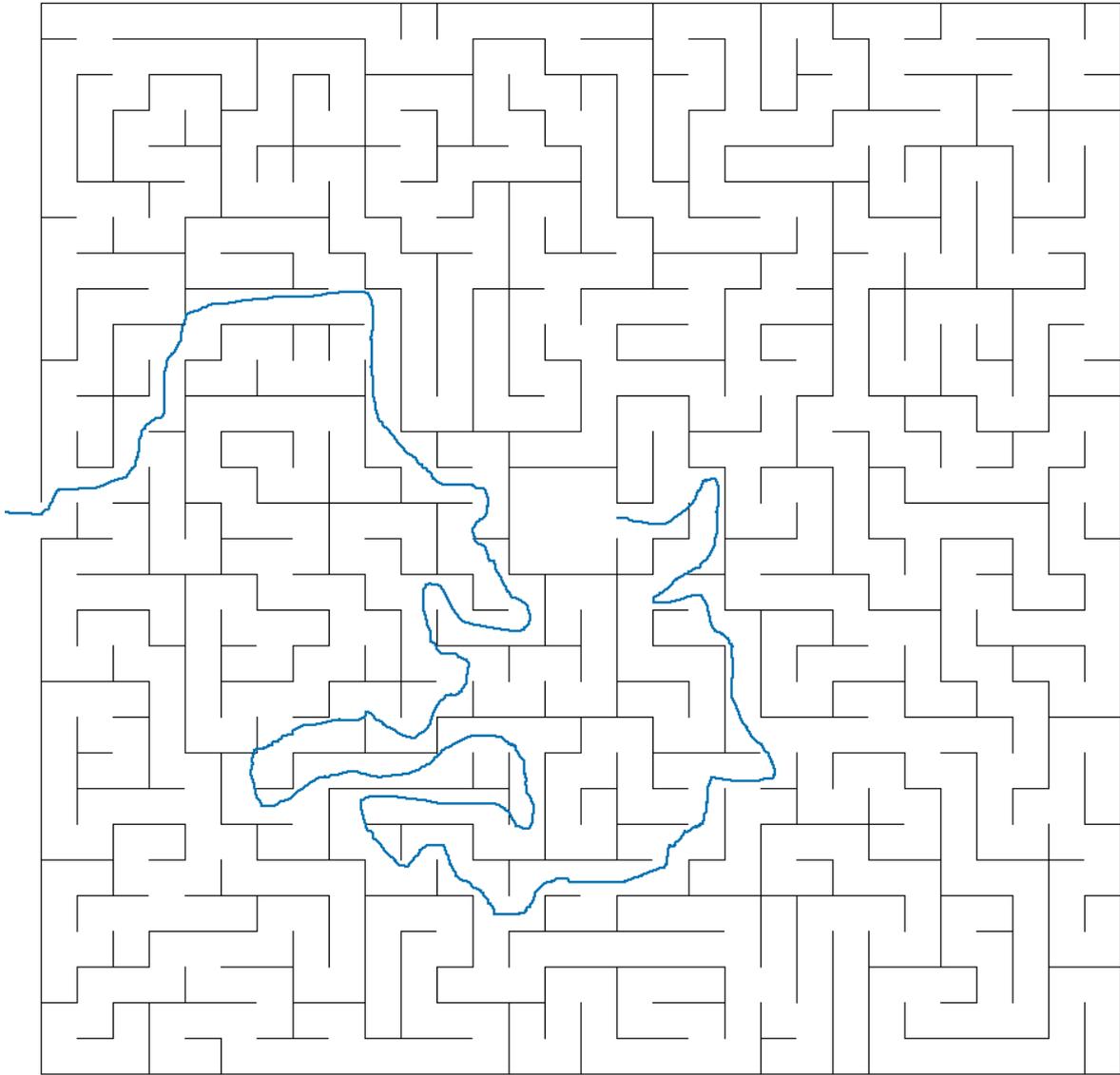
Mazes

Come out of your house and meet your new neighbours.



For older children:





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Jesus wants us to be a light to those in our area so we need to make connections with them.

MEMORY VERSE

Matthew 22:34-40 “love your neighbour as yourself”

The sound of the neighbourhood

Key points of learning

- Recognising we all have different types of neighbourhood or places where we hang out.

Provide the children with a selection of musical instruments or objects that they can use to make sounds.

Working as a group or individually ask them to create a musical interpretation of their neighbourhood.

Ask each child/group to play their piece to the other children.

Examples:

Slow, quiet, classical type music for a quiet residential area with many retirement villages.

Rap and beats for busy town centre.

Gospel/choir if living near a church.

Country style for the country.

Mixture of African & Asian sounds to represent multicultural area.



Week Four – Who do you ignore? (Samaria)

KEY MESSAGE

When Jesus says “you will be my witnesses in... Samaria” he was talking about those people who are not liked, who are different or even difficult. Jesus knows that there are people in our lives who we don’t like or are different to us but He gives us help to share His love with them too.

MEMORY VERSE

Luke 6:31 (NIV) Do to others as you would have them do to you.

Grouping Game

Key Points of learning

- We are all children, we are all loved by God but as the grouping game displays, we are not all the same.
- Jesus told us to share His love with the different and difficult people – who do we exclude?

For younger children

Stand with all the children in a space where they can move around.

Ask the children to form groups according to the answer to your questions.

Examples: Get into a group with children...

- who have the same eye colour as you
- who are the same age as you
- who are the same height as you
- who are wearing the same colour shoes as you
- who has the same number of brothers/sisters as you
- who ate ice-cream this week
- who eats rice

For older children

Props: Bring a bag of 20 household objects.

E.g. Pencil, pen, paper, book, picture hook, frame, spoon, paperclip, mug, fork, magazine, photo

Ask a few children to come to the table to put the objects into 3 groups. The rest can watch.

E.g. Pencil and Pen (writing materials) Fork and spoon (eating utensils) Book and Magazine (things to read)

Then ask a few more children to create a few different groups.

E.g. Mug and spoon (to make a drink) Paper, book, magazine (all made with paper) Paperclip, picture hook, fork (all made of metal).



After the exercise discuss:

Younger children:

- Did you enjoy the grouping game? Did you notice that you were with a different group of people depending on the features called out?
- Was there a time that you weren't in a group? How did that feel?
- We are not all the same, God made us all unique, we are all special but God loves us equally.

Older children:

- There were different ways to group the objects. In the same way there are often different ways to connect with the people around us. Have you excluded someone that you don't think you have anything in common with? Get to know them a little more and maybe you could find a connection?
- We are not all the same, God made us all unique, we are all special but God loves us equally.



Week Four – Who do you ignore? (Samaria)

KEY MESSAGE

When Jesus says “you will be my witnesses in... Samaria” he was talking about those people who are not liked, who are different or even difficult.

Jesus knows that there are people in our lives who we don't like or are different to us and he shared a story about a Samaritan who helped a Jew to teach us how to love those types of people.

MEMORY VERSE

Luke 6:31 (NIV) Do to others as you would have them do to you.

Drama – the Good Samaritan

Key Points of learning

- To help and love everyone regardless of their difference.
- Coming to kid's church does not make us Christian – our actions do.

Read the story of the Good Samaritan.

Discuss the significance of the characters:

The road = Dangerous, a place where robbers could hide and ambush easily

The man = Assumed to be a Jew, one of us

The priest and Levite = Fear of being unclean, inconvenienced, religious hypocrite, costly

Samaritan = Hated by the Jews

Denari = money, generous offer to do whatever it needed to get him better

Younger Children:

Props: Bandages, oil, something that signifies wine, money

Roles include:

Narrator(s)

Man walking from Jerusalem to Jericho

Gang of robbers

Priest

Levite

Samaritan

Innkeeper

Older Children:

Ask the children to create a modern day version of the story. Where would the road be? Who would be a priest, Samaritan etc. in their lives?



Week Four – Who do you ignore? (Samaria)

KEY MESSAGE

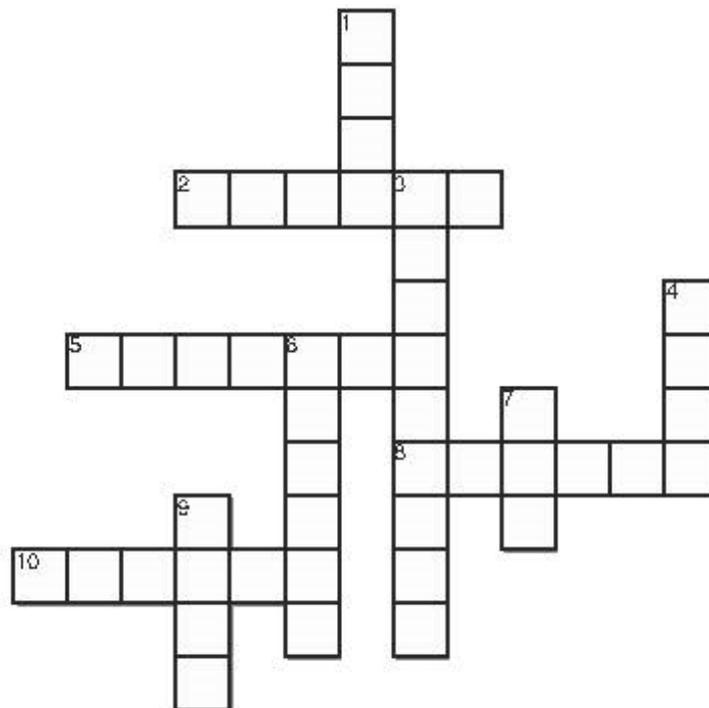
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Crossword



Across

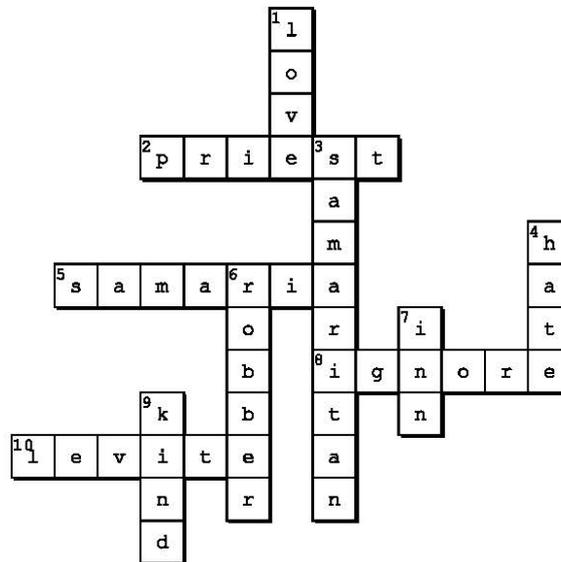
2. An important religious person who passed the hurt man
5. You will be my witnesses in...?
8. Not noticing someone on purpose
10. A religious person who did not help the man

Down

1. This word can be drawn as a heart
3. This man helped the hurt man
4. To strongly dislike someone
6. A thief
7. The place where the hurt man was looked after
9. Being friendly or helpful to others



Solution



Created on TheTeachersCorner.net Crossword Maker

Across

2. An important religious person who passed the hurt man (**priest**)
5. You will be my witnesses in...? (**samaria**)
8. Not noticing someone on purpose (**ignore**)
10. A religious person who did not help the man (**levite**)

Down

1. This word can be drawn as a heart (**love**)
3. This man helped the hurt man (**samaritan**)
4. To strongly dislike someone (**hate**)
6. A thief (**robber**)
7. The place where the hurt man was looked after (**inn**)
9. Being friendly or helpful to others (**kind**)

Week Five – Near and Far (ends of the earth)

KEY MESSAGE

When Jesus says “you will be my witnesses to the ends of the earth” he was talking about people of other cultures, languages and even countries.

Are there any people that you know from a different culture or who speak another language? How will they hear the stories about Jesus? What about people in other countries?

MEMORY VERSE

Isaiah 12:4 (NLT) Tell the nations what he has done. Let them know how mighty He is!

Word Search

E J O S V S J D Y A L B B
W U U X F P A B C I Z R O
N R Q G Z O D U S S Z Q L
Z Y H I R C L Y L A N T A
E J J K B T A S X H K S N
O Y L V U M B M X T E M G
F I G R Y Y A U B U U N U
S Y E X M W D Z V O H R A
T H A I L A N D O S D B G
I W A L A M K A P M G I E
E W U U H P S Z E X B G A
U A B K Z L A D E B C P D
A I S A T S A E H T U O S

Can you find these words

CAMBODIA

MALAWI

SOUTH ASIA

CULTURE

MOZAMBIQUE

SOUTH EAST ASIA

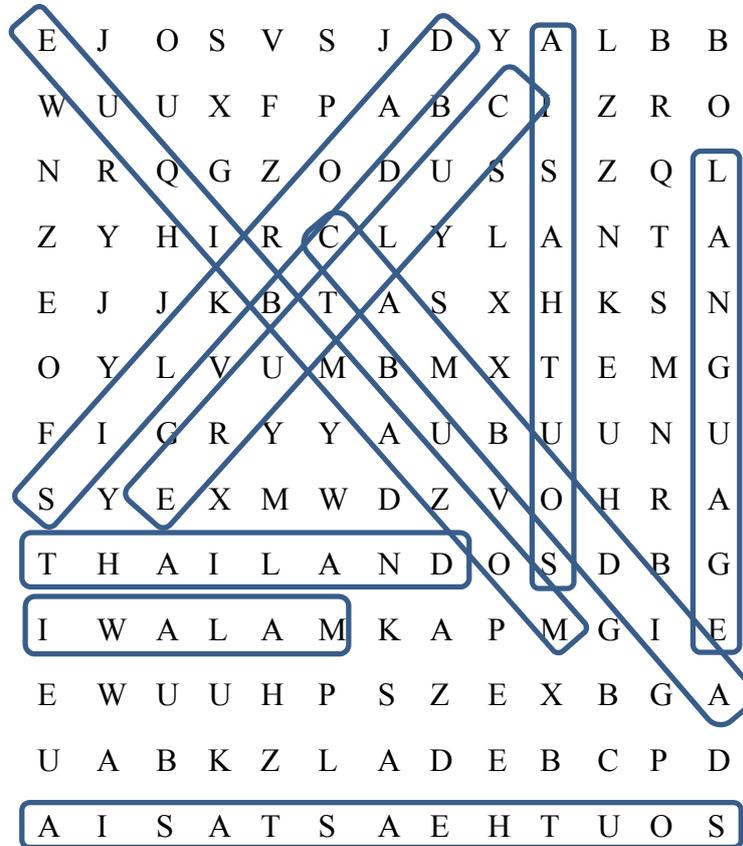
LANGUAGE

SILK ROAD

THAILAND



Solution



Can you find these words

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Who am I?

Key Learning

- Insights into the lives of nine least-reached people groups that Global Interaction are working with.
- These people groups have not yet heard about Jesus.

1. B people of South Asia

I wear a **Sari** which is brightly coloured. I have long hair which I usually wear up in a bun on the back of my head. When I sit down I tuck my feet under my legs as it is disrespectful to show the soles of my feet. I live in a house with my husband, our children and my parents. We live in a Muslim country.

I grow most of my own food and buy some items from the market. We eat our food sat on the floor using the fingers of our right hands.

For special occasions I decorate my hands and feet with henna designs.

2. H people of Central Asia

I live in a small village in a large country and work as a farmer with my father. Each day I wear a white cap to show that I am a Muslim.

I usually have noodles for dinner with vegetables which I eat with **chopsticks**. When I am eating with others the food is served in order of people’s age from the oldest to the youngest to show respect.

3. K of the Silk Road Area

I live with my husband and we have a farm with cattle. Our ancestors lived in a yurt which is on our land but we now live in a house. During the year there are four distinct seasons, summer can be as hot as 40oC and winter as cold as -40oC.

I wear western clothing with a colourful **headscarf**. In my spare time I love to study English and cook.



4. Khmer of Cambodia

When I greet people I press my palms together at chest level and bow slightly. If it is someone important I have to bow lower and if it is a monk I have to put my hands in front of my face. I usually wear long trousers and a shirt with sandals which I take off when I go indoors.

I always carry with me a 'krama', my multipurpose scarf, which I can use to wipe my hands, carry things or protect my head from the sun. Sometimes when I am in the city I will buy a snack from the roadside stall – my favourite is a deep fried **spider**.

5. IB, IR and IS of South East Asia

Where I live you can hear the call to prayer from the loud speakers at the local mosque five times a day. I am a Muslim girl so I wear a jilbab to cover my head and shoulders. At the moment I am learning my traditional dance which includes the use of **masks** to portray the different characters.

For lunch I usually eat rice with chicken. On a hot day I like to buy a refreshing drink from the seller who walks along my road carrying flasks of ice topped with flavoured cordial.

6. Ethnic Thai of Thailand

I live in the city and travel around on my motorbike or in a tuk-tuk. There are many temples in my area and when I was 13 I spent three months studying in a monastery and I decided to become a Buddhist monk. We celebrate many festivals, I enjoy Songkran, our New Year, when we throw **water** at each other.

My favourite food is curry with jasmine rice although I like to try all the different types of foods I can find in the city.

7. Yawo of Mozambique and Malawi

Over my dress I wrap a chitenji, a colourful length of material, sometimes I use this to carry my baby. Other things I carry on my head such as water or fire wood. I love creating unusual hairstyles with my hair.

My husband is a fisherman and when my son isn't at school you will find him playing **soccer**. I enjoy cooking and we often make ugali, maize porridge. I buy my food from the local market.



2.



3.



4.



5.



6.



7.



Week Five – Near and Far (ends of the earth)

KEY MESSAGE

When Jesus says “you will be my witnesses to the ends of the earth” he was talking about people of other cultures, languages and even countries.

Are there any people that you know from a different culture or who speak another language? How will they hear the stories about Jesus? What about people in other countries?

MEMORY VERSE

Isaiah 12:4 (NLT) Tell the nations what he has done. Let them know how mighty He is!

Barriers

Key Learning

- Jesus wants us to tell people about him. Sometimes it is difficult. We need to spend time understanding other people – their behaviour, lifestyle and language.

Global Interaction workers go to people who have never heard about Jesus. If you support any cross-cultural workers in your church print out their photo and show the children. The workers are passionate about telling stories about Jesus but there are sometimes barriers in their way.

Can you think of anything that may cause difficulties when the cross-cultural workers want to tell someone about Jesus?

Imagine moving to another country? What type of things would be different?

Ask the children to answer these questions by talking, writing or drawing.
(Answers include language and culture)

Global Interaction cross-cultural workers spend two years(!) learning a new language, behaviour and lifestyle so that they can share Jesus in a way that makes sense to the other person.

Print and cut out the boxes on the following pages and ask children to match the customs/languages to the country.

After the exercise discuss:

- Would these customs would be hard to learn? If you support a cross-cultural worker who work in these countries, print out their family photos and explain to the children how these customs would affect their lives.
- Talk about the things that people coming to Australia may not understand or would have to adjust to. (Answers include crowds, traffic systems, shopping malls instead of local markets, when to speak, money, schools, speaking English, social activities)



Cambodia	The oldest person is the most important. They sit at the dinner table first and no one must eat until they start eating.
China	Burping after a meal is a compliment to the cook.
India	Leave some food on your plate to indicate that you are full. If you finish the food it means that you are still hungry.



Thailand	Feet are considered the lowest, dirtiest part of the body. Showing the soles of your feet is very rude.
Brazil	Olá (hello)
Bangladesh	Hyālō (hello)
Indonesia	You must not touch the top of someone's head as it is the most holy(important) part of the body



Japan	Sayōnara (Hello)
Papua New Guinea	Never step over anything especially people as this is offence.
Russia	privet (Hello)

