2014
CHILDREN’S RESOURCES FOR SOUTH AUSTRALIA
This resource augments the Children’s Resources booklet in your Lent Event packet. It provides children’s resources that relate more closely to the specific partnerships developed by congregations in South Australia.

We suggest that you:

- **Read** pages 2 and 3 of the Children’s Resources booklet in your Lent Event packet: WELCOME TO THE LENT EVENT CHILDREN’S RESOURCES 2013 and RESOURCE OVERVIEW.

- **Replace WEEK ONE — INTRODUCTION** (pages 4-7) with our WHAT IS LENT? introductory session (attached).

- **Use WEEK TWO — BECAUSE EVERYONE DESERVES A HEALTHY LIFE** (pages 8-12) about health care and midwife training in South Sudan.

- **Use WEEK THREE — BECAUSE EVERYONE DESERVES TO BE INCLUDED** (pages 13-17) about partnering women for change in Kiribati.

- **Use WEEK FOUR — BECAUSE EVERYONE DESERVES AN EDUCATION** (pages 17-23) about education in North India.

- **Replace WEEK FIVE — BECAUSE EVERYONE DESERVES OPPORTUNITIES** (pages 23-27) about economic and social development in Maluku, Indonesia with our session about livelihood Development in West Papua (attached).

- **Use WEEK SIX — BECAUSE EVERYONE DESERVES THEIR VOICE TO BE HEARD** (pages 28-31) about Advocacy and peace building in Papua New Guinea.

If you have younger children in your group, we suggest that you:

- **Consider** some of the’ Extra Ideas for Younger Children’ that begin on page 10.
WEEK 1 -- WHAT IS LENT?

(Note: Instructions are in plain type; suggested wording for leaders in italics.)

HEADS UP – ORIENTATION FOR TEACHERS

Lent is a season of the traditional Christian church year. It is firmly entrenched in some churches, but tends to be overlooked in others.

Lent lasts six weeks leading up to Easter. It is a solemn season, a season of grief that ends in the joyful celebration of Easter, it’s described in UnitingWorld’s ‘Lent Event as 40 days of Action, Reflection, Connection for Life.’

Lent is preceded by Pancake Tuesday (4 March 2014), begins on Ash Wednesday (5 March) and ends on Maundy Thursday (17 April).

The purpose of Lent is for Christians to prepare for the celebration of Good Friday and Easter, through prayer, fasting, repentance, almsgiving, and self denial.

Curiously, the Sundays in Lent are not traditionally considered part of Lent, but they are seen as ‘little Easters’ — days of celebration rather than fasting. So the more solemn aspects of the season happen outside of Sunday, most often in home settings.

The Lent Event encourages us to focus on the justice aspects embedded in the traditional practices.

Traditional almsgiving implies justice toward our neighbor through trying to understand and to help alleviate the poverty of people in our partner churches.

Traditional fasting can become ‘living more simply so that others can simply live’.

The tradition of repentance can include turning from our consumer oriented selfishness to a more generous lifestyle; our prayers can focus on the needs of the people in our partner churches.

These Lenten practices should not be confined to forty days in autumn, but should continue throughout the year.

You will need:

- in a basket or box: have a variety of sample purple/violet fabric pieces and paper, card, carpeting, etc of different textures. Pieces can be about A-5 paper size. Make sure some samples are soft and smooth, some are rough, some are tattered, dirty, faded, and worn out, others new and shiny.
- a well-illustrated children’s Bible, for example Children of God Storybook Bible, retold by Desmond Tutu) This is an excellent choice because the variety of illustrations represent people of different ethnic groups. Titles and page numbers for pictures below are from this book. You will need to make some adjustments if you use another book.
- Millennium Goals chart
- A large map or globe of the world and some BluTack
- Poster board and markers

TUNE IN – TRUE STORIES

MEMORIES OF LENT: Ask one or more older members of the congregation to talk with the children about childhood memories of observing Lent. Perhaps they were encouraged to ‘give up something’ for Lent. Perhaps they attended special mid-week Lenten worship services where they heard the story of the last week of Jesus life: his arrival in Jerusalem and cleansing of the temple (Palm Sunday), his teaching in the temple, his celebration of Passover with his disciples (and institution of Holy Communion, Maundy Thursday), his arrest, trial, crucifixion (Good Friday) and his resurrection (Easter Sunday).
WARM UP ACTIVITY

FEELING LIKE: This activity introduces the idea that people have lives that are different from one another.

Give each child one fabric sample piece. Ask them to think about how their fabric piece makes them feel.

If your piece seems happy, take it over there (one side of your area). If your piece seems sad, take it over there.

You may have trouble deciding. That’s OK. It’s about how you feel, so there’s no right or wrong way to go.

Well done. Please bring your pieces and put them back in my basket.

Redistribute the fabric pieces. Then have several more similar divisions of the group: Hungry/full, Worried/calm, Rich/poor, Lonely/loved.

Ask children to sit in a circle and place their fabric pieces in front of them. Discuss ways the fabrics are the same and the ways they are different.

Discuss how people are all the same in some ways; some people are sad, while some are happy; some people are hungry while others have too much to eat, some people are worried while other people don’t have anything to worry about, some people are lonely while other people feel loved.

Use a chart of the Millennium Goals to illustrate:

Most of you are healthy, but some children are not healthy.

Most of you, if you’re old enough, go to school, but some children do not have a chance to go to school.

Most of you have grown ups who listen to you, some children do not.

Most of you will have a chance to have a good job when you grow up, some children don’t have that chance.

Over the next few weeks we’re going to be talking about some of the people who do not have as many good things as we have, and what we may be able to do to help them. However as we learn about other people, we may discover that they may have something that we are lacking (eg. strong community, gratitude for what they do have.)

FIND OUT - MAIN ACTIVITY

LENT IS ABOUT JESUS: This activity links together Lent, the Lent Event and the example of Jesus.

For this activity you use the same fabric pieces as in the warm up and a Children’s Bible.

I wonder why we should care about people who are poor, don’t have enough food or clean water or who can’t go to school.

Allow a few moments silence, and invite responses from children who wish to comment at this point.

From this point, you will be having a quick review of/ introduction to the life of Jesus with emphasis on those events commonly read during Lent. As you do this, build a cross shape on the floor where all the children can see it. The cross is made up of seven sample pieces. For each of the seven steps you will show an illustration of an event in Jesus’ life from your children’s Bible, and you’ll ask children to choose a fabric piece that seems best for that story.

For me, my concern about other people goes back to the man Jesus. Jesus, lived a long time ago, but the Bible tells us a lot about him.
1. **Jesus blesses the little children** (Mark 10, page 79).

   Jesus was a man who loved all kinds of people, even children.

   I wonder what fabric piece goes best with this picture.

   Help a child lay their piece in front of you. If there is any disagreement of what piece to use, you can fold two or more pieces together to fill one space.

2. **Jesus the healer** (Luke 5, page 90)

   Jesus loved people who were sick and he helped them.

   Add the second fabric to your cross.

3. **Sharing God’s Plan** (Matthew 25, page 101)

   Jesus talked to his friends about God’s plans for the world. He taught them to help people: to give food to hungry people, to give clothes to people who need clothes, to be a friend to people who are lonely and to take care of people who are sick.

   Add the third fabric to your cross.

4. **Jesus becomes a servant** (John 13, page 106)

   Jesus showed his friends (and me) that it is a good thing to serve people even in ways that don’t seem important. One day he washed his friends’ dirty feet.

   Add the fourth fabric to your cross.

5. **Jesus shares his last meal with his friends** (Matthew 26, page 109)

   Jesus showed his friends (and me) how important it is to be together, to support one another and to remember him.

   Add the fifth fabric to your cross.

6. **The trial and death of Jesus** (Matthew 26 and 27, page 111)

   One of the things that we remember about Jesus is that he died; by dying he helped everyone, everywhere to a better life.

   Add the sixth fabric to your cross.

7. **Jesus is alive** (Luke 24 and John 20, page 112)

   The really amazing thing about Jesus is that after he died, Jesus came back to life again. Jesus lives with us forever.

   Add the sixth fabric to your cross.

   Look at the shape you have formed. It’s a cross, the symbol of all that Jesus taught us, especially that Jesus was willing to die and come back to life for us.

**ACT OUT -- BUILD ON WHAT HAS BEEN LEARNED.**

We are now in a time of year that some people call Lent. Lent is the time before Easter. It’s a special time for thinking about what Jesus taught us — and doing something about what Jesus taught us.

**MAP:** Direct children’s attention to a world map or a globe. As you identify the different places, gather up a piece of purple cloth and attach it with BluTak to the location on the map. The cloth becomes an arrow pointing to the location.

During the next five weeks of Lent we’ll be talking about ways we can help people in West Papua, Kiribati, South Sudan, North India and Papua New Guinea.

**PRAYER POSTER:** Help children make a large poster, with words like this in the centre: Lord Jesus, during Lent, please help us to care more about people who are poor, don’t have enough food or clean water and who can’t go to school. Amen.

Suggest that children can draw picture and add them to this prayer poster in the coming weeks as you talk about projects in these places.
DONATIONS: If it is appropriate with the group of children you are working with, give children the Lent Event money boxes and explain that one of the ways we can help people in these places is to give money to the Uniting World development projects.

In consultation with parents, you might arrange for children to participate in the tradition of ‘giving up something for Lent’, perhaps identifying a lunchbox / tuck shop treat that they can forego during Lent, contributing the amount saved to the featured LentEvent projects of UnitingWorld.

Alternatively, if such donation is made by families and done as a part of worship, make sure children are aware of what is happening.

Throughout the Lent Event sessions, regularly encourage children to keep up with the project they have undertaken.
WEEK 5 – EVERYONE DESERVES OPPORTUNITIES
(Note: Instructions are in plain type; suggested wording for leaders in italics.)

Project in focus: Livelihood Development in West Papua

Like people in Australia, people living in developing countries have many different skills and abilities. But often factors outside their control mean they don’t have the same opportunities to earn an income, look after their families and plan for the future.

Poverty is heightened when people are not able to participate in the decisions that affect their lives. People are excluded because of where they live, their religion, their gender or their culture. All these factors reduce their access to education, employment opportunities and healthcare. UnitingWorld works with our partners to make sure people participate in the decisions that affect their lives and can access the resources they need to take part in all aspects of life.

HEADS UP WEST PAPUA

Population: 251,160, 124 (July 2013 estimate)

Indonesia is one of Australia’s closest neighbors and has the fourth largest population in the world. Indonesia is made up of thousands of islands, including the western half of the island of New Guinea (West Papua).

Over the past 40 years, migration from other parts of Indonesia to West Papua has resulted in the marginalization of indigenous Papuans.

As a result, many indigenous people have moved from their traditional land and lost economic opportunities to migrants.

The majority of small to medium sized businesses in West Papua are now operated by migrants who employ other migrants to work for them.

West Papuans increasingly need livelihood opportunities so that they can generate an income and gain access to vital services, such as education, health care, transport and supplementary food.

UnitingWorld is working closely with our Church Partner (Evangelical Christian Church in the Land of Papua) to establish livelihood initiatives in small rural communities throughout West Papua. These communities have been nominated by our Church Partners as being most in need of assistance.

Providing local communities with the materials and skills that they need in order to generate an income is effective and efficient way to assist local communities gain access to basic services. The project has initially focused on fish farming.

TUNE IN – TRUE STORIES

Down, down, down she ran and slid. It was safer at the places where tree roots formed natural steps. But she loved the places where her bare feet could just slide on the wet mud. It had taken many trips by many pairs of feet to make the narrow path through kunai grass that was taller than she was. Eight-year-old Priscilla’s net bag stayed firmly in place. The handle nestled in her thick curly hair and the bag itself hung down her back.

The Project Officer was visiting. All the men from Priscilla’s village were with him down in the valley digging a second fish pond. Priscilla had lunch for them in her net bag: boiled rice wrapped in leaves, some roasted sweet potatoes and a tin of fish. ‘Wouldn’t it be funny’, she thought, ‘if one day fish from our ponds would be in tins people buy from the trade store!’

Priscilla was glad she could go down and watch the men working.

She loved to visit the fish pond project any time. It was a good place to go when nobody else was around. When it was very quiet, she could see fish coming to the surface of the water to catch insects. Priscilla didn’t care what kind of fish she saw. Both kinds were fun to watch.
But the Project Officer was really concerned because tilapia fish had invaded the first pond and were crowding out the carp. It was carp that they were farming to sell.

Wise old Grandmother Nora said that was a picture of what had happened in West Papua where they lived. People from other places came and took over the good land and the good jobs. They were like the tilapia. Her people, who had belonged here for a long time had a tough time surviving — like the carp.

That’s why the men were digging a second pond. They would carefully move the carp to the new one. Then they could drain the old pond, get rid of tilapia, and eventually have two fish ponds instead of one. Twice the ponds, twice the fish to sell, twice the money and twice the chance that Priscilla’s family would have enough money to send her to school.

**BIBLE LINKS**

The Bible readings for the third Sunday in Lent have water as a common link with the fish farming project.

**Exodus 17:1-7** The LORD gives Israel water from a rock

**Psalm 95** refers to that event. It also speaks of God’s creation and rule over all the earth and his shepherd-like care for people.

**Romans 5:1-11** is a strong Gospel statement of the joy we have because of what Jesus has done for us. It also includes this passage which could be linked with the hope that development projects bring to people.

> And that’s not all. We are full of joy even when we suffer. We know that our suffering gives us the strength to go on. The strength to go on produces character. Character produces hope. And hope will never let us down. God has poured his love into our hearts. He did it through the Holy Spirit, whom he has given to us.

**John 4:5-42** is the story of Jesus and the Samaritan woman at the well. Water, again plays an important role. There are also elements of discord between two races. But most important, it is a story of Jesus giving the woman a new opportunity for a better life.

**ACTIVITY CHOICES**

1. **Card game** – go fish

2. **And . . .**
   - There’s an old saying: Give a man a fish and he’ll eat for a day; teach a man to fish and he’ll eat for a lifetime.
   - What if we built on this saying with ‘Teach a man to build a fish pond and . . .?’
   - Invite people to finish the statement in words or pictures.

3. **Tin fish**
   - Share a snack like the one mentioned in the story: boiled rice and tinned fish.
   - Study the label on the tin to find out as much as you can about the product. If possible have a variety of tins of fish, study all the labels. Talk about who benefits when you purchase the tin. Who might be hurt in some way when you purchase the tin?

4. **Jesus brings hope of a new life**
   - The story of Jesus and a Samaritan woman (John 4:5-42) is quite long to read directly from the Bible. Consider reading it with the children from a Bible story book. Explore how Jesus gave new opportunities and new hope to the woman, and how her hope helped her whole community.

5. **A fish farming project can bring hope to a community**
   - Revisit the last paragraph of Priscilla’s story as a progression:

   | more ponds | more fish | more money | more opportunity for education | ? |

   - Discuss what the next items in the chain might be for Priscilla and her community.
ACT OUT -- BUILD ON WHAT HAS BEEN LEARNED.

Continue encouraging children in whatever Lent Event project they have undertaken.
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 1: WHAT IS LENT?

Give youngest children an opportunity to have some free play with some Duplo bricks or blocks.

Let children help you lay out a ‘road’ with forty Duplo bricks or blocks.

Walk the Jerusalem road . . .

- Sit with the children at one end of their road. Read the story of people attempting to discourage Jesus from going to Jerusalem (Luke 13:31) and Jesus’ determination to walk the road (Luke 18:31) from a contemporary Bible translation or an age-appropriate children’s Bible.

- Point out that Jesus did go to Jerusalem. Walk with the children to the other end of the road. Sit with the children at the Jerusalem end of the road. Without going into detail, show a cross and explain that when Jesus got to Jerusalem, Jesus let the people be mean to him. Jesus let them kill him. Jesus knew that this would help us — you and me — in God’s special way.

. . . and the Lent road.

- Count the forty blocks with the children as you walk back to the start of the road and sit there.

- Explain simply that Lent is a season with that many (40) days. During this special time, Christians remember all that Jesus did. Walk back to the Jerusalem end of the road, and as you walk, sing a song that they know:

  Eg. Walkin’ down the road (Robin Mann)
  
  This is the day (Trad)
  
  Halle, halle, halle (Caribbean)

Show children the picture for the session and ask them to tell you what they see in the picture. You may steer the conversation with questions like: what are they doing? Why do you think they are doing that?
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 2: EVERYONE DESERVES A HEALTHY LIFE: (South Sudan)

- Give youngest children an opportunity to have some free play with dolls. Let them pretend the dolls are sick and they are taking care of the dolls. You may ask children to tell you about times when they were sick or when people in their family were sick. What/who helped you get better?
- Show the picture for the session. Explain that these boys and girls are from a place called South Sudan in Africa. Ask the children to tell you what they see in the picture. You may steer the conversation with questions like: How do you think are they the same as you? How do you think are they different from you? What do you think makes them sad/happy? What makes you sad/happy?
- Read with the children the story of Jesus and Nicodemus (John 2:10-17) from an age-appropriate children’s Bible. Point out how Jesus was offering Nicodemus a chance of a better life.

Image Courtesy Uniting World
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 3: EVERYONE DESERVES TO BE INCLUDED (Kiribati)

- Give youngest children an opportunity to have some free play with Duplo bricks of other simple toys. Encourage children to group the toys into items that are separate and items that are different.

- Show that everyone is included in your big group, even when something about them is special. Sit in a circle with the children. Set the pattern for an activity along these lines: Say: We are all the same because we all have hair. One of us is special because her hair is curly. Who is that? Marie is special because she has curly hair. Please stand up Marie and show us your curly hair. If the group is small enough, identify one special feature of each child.

- Show the picture for the session. Explain that these boys and girls are from a big island called Kiribati. Ask the children to tell you what they see in the picture. You may steer the conversation with questions like: How do you think are they the same as you? How do you think are they different from you? What do you think makes them sad/happy? What makes you sad/happy?

- Read with the children the story of Jesus bringing Lazarus back to life (John 11:1-45) from an age appropriate Children’s Bible. Point out how Jesus helped the whole family.
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 4: EVERYONE DESERVES AN EDUCATION: (North India)

NOTE: you may want to change the water glass activity from the booklet (delicate balance) to an activity in which children stack different colour blocks of Lego or Duplo

- Give youngest children an opportunity to have some free play with books. You may ask them about any books they have at home and what they do with the books. Who do they know who can read the words in books? How did they learn to read? Do you think it’s good to know how to read?
- Show the picture for the session. Explain that these girls are from a place called North India. Ask the children to tell you what they see in the picture. You may steer the conversation with questions like: How do you think are they the same as you? How do you think are they different from you? What do you think makes them sad/happy? What makes you sad/happy?
- Read with the children the story of Jesus healing a blind man (John 9:1-41) from an age-appropriate Children’s Bible. Point out how Jesus gave the man a better life.
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 5: EVERYONE DESERVES OPPORTUNITIES: (West Papua)

- Let children ‘catch’ plastic bath toy fish in a wading pool with a net. You can often buy inexpensive butterfly nets at dollar shops. Alternatively use large sieves.
- Ask if any of the children have been fishing – did they catch any fish?
- You may ask children to tell you about what they would like to do/be when they grow up? What would be good about having the opportunity to do that?
- Show the picture for the session. Explain that this boys and girl are from an island above Australia called West Papua. Ask children to tell you what they see in the picture. You may steer the conversation with questions like: How do you think are they the same as you? How do you think are they different from you? What do you think makes them sad/happy? What makes you sad/happy?
- Read with the children the story of Jesus and a woman at a well (John 4:5-42) from an age-appropriate children’s Bible. Point out how Jesus was offering the woman a chance of a better life.
EXTRA IDEAS FOR YOUNGER CHILDREN

WEEK 6: EVERYONE DESERVES THEIR VOICE TO BE HEARD (Papua New Guinea)

- Play a simple game (like ‘Simon Says’) in which players listen to and obey simple instructions given by a leader. You might ‘plant’ a helper who does not listen and does not do what you say. Talk about how you feel bad when someone does not listen to you, but you feel good when people do listen to you.
- Ask children to tell you who listens to them. Let them act out a scene with a doll (or teddy) in which the doll has something to say and they listen to the doll. Help them to identify some signs of active listening: stopping other activities, looking at the speaker, asking for clarification, acting on what was said . . .
- Play the game of ‘Chinese whispers’ in which someone whispers a word in the ear of the person sitting next to them and this goes around the circle. Does the word change by the end of the circle? This happens easily and shows how important it is to listen to each other.
- Show the picture for the session. Explain that these children are from a big island called Papua New Guinea.
- Ask the children to tell you what they see in the picture. You may steer the conversation with questions like: How do you think are they the same as you? How do you think are they different from you? What do you think makes them sad/happy? What makes you sad/happy?
- Read with the children the story of Jesus’ triumphal entry into Jerusalem (Matthew 21:1-17) from an age appropriate Children’s Bible. Point out how Jesus heard and appreciated the voices of children.