

A young girl with dark hair tied back, wearing a white dress with a floral pattern and gold-trimmed puffed sleeves, is sitting on the floor and reading a book. She is looking down at the pages. In the background, other children are visible, some sitting on the floor. The wall behind them has some papers pinned to it, including a circular stamp that says 'SELAH' and a rectangular stamp that says '15 APRIL WEATHER'.

lentevent

CHILDREN'S RESOURCES

lentevent)



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Call to LENT EVENT

The causes of extreme poverty are many and complicated and it's all too easy to become overwhelmed with a sense of being powerless to respond. Nevertheless, those of us who enjoy relative affluence have both a responsibility and an opportunity to address this great moral challenge through our everyday choices.

Lent Event came about as a fresh approach towards tackling the problem of extreme poverty by promoting the reconciliation of peoples and resources. The Lent Event discipline involves setting aside non-essential material goods for the Lenten period and donating the money saved to support projects that offer a better future to our brothers and sisters in some of the world's most impoverished nations.

We've seen Lent Event participants contribute over \$2 million for transformational projects in Asia, the Pacific and Southern Africa facilitated by UnitingWorld - Relief and Development. Conducted by local partner churches around the world, these projects focus on promoting local ownership and building up local capacity to manage development.

As a result of the Lent Event action-reflection-connection discipline, we have seen transformation happening: not only in developing countries, but across Australia as well. Australian faith communities are being transformed as they follow where Jesus leads. We've seen hundreds of Uniting Church congregations growing closer with our sisters and brothers living in poverty and closer with God through the Lent Event journey.

We at Lent Event are grateful that your faith community has decided to step out on this journey. If you have any questions that we might help you with along the way, please ring us on 1300 536 838 or visit our website at www.lentevent.com

Blessings,



Sarah White
Lent Event Founder

INTRODUCTION TO LENT EVENT CHILDREN'S RESOURCES 2012:

Lent Event provides all-age worship resources with specific components for infants and primary school children to ensure that everybody grows from their participation in Lent Event.

Our children's resources seek to deepen children's understanding of what life is like in some of the nations of the world that experience poverty. Children will be reminded of God's love for all of humanity and helped to form a deeper connection with people who are poor. Children have the opportunity learn about, build connections with and pray for our brothers and sisters in six communities they are partnering in development.

Lent Event combines ACTION, REFLECTION and CONNECTION to deepen our connection with God and with Lent Event projects and partners. In this program, children reflect during weekly **story time** (usually shared with whole congregation in church), connect through **hands-on activities, prayer time** and act by taking up the **home challenge**.



REFLECT:

Partner's Story (use in church)

Each week's story will centre on getting to know a child from one of our partner communities. The congregation will join God's heart for people who are poor by discovering more about the food, housing, schooling, leisure activities and family life of children in diverse parts of the world. These stories will also help children to gain some insight into some basic development objectives- water; nutrition, education, healthcare, employment/ livelihood and peace and see how these fundamental rights can impact the communities that we are supporting through Lent Event.



CONNECT:

1. Hands-On Activities

Each week, children will be invited to do one or more practical activities that link to the customs and culture of the partner we are focussing on and to the development objective we are working with the partner to achieve. Ideas for simple yet authentic craft are provided, along with fun

and stimulating activities such as cooking and playing games, to help us to glimpse at life for our partners. It is intended that these activities will help the children connect with children from partner communities and understand development issues on a personal level. A number of the suggested activities also allow the children to act as leaders by providing ideas to engage the rest of the congregation.

*NB. Several of the craft activities require recycled materials that will need to be collected over time in advance. **Please read the 'You'll need' lists** for the weekly 'hands-on' activities before commencement of the unit to enable you to put a call out for the items needed for the lessons.*

2. Prayer Time:

Each week, the children will be encouraged to pray for themselves, each other and for the world. A different way of praying is suggested each week, helping the children to experience different types of prayer and prompting them to express themselves in varying ways. These prayer experiences are aimed at deepening the children's relationships with God and with each other.



ACT:

Home Challenge

Following on from the church activities, each week children are encouraged to continue to learn more about life for our partners by accepting a practical challenge to undertake at home during the week with their families. These challenges will help reinforce the connections they are forging and deepen their understanding of development issues. They will also mean the rest of the family have a chance to do something practical about the issues of extreme poverty. Weekly debriefings of the take-home challenges are incorporated into the lessons.

We love to hear feedback about the great things that our kids get up to during Lent Event. Many of the wonderful stories

about the impact Lent Event is having locally stem from children getting really involved and leading the adults to new experiences. As the lessons that follow suggest, we're going to dedicate a special section on our website to share what's happenings among Lent Event Kids. So please email us your photos and stories and visit the website to see what the kids are causing in Uniting Churches across Australia. Go kids!

If you have any questions that we might help you with along the way, please ring us on 1300 536 838 or email us at info@lentevent.com

The Lent Event Team

WEEK 1

Millennium Development Goal (MDG) 1 focus: Eradicate Extreme Poverty and Hunger

Partner: Church of North India

REFLECT

Theological background for leader by Rev John Barr:

Food is a basic human right. Yet we know many people go to bed hungry every night. Jean Ziegler, a member of the United Nations Human Rights Council Advisory Committee, writes: *"In a world overflowing with riches, it is an outrageous scandal that more than 1 billion people suffer from hunger and malnutrition and that every year over 6 million children die of starvation and related causes. We must take urgent action now."*

The ancient Israelites faced desperate hunger as they wandered the wilderness of Sin, a desolate region on the Sinai Peninsula, many thousands of years ago. How were they going to survive in such a rough place? They were on the run, had no resources and there was no place to call home.

Exodus 16 tells us how God responded to this crisis. The term *"manna from heaven"* or *"bread of heaven"* has its origins here as God provided the people with a life-giving substance that satisfied their hunger. This substance was called *"manna"* (Exodus 16:31) and we are told the Israelites *"ate manna for forty years, until they came to a habitable land"* (Exodus 16:35).

On a hillside near Lake Galilee a huge crowd gathered around Jesus. They were hungry and they needed to be fed. But very little food was available. John's Gospel tells us how Jesus received the meagre amounts of bread and fish that were available. He then *"took the loaves, and when he had given thanks, he distributed them to those who were seated; so also the fish, as much as they wanted"* (John 6:11). The point here is that many thousands of people were fed with the few resources that were given to Jesus.

On the basis of this miracle and with reference to the ancient Israelites who received manna in the wilderness, Jesus goes on to declare that he is the *"bread of life"* (John 6:35).

In the sacrament of Holy Communion we focus on bread. Indeed, bread has become an important symbol for Christians. Bread satisfies our hunger and it is a basic food item in Australia's diet. But *"bread"* means so much more here. Jesus is the *"bread of life"* and this means Jesus Christ comes to satisfy our every need. It means we need to feed on Christ for our true wellbeing. It means we are sustained and empowered to then, importantly, provide *"bread"* for others.

God's vision is one where all people have the right to a decent life. God provided bread for the ancient Israelites in the wilderness and because of that, these people were to become a *"light among the nations"* (Isaiah 49:6) and a nation that was to set a good example of justice and welfare towards others (Deuteronomy 4:5-8).

Jesus, *"the bread of life"*, also provides for our every need. Because of this, we are called to be generous and hospitable towards others with the resources God has given us. This means we are to address the outrageous scandal that Jean Ziegler refers to by offering the basic necessities of life to others and, as the first Millennium Goal calls for - to eradicate extreme poverty and hunger in the world today.

These goals can be achieved. With God's help we can do it.

Partner's story

(Slide 2)



Nomohshkar! (Slide 3)

Hi! My name is Rohit. I am 6 years old and I live in India!

(Slide 4) I live with my two sisters Jamuna and Sunita, and our mother and father. Jamuna is 8 years old and Sunita is 1 year old. (Slide 5) We live here in this house.

India is a very colourful country where you can find many different types of people. Kolkata is the capital of the state, West Bengal, in India. Like other large Indian cities, it is very big and many people live there. (Slide 6) About 3 hours away from Kolkata is a smaller town called Durgapur. There are

many factories in Durgapur and many people come from other parts of West Bengal to work here. Most of these people live in communities in Durgapur city. (Slide 7) They live off a small amount of money everyday, and sometimes don't have enough to buy food or send children like me to school.

Most of us living in Durgapur eat one or two meals a day which is usually rice or roti with either dhal or fish. (Slide 8) Roti is a flat Indian bread and dhal is a watery soup/curry made of lentils. We eat this with our right hands. Durgapur has a large river called the River Darmodar so we eat lots of fish from this river.

Sometimes our fresh water supply is not very reliable, (Slide 9) and some communities must wait for certain times of the day to collect water from the pump for their family. The still water in ponds in the area are known for water-borne diseases such as Malaria which makes people very sick and sometimes people even die. The big factories of Durgapur also release fumes into the air, which makes it hard for us to breathe sometimes. Children and elderly people often get sick from breathing in these particles in the air.

Going to school can be difficult because it costs a lot of money for books, uniforms and school fees. Since there are so many children, we can sometimes have as many as 60 children in our class with only one teacher! This makes it hard to learn because the teacher cannot always help us with our work. Children who have more money get extra tuition so they understand what they learn at school. Many children drop out of school altogether, sometimes so they can work and make money for their family.

(Slide 10) The Church of North India, Diocese of Durgapur is helping our community with this. It is encouraging children to stay in school and after school, children can go to the development centre and get help with their school work as well as play games, sing, dance, and receive a snack before they go home. (Slide 11) Families of children also come to the centre sometimes for basic health check ups and to talk with the teachers there.

I attend one of the child development centres in Durgapur and I really love it. My big sister Jamuna also goes to the development centre. We walk to the centre together after school with friends who live in the same community as we do. Jamuna started school later because our parents could not afford it at the time. Since being involved with the Diocese of Durgapur, Jamuna and I have started attending school again and we are happy to be learning in class and at the centre. I love learning new things and going to school with my friends. I like going to the centre because after study, we sing, dance and then gets a glass of milk and a snack!

My favourite snacks are bananas and eggs. This is a photograph of me at the study centre in Durgapur (Slide 12) Sometimes my mum doesn't have enough money for food, so I enjoy the snack. Jamuna and I share our snacks with our little sister Sunita when she's hungry. Sunita is too small to go to school, but she comes with our mum to pick us up sometimes.

When I am not at school, I enjoy being with my family. We often look after Sunita when our parents are working and we also play with the other children in our community. We play cricket with a tennis ball I found and a bat we made out of wood. Cricket is our favourite sport and I love playing it with my friends.

CONNECT

Connect with India by discussing the foods that Indians traditionally enjoy (use pictures), cooking a simple Indian recipe/ recipes and then having an Indian-style feast together.

Recipe for Coconut Ladoo

- 4 1/2 cups dry desiccated coconut (nariyal)
- 1 tsp ground cardamom
- 400 ml condensed milk

1. In a pan, mix coconut and condensed milk.
2. Cook, stirring, on a medium heat till the mixture begins to leave the sides of the kadhai.
3. Take out and allow the coconut mixture to cool.
4. Add ground cardamom and mix well.
5. Using your hands, form ping pong size balls from this mixture. These are now called coconut ladoo or nariyal ladoo. They should be stored in the refrigerator.



Recipe for Kulcha

(makes 8 pieces traditional North Indian bread):

- 2 cups plain flour
- 1/4 tsp bicarbonate soda
- 2 tbsp milk
- 2 tbsp natural yogurt (curd/dahi)
- 2 tbsp vegetable oil
- Salt to taste
- Butter - as needed



1. Preheat oven to 220°C.
2. Sift flour and bicarbonate soda. Mix yogurt and milk to the flour. Add enough water to make smooth dough. Let the dough rest for 10 minutes, covered with a damp cloth.
3. Add 1 tablespoon oil and knead the dough well. Cover the dough and set aside for 10 minutes to rest.
4. Divide the dough into 8 portions and shape them into balls.
5. On a lightly floured surface, roll out these balls into 12cm rounds. Brush lightly with oil.
6. Place kulchas on the greased baking tray. Bake them for 6-8 minutes.
7. Serve warm with butter.

Recipe for Nan Khatai

(makes approx. 12 traditional biscuits):

- 1 cup plain flour
- 1/2 cup icing sugar
- 1 tsp baking powder
- 4-5 tablespoons ghee (softened butter)
- 1/2 tsp ground cardamom powder

1. Preheat the oven at 180°C for 10 minutes.
2. In a bowl mix ghee and icing sugar. Beat it well till it becomes lighter in colour and fluffy.
3. Sieve together flour and baking powder and mix in cardamom. Add ghee-sugar mixture to flour. Knead it into soft dough. Let it rest for a while.
4. Line a baking tray with baking paper.
5. Make small round balls from the dough and flatten them between your palms. Place these on a baking tray keeping a distance between them.
6. Bake nan khatai at 180°C for 15-20 minutes (keep an eye on them). They will turn slightly brownish and slightly crack on top.
7. Let them cool completely before serving.

For other recipes go to <http://fastindianrecipes.com>

Feast time

- Ask everyone to wash and dry their hands as they would do in India.
- Set a mat on the floor; ask children to sit with their backs straight and cross legged as is customary in rural India.
- Point out that Indian foods are best eaten with our hands. Any Indian would say that in order to completely enjoy Indian food, it must be eaten with one's fingers. The idea behind eating with one's hands is to enjoy the process of eating with as many of the senses as possible – taste, smell, sight, and touch. One thing that should be noted is that Indians eat only with the right hand. However, while passing a dish to someone else, it is the left hand that should be used. Ask the children to try and follow this practise.

- Take photos of the culinary delights or of your group having an Indian-inspired feast and email them to Lent Event (info@lentevent.com) so we can share them on the website.



Prayer time:

Place a sheet of butcher's paper on the floor and have the children sit around it. Have lots of coloured markers available for the children to write/draw with, and/or have lots of pictures of consumables from supermarket catalogues cut out for the children to paste onto the poster. Encourage the children to draw, write down or glue images of the various items they could give up for the 40 days of Lent. Explain that they will need to talk these possibilities over with their families during the week. When everyone has had time to participate, the leader gives thanks for God's abundant provision to us and prays for children (by name if known), their ideas and God's guidance throughout Lent.

▶▶▶ AGT:

Challenge children to live simply by drinking only water throughout the week. Invite the children to make a note of the number of times they elect not to drink other types of drinks and have water instead. Tell them they'll be asked to report back on this next week.

WEEK 2

MDG 2 focus: Achieve Universal Education

Partner: United Church of Zambia

REFLECT

Theological background for leader by Rev John Barr:

In Bahasa Indonesian the word often used for “development” is related to the term “to bloom”, “to unfold” or “to flower”. It also refers to the idea of “unfurling” or “spreading one’s wings”.

I have lived and taught in communities where there is endemic poverty and a real lack of opportunity. Importantly, I have witnessed the incredible impact that literacy and education has on people in these places and the Indonesian term I refer to here has a distinct application. Education offers opportunities for young people to literally “unfurl their wings” and to “bloom” like flowers of great beauty and distinction. Education enables one to reach their full potential. Education offers fulfilment. It can be truly a liberating experience.

In the village of Bethsaida, Jesus met a blind man who begged to touch him. Mark’s Gospel (8:22-26) tells us that Jesus took the blind man by the hand and led him out of the village. Jesus put his saliva on the blind man’s eyes and laid his hands on him. “*Can you see anything?*” Jesus asked. The man looked up and said “*I can see people, but they look like trees walking around*”.

The story continues as Jesus lays his hands on the blind man once again. The impact was stunning. The blind man “*looked intently and his sight was restored, and he saw everything clearly*” (Mark 8:25).

This encounter offers another powerful image. Jesus opens eyes. Often the view lacks clarity, is confusing or murky. But the touch of Jesus enables people to see clearly.

Opening eyes, blooming flowers and spreading one’s wings are all metaphors for what the United Church of Zambia is seeking to achieve in Mwandu among the nation’s poor as young people are given a chance to reach their full potential through education. For this reason, education has always been a key part of the church’s mission. The establishment of schools has formed the basis of Christian outreach in Africa, India and the Pacific for hundreds of years. Education and the impact this offers underlies an important understanding of what the “good news” of Jesus Christ means.

Another approach concerns the Parable of the Talents (Matthew 25:14-30). Here the focus is on using our God-given gifts and resources. Indeed, the servant who fails to use his gift is severely reprimanded and condemned. The point here is that everyone has the right to develop their God-given potential. And it must be noted that everyone has a responsibility to ensure this takes place.

Our intense interest and commitment to education here in Australia no doubt underlies these points. We all want our children to have the best education in order to achieve their highest potential. The children of Mwandu and the children of other poor communities around the world deserve, and indeed, have the right to the same privileges.

Partner's story

(Slide 13)

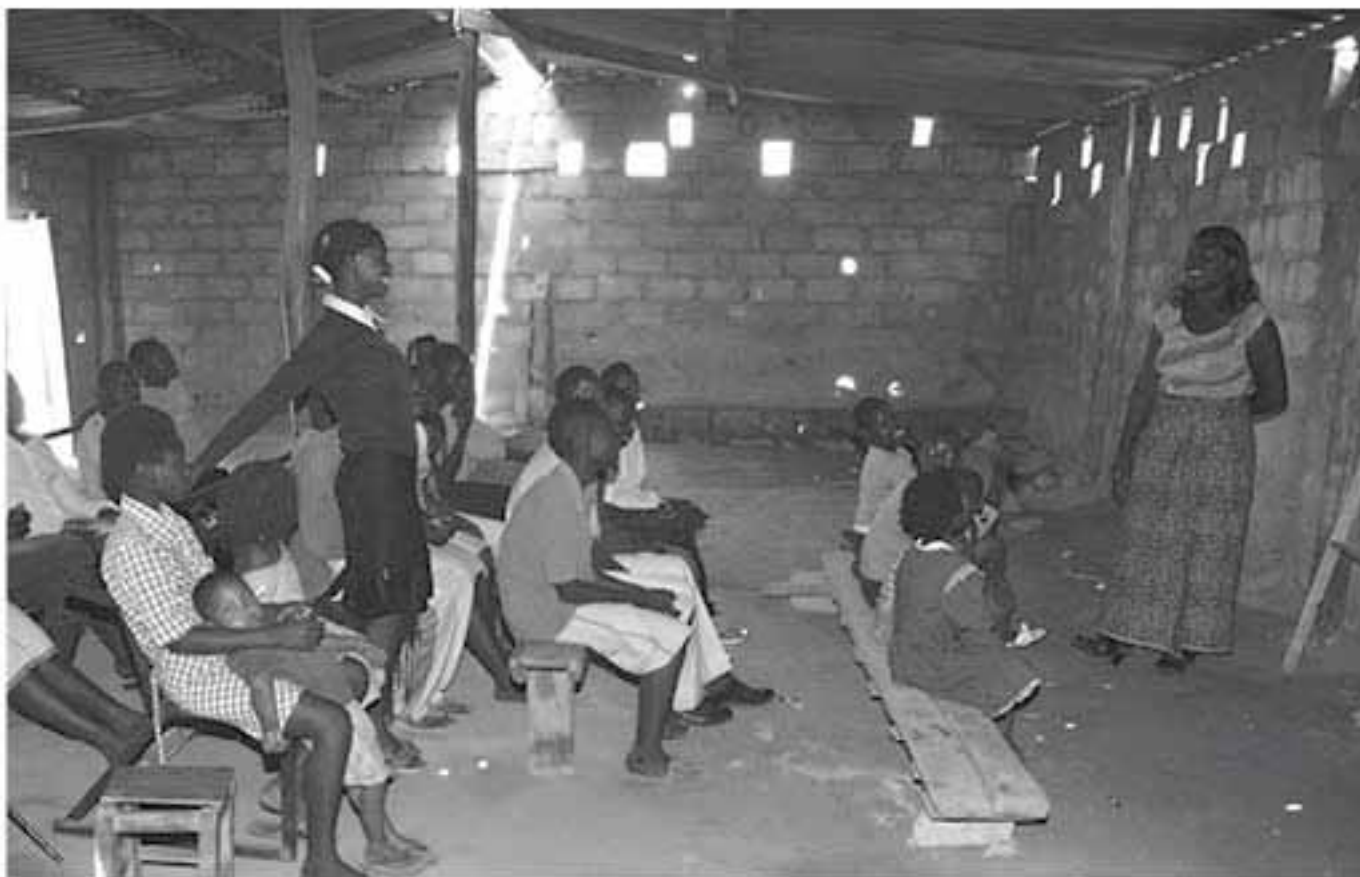


Have a look at a map of Africa. (Slide 14) Right down the bottom of a country called Zambia, you will find Mwandu. (Slide 15) This is my country and my name is Chomba!

The countryside all around Mwandu is very flat and the ground is all sandy as it is directly on the banks of a big river called the Zambezi. (Slide 16) This river is very wide and has a lot of fish in it. It looks beautiful and very inviting, especially on a hot day, but I can’t swim in it, because it also has a lot of crocodiles and hippopotamuses in it!

Mwandu is not too far away from Livingstone. Many visitors come to Livingstone from all around the world every year because huge water falls, called The Victoria Falls, are there. These falls are also part of the Zambezi River.

About 9,000 people live in Mwandu, so it is very busy. In our town, people live in houses that are made from large sticks that form the four corners, then smaller horizontal sticks that are tied between them. They are then covered in mud. This is called snaring and it is a job that usually the women do. (Slide 17) It can be very dangerous for the lady that collects the water for the mud from the river, as she needs to be



careful of the crocodiles. (Slide 18) More sticks are covered in layers of straw for the roof. In the wet season they get very heavy rains and often it even floods, so the mud on the walls wash away and need to be repaired. Can you see where the walls of my house have started to wash away?

I eat all kinds of food. Whenever we can catch enough fish, we eat that most! (Slide 19) If we catch a lot at one time, we dry the fish out so that we can keep it for later, as we don't have electricity, and no fridges either! We also eat a white powdery looking substance called Nshima, that we boil up with water and sometimes milk. It tastes a bit like mashed potato. One of my favourite times is when we fry tomatoes and onions to make a sauce to eat with our Nshima. (Slide 20) It tastes much better that way!

My friends and I all love to play soccer. (Slide 21) We play in bare feet and we're very good at it! There is a soccer field behind the school and we go there to play with heaps of kids on each team. We also make things out of old wire and bottle tops - sometimes we even make cars.

I know how important is to learn to read and write, but like many of my friends in Mwandu, I wasn't able to go to school until fairly recently. School is free, but we must all have a uniform and our parents need to pay for all our books and pens. It's hard for my family to find the money for school- many people in Mwandu have died from HIV/Aids, and my Dad was one of them. My mum is now struggling to pay for our family's food and we don't have enough money to send me to school.

(Slide 22) I am now part of a drop in centre, run by the United Church of Zambia, (Slide 23) where I can go and get a nourishing hot meal six days a week, medicines as well as uniforms and books so I can go to school! (Slide 24) I love to read and do maths. Up until a couple of years ago, my school only went to year 9 and anyone who wanted to go further had to go to a town called Susheki that is 80kms away. The church has now built a high school in Mwandu and even helps children who are very keen to study to go to college. When I'm older, I want to be an accountant and because of the church's help with my education, maybe that dream will really come true.

CONNECT

Discuss how the water challenge went during the week.

Connect with Zambia by reflecting on the limited educational opportunities and making simple writing/ drawing implements from found objects to address the absence of conventional school supplies.

Making ink from flower petals



Flower petals have been used as a dye for centuries. The pigment can be used for painting on canvas or wood.

You'll need:

Flower petals (collected and dried in advance)
Sunflower, canola or peanut oil
Several mortar and pestles
Bowls
Small pieces of card to paint on

1. (Before the lesson) You will need to collect a large quantity of flower petals (1 cup of petals should make enough paint for 4-5 children to use). The colour of the ink will depend on the colour of the dried petals, so collect petals of differing bright colours.
2. (Before the lesson) Dry them completely by laying them flat on a paper towel in a dry, sunny spot for a few days. If needed, complete the drying process in an oven.
3. Grind dry petals in the mortar with the pestle until they are a fine powder. Transfer the ground petals to a bowl.
4. Add a small amount of oil to the petals, just enough to moisten the ground petals and liquify them. Mix thoroughly, then add a little more oil until the pigment reaches the desired consistency.
5. Use sticks/leaves to apply the paint and write messages on card (you may like to write some relevant Bible verses).
6. Scan or take photos of the finished works and email them to Lent Event (info@lentevent.com) so we can add them to the gallery on our website.

Paint with mud



Another simple option might entail collecting sticks and bark, making mud out of some soil and then drawing on bark with the mud. You might like to create different colours by using a couple of different types of soil/clay to make mud. You can combine dirt/clay with oil for a smoother result.

You could also create images of African animals on cotton cloth using black mud:

1. (Before the lesson) Cut or rip pieces of cloth to desired size—just larger than A4 paper size. Leave edges frayed for natural look.
2. (Before the lesson) Using light coloured A4 cardboard, sketch simple outlines of African animals in the centre of the board (approx. $\frac{1}{2}$ the size of the board). Cut out the inside of the animal shape with scissors to make stencil.
3. Stretch cloth over cardboard and tape edges to the back.
4. Mix a small amount of dark mud on a paper plate.
5. Lay the stencil in the centre of the fabric.
6. Dab mud inside stencil onto the fabric with a brush or sponge.
7. Remove stencil.
8. Decorate fabric with lines or basic shapes to frame the animal.
9. Allow to dry.
10. Take photos of the finished works and email them to Lent Event (info@lentevent.com) so we can add them to the gallery on our website.

Making charcoal pencils

You'll Need:

A wood fired BBQ, wood fired fire pits, chimenea or similar
Sticks of approximately 20cms in length, thick enough hold and write with
(sticks that are too thin will snap)
Aluminium foil
Strips of paper to wrap charcoal in (approximately 3cms x 20cms)

Use your discretion as to which of the steps you will involve the children in, and which they will just observe you doing:

1. (Teacher to do before the lesson) Prepare a fire in a wood fired BBQ, wood fired fire pits, chimenea or similar.
2. Collect sufficient sticks for each of the children (approximately 20cms long and thick enough hold and write with).
3. Wrap the sticks in aluminium foil.
4. Place wrapped sticks in fire. After a time expect to see a lot of smoke/flames coming out of the foil.
5. (Optional) While sticks are burning, decorate appropriately sized strips of paper with simple designs that will be used to wrap charcoal pencils.
6. Observe the sticks until flames/smoke has virtually stopped coming out of the foil.
7. With tongs, carefully remove the foil from the fire and place the sticks on a heat-proof surface.
8. Wait for them to cool, then remove carefully the "cooked" sticks (now charcoal) from the foil.
9. (Optional) Wrap the charcoal sticks in paper leaving the end of charcoal sticking out.
10. Use your charcoal pencils.

Prayer time:

Set up a prayer table with small pieces of paper, lots of textas, and a bowl in the centre. Ask the children to write down the names of the people and situations they would like to pray for, then fold the pieces of paper and place them in the bowl. Encourage children to fill the bowl to overflowing with prayers for each other and the world.

»» ACT:

Challenge children to live simply by going without some form of technology (computers, iPods, television etc.) throughout the week. Invite the children to consider what they might go without. Ask children to make a note of the things they do instead of using technology (playing board games, doing craft, reading, playing sports etc.). Tell them they'll be asked to report back on this next week.



WEEK 3

MDG 3 focus: Promote Gender Equality
&, Empower Women

Partner: Protestant Christian Church in Bali



REFLECT

Theological background for leader by Rev John Barr:

Raden Ayu Kartini is an Indonesian national treasure. Born in Central Java in 1879, she became fluent in the Dutch language only to be taken out of school at the age of 12. This was the practise at the time as girls were literally withdrawn at this age from society and confined to their home in preparation for marriage. Kartini quietly rebelled against this injustice and she read widely. She went on to set up a school for women and, after her untimely death at 25 years, the Kartini Foundation was established to provide education for young Indonesian women.

Indonesians celebrate Kartini Day every year on 21st April, the birth date of this heroine. Kartini is an ongoing inspiration for many as Indonesian women still struggle against huge odds both in Bali and across this vast archipelago.

Women often do not get a voice. They are second class citizens in many places. Yet, if we read the Bible carefully, we will see that women are of real significance. They have a vital place and play a key role in the story of salvation. Women are indeed significant players in our understanding of the good news of Jesus Christ.

Take Mary Magdalene for instance. John and Luke both cite her as the first witness to the resurrection of Jesus (John 20:16 and Luke 24:10). Mary was a faithful follower of Jesus demonstrating faith, loyalty and gratitude. She should be identified as the first apostle.

Then there are the women in the Old Testament – Ruth, Esther, Hannah, Deborah and Rahab. All these women demonstrated considerable faith and devotion. They were strategic players in God's plan while I keep going back to the midwives, Sheprah and Puah, who are models of courage as they refused to carry out a form of genocide in defying Pharaoh's direction to kill the Hebrew babies (Exodus 1:15-22). Without their defiant actions the great leader, Moses, would not have survived.

Mary's Song of Praise is, perhaps, the strongest and most inspiring example of feminine courage, faith and devotion in the scriptures. Here the mother of Jesus, when visiting her cousin, Elizabeth, breaks into a revolutionary song of praise known as the Magnificat (Luke 1:46-55). This is a piece that sets the agenda for Jesus's radical ministry with the poor, the marginalised and the oppressed in our world. It is a text that goes on to inspire people around the globe who are doing it tough. It is also text that both reminds and challenges those who practise injustice that they will be subject to God's judgement.

Promoting gender equality and empowering women is fundamental to being Christian. Women continue to experience injustice around the world. Women are disadvantaged in multiple ways while far too many are still subject to horrendous crimes. The Bible makes it clear. Women are valued by God. Women are key players in God's scheme of things.

Opportunity, liberation and the capacity to reach one's fullest potential can never be limited or restricted according to gender.



Selamat Pagi! (That means Good Morning)

(Slide 26) My name is Made (you say it like this: Mar-day) and I live in Bali, which is part of Indonesia. There are 17,508 islands in Indonesia. Out of these, five are large islands and the rest are small in size. Bali is a tiny island (12 of them would fit into Tasmania!) with many rice paddies, palm trees, extinct volcanoes and monkeys and other interesting animals. There used to be wild tigers here many years ago. It is a very beautiful island and I love living here very much. It is always beautiful and warm here or sometimes hot, and we only have two seasons – wet (November to March) and dry the rest of the year. I can speak Bahasa (language) Indonesia, Bahasa Bali, and we all learn Bahasa Inggris (English) in school.

(Slide 27) This is a photo of me with my Grandma, my older sister Putu (you say it like this: Pootoo) and our little brother, Nyoman (say: Nyoh-man). In Bali, you can tell by part of our names what order we come in the family – “Made” is one of the names given to second-born children.

(Slide 28) We live with our mother in a small house with walls of bamboo thatch and a cement floor, and many of our other relatives live in small houses around us, with a wall around the outside. This is called our kampung. We have two dogs, a small shop where my uncle sells groceries to neighbours, and a garden where Nenek (that means grandma) grows vegetables and also plants that she makes into medicine to sell to neighbours. My father got sick and died, and the government can't afford to help poor people here very much, so my mother has to work very hard to look after us. I'm very proud of her.

(Slide 29) This is what many houses look like in Bali from the street, because most people here are Hindus; they decorate their family temples and town temples with umbrellas and coloured cloths on the statues for many ceremonies and festivals. We were Hindu like most people in Bali, but one day Mam got a loan from the Christian church people to buy two baby pigs. The Christian church helps everyone, not just Christians, which is important in a place like Bali where there are many Hindus and also Muslims, and a few Buddhists as well. They taught her how to raise the pigs for 5 months until they were fat enough to sell at the market. Then we could buy four new pigs, and when we sell them we will pay back all the money so that other people can get help like we did. Here is a photo of my aunt feeding our funny piglets. (Slide 30) The Christian workers still come each month and they teach my

aunt and Mam how to look after the pigs properly, how to run a small business, and even how to look after our family's health!

(Slide 31) Also, we can go to school now because the Christian workers brought uniforms and books. I really like school, which is 6 days a week in Indonesia, from 7am until 1pm. Our school shirts have our names sewn onto them, like a name badge. When we grow up, Putu wants to be an English teacher because we all study English in Indonesia, but I want to be a famous football player because I love sport!

(Slide 32) My favourite food is rice with vegetables and chicken satay on lemongrass sticks. We eat rice 3 times a day in Bali, but sometimes we have noodles as well. We eat chicken, beef and pork too, as well as lots of vegetables and fruit. (Slide 33) In our garden we have a mango tree, an avocado tree and a coconut tree, plus other fruits and vegetables such as corn and tomatoes.

(Slide 34) I go to Sunday School at the Christian church near our village to hear more stories about Jesus. The Christian Church is built in the style of other Balinese buildings, but it has a cross and Christian symbols instead. My Mam has new friends there too, and she is very happy because she has started to play the gamelan in church (it is like a metal- xylophone that is played in an orchestra of different sized gamelans and gongs). There are men's and women's orchestras in the church, and we are very happy there.

CONNECT

Discuss how the challenge of going without technology went over the previous week. Ask what other activities the children found to do instead of using technology.

Connect with Bali by finding out about need for dependable income for families and by making/ preparing goods and holding a market stall in the style of a micro-credit enterprise.

Producing/packaging goods for sale

1. (Before the lesson) Purchase various treats (such as cookies, nuts, dries fruit, lollies, jam etc.) in bulk to be repackaged into smaller quantities and sold. You might like to sell recycled commodities such as wool, cotton, buttons, paper clips etc.) or everyday items such as rice, pasta, plain flour, onions or tea bags etc.
2. Explain the concept of setting up small business to generate income. Outline the basic process for setting up small business (planning a business, obtaining a loan, working out what to charge for goods – determining costs and allowing for profit, repaying the loan etc.).
3. Create suitable packaging from recycled materials such as used greeting cards, cereal boxes or jars. You may like to visit these sites to obtain templates to create some great boxes:
<http://www.wikihow.com/Make-a-Gift-Box-out-of-a-Greeting-Card>
http://www.eco-artware.com/crafts/crafts_11_02.php
4. Package chosen items in the packaging you have made.
5. Take photos of the finished products and email them to Lent Event (info@lentevent.com) so we can add them to the gallery on our website.
6. Invite everyone to come along to the market stall and the 'Survive past 5 birthday party' to be held after church next week.





Hold market stall the following week

1. Set up and conduct market after church.
2. Record sales and calculate profit.

»»» ACT:

Prayer time:

Explain that Jesus told us how to pray in what we call the Lord's Prayer. The Lord's Prayer is made up of different thoughts that Christians model their prayers on. Our prayers can include:

- telling God how we feel about him (i.e. Wow God....)
- telling God about the things we are sorry for (i.e. Sorry God....)
- thanking God for the things he has done (i.e. Thanks God....)
- asking God to help us and others (i.e. Please God....).

Ask the children to close their eyes and invite them to pray by completing in their minds the statements the leader makes out loud. Make statements that cover the four types of prayer you have outlined (such as 'God I really want you to know how I feel about you.....' 'Lord Jesus, I want to tell you how sorry I am about.....' The leader completes the prayer by praying for the children.

Challenge families to be part of a micro-credit activity by making goods for the market stall at home this week. Ideally, this would entail families gathering materials they already have at home and packaging them into small jars or boxes to sell.

WEEK 4

MDG 4 and 6 focus: Reduce Child Mortality & Combats HIV/Aids, Malaria and other diseases

Partner: Methodist Church in Zimbabwe

REFLECT

Theological background for leader by Rev John Barr:

HIV/AIDS is an insidious thing. Its impact upon local communities is horrendous as young people are often affected. Generations are impacted and many poor countries subsequently lose their most talented, productive members. I remember visiting Lusaka, the capital of Zambia some years ago. Here one of the local ministers commented that most of his time was involved in conducting funerals....endless tragic funerals of young people who had died of AIDS.

The Pool of Bethesda is a pool of water located in what is now the Muslim quarter of Jerusalem. The pool is said to have healing qualities and in Jesus' day people with many kinds of disabilities and illnesses gathered on the porticoes around the pool.

In John 5 we encounter an invalid who had been ill for 38 years. He waits patiently, lying on the ground, to get into the pool. But he never manages to get there. Jesus meets him and a conversation takes place: *"Do you want to be made well?"* Jesus asks. *"Sir, I have no one to put me into the pool when the water is stirred up; and while I am making my way, someone else steps down ahead of me,"* the man replies. Jesus then says to him *"Stand up, take your mat and walk."* The man is made well, takes up his mat and walks.

This is a powerful story because it says a number of important things. Firstly, the invalid waits helplessly on the edge of pool. He yearns to be healed of his terrible ailment. It's possible he can be healed but there is no there one to help him. Finally, Jesus comes along and as the one "who gives life" (John 5:21), the man is restored to health.

When I hear this story I am prompted to consider those who are infected with HIV/AIDS. I am aware of the millions who suffer from malaria and I am deeply conscious of the many children who suffer the tragic consequences of malnutrition. I am so prompted because HIV/AIDS, malaria and malnutrition together with many other things that contribute to high rate of child mortality can actually be treated. We have the means!

We do have the ability to prolong and increase the quality of life of those impacted by HIV/AIDS. We do have the means to treat malaria and we do have the resources to actually prevent malnutrition and limit child mortality. All that is needed is the intervention and the presence of the Great Healer, who is, in this case, those who come in the name of Christ to heal and restore.

God is a God of life and God wills that everyone should have access to a decent quality of living. This is powerfully stated in the raising of Lazarus (John 11) with the declaration by Jesus that *"I am the resurrection and the life"* (John 11:25). Here Jesus restores a man to life. Life is restored. The deliberating, horrible effects of death and decay are overcome.

Our priority is to enhance and support life. Reducing child mortality and combatting HIV/AIDS, malaria and other diseases is a way of achieving this task. We all need to make a contribution.

Millions of people around the world are gathered on the porticoes waiting.

Partner's story

(Slide 35)



(Slide 36) Welcome to Zimbabwe! My name is Mercy, and I am 7 years old.

My beautiful country is in between many different countries in Africa. One big border is with South Africa and on another border there is a big river called the Zambezi. Zimbabwe has many small villages as well as big cities. The capital is Harare and it looks just like any city. But not far out of Harare, there are many small villages where people live together in communities. (Slide 37) Many of these small villages are very poor and people often do not have enough to eat.

I used to live in one of these communities, but I am now being cared for by the Methodist Church in Zimbabwe, because I do not have any family to look after me. When I came here, I was

very sick and felt very alone, but I now live with other children and I'm cared for by a beautiful woman who we call our 'Mama.' (Slide 38) I love to help Mama with the cooking on the wood fire- it is one of my jobs in our home. We make a food called nchemba, which is maize meal cooked in water to make a thick porridge. When there are tomatoes or okra around, the mamas make relish and we scoop out a handful of maize meal nchemba using our right hand, (Slide 39) roll it into a ball and dip this in the relish. It is very good to eat!

In many parts of my country, it is very hard to get fresh water to drink. (Slide 40) In lots of villages, women and children have to walk a long way to collect water for their families. This often means children cannot go to school. Where I live, we are very lucky to have fresh water to drink any time I need it. I have also been given a uniform and I am able to go to school, which I love! When I grow up I want to be a teacher and help other children learn.

(Slide 41) In Zimbabwe, there are lots of things we need to learn so that we will have a better future. It is hard to find clean water in dry desert places, so children often get sick from water-borne diseases. Malaria is also a big problem. Children and grown ups get bitten by mosquitos that carry this disease and they can get very, very sick and even die. People suffer from other communicable diseases too.

One disease that is hurting a lot of people is called HIV/AIDS. It is a big problem and the leaders and church people

in Zimbabwe are trying to help the people to be checked, educated and to get the right medicines to stop the spread of this disease. Many children in Zimbabwe, some of them my friends, suffer as a result this disease. For lots of children, one or both of their parents get sick and sometimes even die. The good news is that with good care, people with HIV/AIDS can live for a long time. (Slide 42) Our friends in the Methodist Church in Zimbabwe are working hard to help people understand how to manage their health and get the help they need. They are also helping families to look after children whose parents are too sick to care for them.

(Slide 43) Metwe, a friend of mine, is one of these people. She is a mother with 4 children and a number of years ago, she became sick with HIV. She felt so ill! She went to the hospital and had some tests. She was told that with the right medicines, good food and a healthy lifestyle, she could stay well for a long time. (Slide 44) She has done this and now works for the Methodist Church in Zimbabwe, helping other people learn how to look after themselves and others with this disease. She particularly loves helping the children in villages who may not have access to good information and care. She helps to support them and look after them.

Right now, my favourite games to play are hide and seek and skipping. (Slide 45) But one day I want to be big enough to wear the beautiful red and white uniform of the teenage girls from my Church, and my dream is to help others by being a teacher.

CONNECT

Discuss any projects that families undertook at home as part of the micro-credit activity.

Connect with Zimbabwe by holding a 'Survive Past 5' birthday party after church to celebrate children making it to their fifth birthday (the first five years being the most dangerous). Alternatively, make a model of a simple bed with a mosquito net to connect with needs of vulnerable children.

'Survive Past 5' Birthday Party



A 5th Birthday Party is a great way for your church to contribute towards making sure that every child possible can survive to their 5th Birthday – and beyond. It's an opportunity to celebrate the progress that has been made to reduce poverty, while also highlighting the urgent need to keep up the efforts.

(Before the day) Visit <http://www.micahchallenge.org.au/howtorunaparty> for all the information on how to prepare a great party for your group.

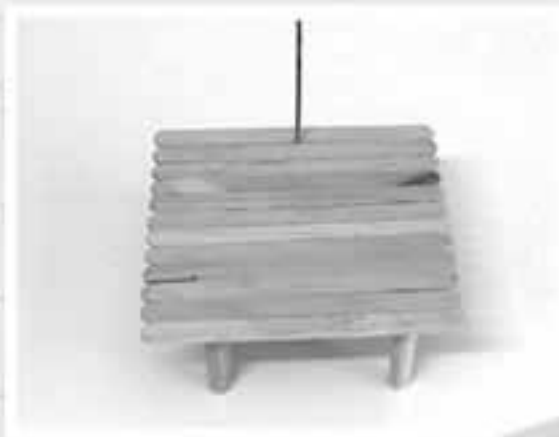
Children can get involved by doing a variety of things such as preparing 'on theme' decorations, preparing food, handing out information about MDG 4 during the party, running suggested games and handing out take home bags that teach people about poverty.

Be sure to take photos of your party and email them to Lent Event (info@lentevent.com) so we can add them to our website.

Make a slat bed with mosquito net

You'll need:

- 14 sticks for each bed
- 4 short pieces of dowel for each bed
- 4 tooth picks for posts to hold up netting
- Quick drying craft glue and cotton buds to apply glue
- Piece of tulle or netting cut to size
- 4 small elastic bands for each bed



1. Lay twelve sticks side by side
2. Glue two cross sticks from end to end across the twelve sticks approximately one centimetre from each end.
3. Glue four pieces of dowel onto either end of the cross sticks to form the bed legs.
4. Allow glue to dry thoroughly.
(Make a pipe-cleaner person while the glue is drying)
5. Turn the bed right side up and wedge a tooth pick between the first two slats in the centre.
6. Drape the tulle over the upright to form a mosquito net.
7. Use elastic bands to secure the net to the bottom of the bed legs.

Prayer time:

Ask the children to form groups of up to 10 members. Each group will need a leader. Place a basket of some symbolic items in the middle of the circle/s as a prompt to prayer (bottle of water, piece of fruit, pencils, band aids, medicine, money/coins etc.) As an additional prompt, you might want to spread out images of people using the symbolic items, then the leader asks questions to help the children think through why these items are important or what these symbolic items provide. The leader then invites the children to complete these sentences (either in their heads or by sharing ideas one at a time around the circle) in prayer:

Loving God, we give you thanks for clean water and all the ways we use it, such as..... Heavenly Father, we give you thanks for wholesome food and all the energy it gives us to

Lord Jesus, we give you thanks for our education and the resources we have to help us learn, like.....

Gracious God, we thank you too for medicine, and medical care for people who are

and Mighty God, we thank you for the money our families have, which means we can.....

After the prayer, the leader might ask the children to commit to praying for our partners every time they use/consume one or more of these items during the week, they may pray for clean water in Zimbabwe every time they have a drink from the bubbler at school this week.



▶▶▶ ACT:

Explain to children that their voice is important and they can help make a difference to kids in poor countries by expressing their views to our leaders. Challenge children/families to write a letter together to the Deputy PM/Treasurer, The Hon Wayne Swan, asking the government to take action to achieve the Millennium Development Goals (MDGs) and reduce global poverty. Micah Challenge has made writing the letter easy with a suggested letter plan provided. Visit <http://www.micahchallenge.org.au/oolkids> to find out more.

WEEK 5

MDG 7 focus: Ensure Environmental Sustainability

Partner: United Church in PNG

REFLECT

Theological background for leader by Rev John Barr:

When God created the world, God “saw that it was good...indeed, it was very good” (Genesis 1:31). The Garden of Eden is an integral part of this story and here we see an ideal place often associated with the notion of “paradise”, an innocent, perfect place where there is real peace and harmony.

Some suggest the notion of Eden refers back to simpler times, before the rise of urbanisation and the industrialisation of the planet. However, there is more to the story. It is clear that the curse experienced by Adam and Eve, as a result of their disobedience in the garden, sets off a train of events. And these things not only refer to the condition of human beings. They also have real implications for the environment and the way these failed human beings have treated the physical world in which they live.

In straight forward terms, we have mucked up the planet. This is clearly evident in many fields including the provision of clean drinking water. This impacts everywhere and in Papua New Guinea, a nation that experiences plentiful rainfall, only 30% of the rural community has access to safe drinking water. Poor sanitation, bad mining practises, irresponsible disposal of waste etc. all contribute to a serious situation where the health of communities is impacted.

God is deeply concerned about the creation. We know that “For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life” (John 3:16). Often this text is interpreted in an individualistic, personal way. But God’s saving work in not just focused on individuals. Rather, God is concerned about the entire creation and God does not want the created order to perish. Because of this, God is intent on restoring God’s whole creation.

In Jeremiah (30:17) God offers a holistic promise to the nation of Israel that involves restoring health and healing wounds. The prophet Joel (Joel 2:25-26) says God will restore the land while the New Testament offers a stunning, quite magnificent vision of “a new earth and a new heaven” (Revelation 21:1-5).

All of this means salvation in Christ is not limited to the self. Salvation, restoration and the promise of “a new earth and a new heaven” means we must repent of the ways we negatively impact on the environment. We must turn away from the practices that spoil the world. Then we must work enthusiastically and with courage in the renewal of the planet as agents in the work of God’s restoration.

God created a world “that was good”...that was “very good”. Addressing needs, including the provision of clean drinking water, is an important step forward as the creation is once again made whole.

God wills nothing less. Our participation is essential.



Malatomtom dewadewana!

(Slide 47) My name is Betty and I live in a small village in Milne Bay, Papua New Guinea. I am 6 years old and live with my family. (Slide 48) My mum and dad, older sister Sara, cousin Joel and I live in one of the village houses which are built on stilts. Sara and Joel both go to the local primary school. Sara is in year 4 and Joel is in year 6. (Slide 49) Dad works in the family gardens to grow food for the family to eat and also goes fishing with many of the other men from our community. Joel helps him on the weekend and when it is time for the harvest. (Slide 50) Many of my other cousins and relatives live nearby and we all spend lots of time together like one big family. (Slide 51) On Sunday we all go to church at the United Church which is in the centre of our village. Sara, Joel, my other cousins and I go early for the children’s service where we sing and dance and learn about God.

A few years ago a water engineer and some people from the United Church water office came to my village and talked about putting in taps in the village so that we could get water without having to walk to the river. (Slide 52) The community thought it was a great idea, especially all the mums and other women. Most of the men from our village got together and built a dam high up in the hills and then laid down the pipes that bring the water down to the taps.

(Slide 53) There was great celebration in the community when the project was completed. We had a big feast and there was a lot of singing and the women danced. Mum says that having the taps right here in the village has made things much better. Before the taps were put in, Mum (like all the other women living here) had to walk to the river to get all the water that we needed. This took a lot of time and meant that I couldn't go to elementary school because she didn't have time to walk me there and it was too far and too dangerous for me to walk there on my own. Also, when there was lots of rain, the water would get very dirty and we often got sick from drinking it. When Sarah and Joel got sick they couldn't go to school and when dad got sick he couldn't work in the gardens or go fishing to get food for the family. When mum got sick, she still had to cook and collect the water, and Sara and I had to help more.

(Slide 54) When the local council man came to see the taps in the community, the women told him how much better it was. A few of the families on the outskirts of the village didn't get taps and still have to go to the river for water. (Slide 55) The council man has given the community some big water tanks to collect

rain water for these families so that they can have clean water near their houses too.

(Slide 56) Now the mums take it in turns to walk me and my friends to the elementary school every morning. I like going to school and can't wait until I am old enough to go to the big primary school with Sara and Joel. (Slide 57) During the day, the mums and other women in the village get together and weave baskets and mats to use in our homes and to sell in the nearby markets. Since they have been able to earn more money, we have uniforms for school and books and pens to write with. We can also buy medicine from the aid post when we get sick.

(Slide 58) My friends in the village down the road don't come to school very often. They don't have taps in their community yet, but the water engineer visited them recently and the men from our village shared what they learned about how to build the dam. They are very excited about getting the taps in their community. I am excited too because my friends will be able to come to school every day like me. When I grow up, I want to be a teacher in the local school and youth leader in my church.

CONNECT

Share experiences of letter writing at home this past week.

Connect with PNG by either making a toy from recycled materials or participating in an environmentally sustainable activity like growing your own food.

Do it yourself balls

You'll need:

wads of newspaper or tissue paper
recycled plastic
supermarket bags
rubber bands, raffia or string in different colours



1. Decide on the type of ball you would like to make (juggling ball, soccer ball, tennis ball etc.)
2. Make appropriately sized round(ish) ball from scrunched up newspaper
3. Wrap with a plastic bag, sealed off as tightly as possible (either knot or use an elastic band).
4. Firmly bind the ball with elastic bands, raffia or string.
5. Have fun testing out the balls by throwing or kicking them around.

Spinning tops from plastic bottle caps

You'll need:

different colour plastic bottle caps: either from milk bottles, juice bottles, or bottles like vegetable oil
shortened wooden skewers (leave one end sharp)
a thick needle or sharp item, such as a nappy pin or metal skewer
colourful electrical tape, colourful cotton (for older children) or textas (for younger children)



1. (Before the lesson) Pierce holes in the middle of the bottle caps using heated darning needle or metal skewer etc. Holes must be in the centre or they will be unbalanced.
2. Enlarge hole if necessary by moving needle around while still in the hole.
3. Insert sharp end of skewer through hole (from outside of the top to protrude out).
4. Decorate with small pieces of electric tape, cotton binding or textas.
5. Find a partner and spin tops to see whose can keep spinning for the longest time.

Toy car from juice bottle (with handle)



You'll need:

2 litre plastic juice or milk bottles (washed, labels off and lids screwed tight)

Scissors or Stanley knife

drinking straws

bamboo skewers

large bottle tops with holes in centre

primary coloured acrylic paint

masking tape

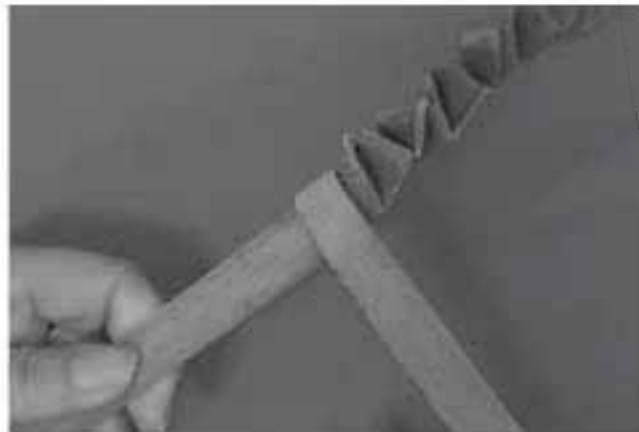
blu-tak

1. (Before the lesson) Cut the bottle open to form the shape of the car's cabin. Use a Stanley knife to cut out a rectangle shape in the side of the bottle to create an open-top, convertible-style car.
2. (Before the lesson) Pierce holes through the centre of each bottle cap. Use a heated darning needle to make a hole as close to the width of the bamboo skewers as possible, but err on the small side.
3. Cut straws into sections about 3cms long. Attach straws to the underside of the cabin using masking tape (straws will house the spokes for the wheels to be threaded through). Position the straws to be parallel to the ground and about 5cms in from either end of the bottle.
4. Thread bamboo skewers through the straws. These will become the spokes for the wheels.
5. Thread the bottle tops onto the four ends of the bamboo skewers with the tops facing outwards. Push the tops on so they are almost flush with the side of the cabin, but with enough room to spin.
6. Place a piece of blu-tak tack over the end of each of the skewers to cover up the sharp ends.
7. Paint the car - use a bright colour for the cabin and black paint for the wheels.

Palm frond snake

You'll need:

1. Fresh palm fronds, 2cms wide and longest available
2. Take the frond and split down from the top down to about 6cms from the bottom of the frond.
3. At the bottom, take the first strand and fold it so it forms a right angle (90 °) with the second strand.
4. Fold the second strand back over the first, keeping the two strands forming right angles with each other. Make sure to firmly press the folds to leave a good crease in the strands.
5. Keep on going until you almost run out of frond.
6. Staple the last fold leaving one cm of frond overlapping.
7. Fray the edge to create the head and the tongue of the snake.
8. Twist the bottom of the frond tightly to form the snake's tail.



Create a veggie garden

You'll need:

- Styrofoam boxes (ask at your local green grocer)
- Newspaper
- Compost or good quality soil
- Potting Mix
- Vegetable seeds (seasonally appropriate)



1. Cover the bottom of the box with three or four sheets of newspaper, making sure that all the holes in the bottom are covered.
2. Fill the bottom 2/3 thirds of the box with well-rotted compost or good quality garden soil. Add some cow manure for good measure.
3. Cover the top with 2cm of potting mix, leaving about 5 to 6 cm clear from the top of the box.
4. Press five or six 1cm deep furrows across the seedling/ potting mix. Space them as evenly as possible.
5. Sprinkle seeds along the furrows. Then, with your thumb and forefinger, pinch the seedling mix back across the rows.
6. Label the seeds to identify what has been planted.
7. Water with a weak solution of liquid fertiliser.
8. Water ongoingly as recommended for the type of seeds you have planted.
9. Take photos of the garden as it grows and email them to Lent Event (info@lentevent.com) so we can add them to the gallery on our website.

<http://urbanfoodgarden.org/main/seed-planting-and-propagation/seedlings/styrofoam-seedling-propagation-box.htm>

Prayer time:

This week children are invited to create a prayer tree to represent God's power to make amazing things happen through prayer. This exercise can help the children to realise just how many people/situations the group is praying for and how far-reaching the thoughts of the group can be. They'll also be amazed at God's ability to take in all our prayers and respond to the needs presented.

Find a tree branch with lots of twigs (about 1.5 metre high). Put it in a pot with some sand to keep it upright. Cut out lots of leaves of different shapes and sizes and place them around the base of the tree. Invite the children to take some leaves and ask God to bring to mind people and situations in need of prayer. Ask children to write the names of the people or the situations they are thinking of neatly on the leaves. Once they have finished, ask the children to blu-tac/tape the leaves to the tree. Then encourage the children to go around the tree, read the leaves and pray for all the people/situations they can.



»»» ACT:

Challenge children to lead their families to reduce consumption of water and electricity at home this week. Ask children to consider as many ways to save water and electricity as they can and make an action plan for their family to apply. Tell them they'll be asked to report back on this next week.

WEEK 6

Development focus: Peacemaking

Partner: Maluku Ambassadors for Peace, Ambon

REFLECT

Theological background for leader by Rev John Barr:

When I first visited Ambon in 2001 I got off the plane, entered the terminal and picked up my baggage. Everything seemed pretty normal. During the flight the guy opposite me performed his “sholat” or prayer (Muslims are required to pray five times per day). This is common throughout Indonesia. Indeed, the country is a dynamic, multi-faith community where moderate forms of Islam dominate.

But things changed. In Ambon there were two exits in the airport terminal, one for Muslims and one for Christians. I felt very uncomfortable, even distressed. I had travelled all the way from Jakarta with a mixed group of Muslims and Christians. Yet, from this point on, Muslims and Christians did not meet. They were considered enemies and were at war with one another. Ambon was a battle scene. Thousands had already died.

“Blessed are the cheese-makers” is invoked in the Monty Python spoof film “The Life of Brian”. But the words of Jesus “*blessed are the peacemakers*” cannot be dismissed or taken lightly. In Ambon peace is a matter of life or death. It is the priority. Being a peacemaker is part and parcel to being faithful to God and to God’s ways. It is essential to everyone’s future and is fundamental to the survival of the local community.

In his Sermon on the Mount, Jesus says “*blessed are the peacemakers, for they will be called children of God*” (Matthew 5:9). Indeed, to be a “peacemaker” is to do what is fundamental to being a follower of Jesus Christ. It is the “heart” of the Gospel.

Peter, a disciple of Jesus, refers to the Gospel, the good news of Jesus Christ, as being “*the good news of peace*” (Acts 10:36) while Jesus himself is declared as “*our peace*” (Ephesians 2:14). This means the ministry of Christ and the mission to which we are all called to exercise is all about “*putting to death hostility*” (Ephesians 2:14) and being reconciled to God and to others.

Ephesians 2: 19-20 declares: “*So then you are no longer strangers and aliens, but you are citizens with the saints and also members of the household of God, built upon the foundation of the apostles and the prophets, with Christ Jesus himself as the cornerstone.*”

Here, Christians are called to be part of a new community in Christ. This is a “*new humanity*” (Ephesians 2:15), a new world order, that is founded in the one who is “*our peace*”.

Jesus Christ is the one who, back in the days of Isaiah, was foretold as the “*Prince of Peace* (Isaiah 9:6) and whose birth was heralded with great gusto in the chorus: “*Glory to God in the highest heaven, and on earth peace among those he favours!*” (Luke 2:14).

Peace clearly is the priority. In Ambon Muslims and Christians are reaching out to one another. In obedience to Christ, their hostility is being resolved. They are no longer “*strangers and aliens*”.

Their future depends on it.

Partner's story

(Slide 59)



Selamat Pagi!

(Slide 60) Good morning, my name is Sinta and I am six years old. I'm from an island in Indonesia called Ambon. I live with my family in a small village by the sea. I have two little sisters, one is four and one is still a baby. (Slide 61) We live very close to a beach where I love swimming almost every day.

My family is Christian but there are also many Muslims that live here too. There has been a lot of fighting on this island, between some people from these groups. My parents have seen lots of the violence and have had to escape from our village three times.

My Mum and Dad don't like the fighting on our island so they work together with Muslim people to build peace. (Slide 62) They recently went to a peace building workshop where lots of Muslims and Christians came together to talk about peaceful ways of living on our beautiful island.

Ambon is one of the many islands in the Maluku archipelago of Indonesia. It is a small island approximately 900km north of Darwin. The main city is also called Ambon! Ambon is a beautiful, mountainous island surrounded by lovely beaches and covered in rainforests.

(Slide 63) People grow lots of different foods on Ambon Island especially bananas! Ambonese people eat bananas prepared in lots of different ways. They eat cooked bananas, fried bananas, bananas in salad, bananas on skewers and of course, fresh bananas. Rujak is the name of a type of fruit salad that people in Ambon eat for a snack. It is like fruit salad in Australia except that it is served with a sweet chilli sauce which is delicious.

(Slide 64) Another common food is fish. Many people live near water so fish are very easy to find. Fish are cooked in many different ways but often we eat it whole off the bone.

Ambon Island has experienced a great deal of conflict over the past 10 years. Until thirteen years ago Christians and Muslims had lived peacefully together on the Island. But in 1999 there was a small dispute that became violent conflicts (Slide 65) between groups who identify as Muslims and Christians.

Many people died and many others had to flee their homes. My parents have had to escape heavy fighting three times by boat, car and once they even had to swim to get away safely.

(Slide 66) My family is Christian and now live in a mostly Christian area of Ambon, as one of the results of the conflict has been the separating of Muslims and Christian into their own areas. While people think the conflict is caused by people having a different religion, it is about much, much more. It has developed from a long history of problems between people, rumours being spread and outsiders coming in and causing trouble. All this has caused a deep rift between Muslims and Christians in Ambon. Despite this many Christians and

Muslims like my parents want Ambon to be peaceful and are working very hard to bring about change.

One of the ways this is happening is through organisations like Maluku Ambassadors for Peace (MAP). (Slide 67) MAP runs peace building workshops and encourages ongoing peace building activities. The workshops bring together Christians and Muslims to learn about peace, to talk together, to play games and to build strong relationships across the two groups. The workshops go for a whole week and all the participants have to live and eat together. Sometimes that can be very hard for people who may not know about each other or like each other very much! (Slide 68) My parents recently took part in one of these workshops and have continued to be a part of the MAP network, building peace in Ambon.

As peace has come back to Ambon due to peace building activities like those of Maluku Ambassadors for Peace, the island is slowly returning to what it used to be. My parents were only recently able to move back to the town where they grew up and were very happy to be reunited with their old neighbours, friends and family. (Slide 69) We were even able to move back into their old house near the beach. My sisters and I are now able to go to school and our family can travel safely to different parts of the island. Last year my family was part of a group of Christians and Muslims who worked together to rebuild churches and mosques as many places of worship had been burnt down during the conflict. Now I can worship at the new church rather than meeting in an old shed and my friends are able to pray at their new mosque.

Peace building in Ambon is a slow process but my family is committed to working together with our Muslim sisters and brothers to build strong and peaceful communities in Ambon.

CONNECT

Share experiences of conserving resources and energy at home this past week.

Connect with Indonesia by taking part in a few of the peace-making games/exercises from a Young Ambassadors for Peace Workshop regularly conducted in Ambon and other regions that experience conflict.

Different Kinds of Clapping

Encouraging and valuing the contribution of others is an important part of building strong relationships that contribute to peace. Laughing and having fun together can help to ease the tension in times of conflict. On the first day of the YAP workshop everybody learns new ways of clapping that are then used throughout the week.

Happy people's clap

People who are poor are often very grateful for what they receive so they clap and shout very loudly.

Greedy people's clap

Greedy people tend to want everything, so they clap very gently and coyly and turn up their noses as they do so.

Fire cracker clap

A fire cracker has a "phiss" before it explodes. The clap goes:

- 1-2-3 phiss (shouting those words with each clap) with the left arm being extended with the "phiss"
- 1-2-3 phiss with the right arm being extended
- repeat each arm a number of times
- then phiss (left arm), phiss (right arm), phiss (left arm), boom (extending both arms upwards).

Rain clap

Starts with one finger, then gradually more, until the full hand is used. Then reverse back to a few fingers to one and none.

Thick clap

Cup your two hands, then clap the bottom of your hands repeatedly.

10/10 hooray clap

Kneeling down, clap hands ten times together then clap the floor ten times and jump up shouting "hooray".

Honda clap

Two claps, move the right leg as if to kick-start a motor bike (twice), using voice to sound like an engine turning over. Repeat twice with left leg, then with right and left leg again. Then give the full throttle sound of a bike as you circle and ride off.

1. Go through the different types of clapping with the children so that they are familiar with them.
2. One by one, children are invited to call out something that God has provided for us that we rely on everyday. (e.g. friends, soccer, birthdays, grandparents, favourite dinners etc.)
3. Ask children to express their gratitude with one of the types of claps they have learned.

Two coloured card perception game

1. For this game, a card with different colours on each side is needed. It is important that the children can only see one side of the card/paper.
2. Hold the card up showing children one side, and ask what colour they see (e.g. green).
3. Rejects the answer from the children, as the colour on your side is different (e.g. blue).
4. Show your side to reveal the different colour and why there is a conflict.
5. Discuss the conflict. Point out that you were both right, even though you both thought the other was wrong.
6. Ask the children to think about the following:
 - So if you insist that you are right and I insist that I am right what will happen? (We fight!)
 - To solve a problem/conflict we have to see it from the other person's point of view.
 - There are always two or more sides to a conflict. You, as peacemakers, need to see the conflict from all sides.
7. Encourage the children to see the application of this activity to conflict in an actual situation (A parent/child issue, sibling situation, friend to friend disagreement etc.).

Hunting for gold game

This game is based on a game played during a YAP workshop to encourage participants to think about patience and working together.



1. Give each child a small piece of paper to write down their reflections/thoughts on peace: Encourage them to write what they envision when they think of peace, write a prayer for peace, draw a picture of peace etc.
2. When they have finished writing/drawing, they should fold their paper into a very small bundle and put it in front of them.
3. When all of the children are finished have the children go outside, hide their paper, and return to the room.
4. Form groups of 6-8, depending on the number of children. Have the groups sit together to listen to the instructions:
 - No one is allowed to talk.
 - Each group is to form a circle and link hands.
 - With hands remaining linked, each group is to retrieve each of their members' hidden papers.
 - Honesty is important. There should be no cheating.
 - When all papers are retrieved the group is to run back to the room, remove their tapes and clap their hands.
5. At the word "go", the children run outside to find their papers. While the groups are running around gathering their papers, ring cymbals or make other noise continuously to add to the frenetic atmosphere.
6. After everyone has returned and recovered from their exercise, congratulate the winning group (by clapping). Ask the children to unfold their paper and share their writing/drawing with their group.
7. Ask what the children learned by participating in the Hunting for Gold game. Past comments in the YAP workshops have included:
 - Need for patience.
 - Honesty.
 - Have to appreciate and hear each other.
 - Keep united, work together. We cannot seek peace alone.
 - Have to come back to basics and be good people.
 - We have to change from our heart.

- We can communicate not only by mouth. Other means can help to solve problems.
- When our mouth was plastered if you want to find the treasure we can work in silence and find the treasure. In noisy situations you cannot solve the problem - we need silence.
- Sometimes the mouth can be good, but at other times it can provoke. We can use other means for peace.
- Must walk in the same direction (instead of 7 different directions).
- Must be unified.
- Everyone has to be a leader at some stage to find the 7 pieces of gold. There wasn't just one leader. You can't have peace with just one leader. There must be a sharing.



Finger pointing power game

1. Form children into pairs.
2. Have the children choose one child to be powerful and the other powerless.
3. The powerful child expresses her/his power through their index finger.
4. Wherever their finger goes the head of the powerless child must follow.
5. After a few minutes the power is transferred to the powerless child, making her/him the powerful one and the game starts again.
6. Ask children how they felt playing the game and what was learned from the Finger Pointing game. Past comments in the YAP workshops have included:

The powerful one:

- is the only one that needs to think.
- can exert authority without actually directing the finger towards the powerless one.
- is arrogant.
- when I was the powerful one I was uncomfortable in exerting power in this way.

The powerless person

- is unhappy and unsatisfied, intimidated.
 - is made to feel foolish.
 - has to obey regardless of the abilities of the powerful one.
 - wants to do more than they are allowed.
 - has their trust and reliability tested.
 - has to give up and just follow instructions (is de-motivated).
 - must show loyalty to the powerful one, even if s/he is wrong or bad.
 - in the first turn is thinking how they can gain revenge in the second turn when they become the powerful one.
7. Point out to the children:
 - Everyone prefers having power, rather than having no power.
 - Don't forget that we are all powerful. Practise exercising power fairly with everyone. Share the power!

Prayer time:

Place a rug on the floor with a globe or map in the middle with pencils and post-it notes. You might like to place stars on the globe indicating the location of our partners and the projects we are supporting. Ask the children to look at the globe and think about the countries they would like to pray for. Invite children to think about the needs of the people that they would like to pray for. You might like to remind them of the types of rights that God seeks for all people, like clean water, education, healthcare, etc. Give children time to write down/ draw these needs and place them on our partner countries. When everyone has had time to participate, the leader prays out loud for the places and needs that the children have identified.

»» ACT:

Encourage the children to play one of the games with family or school friends during the week and encourage them to teach the game to others.

Pray for the children as they head out this week to share God's love around.