

JUST SALVOS

kids



CHILDREN'S CURRICULUM



THEME:

All people are created equally and all are deserving of acceptance and justice.

SCRIPTURE:

'So God created mankind in his own image, in the image of God he created them; male and female he created them.'
 Genesis 1:27



SUPPLIES

CD/CD Player, Parcel with notes inside, music for 'Jesus Love the Little Children', Packet of MnMs and straws, the story of Emmaline Rabbit (either through kidzone or powerpoint), enough Kidzones for the number of children in the group, A4 paper, scissors, textas, pictures of people from many cultural groups.



love people, no matter what

SONG:

'Jesus Loves the Little Children'
 Most leaders/children will know this song. You can get the children to sing it straight, or you can put them in two or more groups and ask them to come up with a modern day version of the song (pop, rap, rock) and then perform it to the rest of the group.

STORY:

Emmaline Rabbit

Either read the story to the children while they look at the powerpoint pictures provided in your pack, or read the text from the Kidzone magazine.



ACTIVITIES:

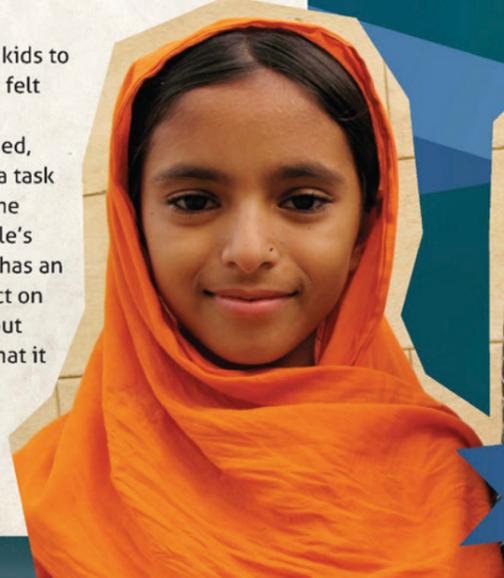
get into it!

The purpose of this activity is to show how much of an impact negative or positive acceptance has on how a person feels.

1. Get children into groups of 5-6 people.
2. Send one child from each group out of the room (try to choose a more confident child, and make sure you follow them up after the activity to make sure they are not damaged by the activity)
3. Quietly tell the remaining children, that when their group member returns they are to treat them as though they are a famous rock star. They should get their autograph, want to hug them and give them high five's, want their photo with them etc.
4. Bring the people outside back in, and let the scenario play out for about 90 seconds.
5. Send the person out again, and this time instruct the groups to ignore the person. Again, let the scenario play out for about 90 seconds.
6. Send the person out again, and this time instruct the groups to treat them as though the person is a teacher and they are the

students, and they have to try to get the person to engage as a teacher. Run for 90 seconds and then bring everyone back to the larger group

Ask some of the kids to reflect how they felt when they were excluded, included, and then, given a task to do. Remind the group that people's responses to us has an enormous impact on how we feel about ourselves, and that it is always important to include others, even if we don't feel like it.



more over...

CHOCKY CHALLENGE:

The purpose of the chocky challenge is simply to have fun, and tie the activity back to the theme.

1. Have three bowls of MnMs, along with three straws prepared on a table at the front of the room. Invite three children to volunteer for the activity.
2. On the word 'go', the children have to get the Red MnMs out of the bowl using only the straw. The first to complete the task wins!

Explain to the children that sometimes we stick only with the people and the foods and activities we know and love (we only ever look for the red MnM). But, God created many countries and cultures and foods and languages, and he wants us to love all of the people of the world, not just the ones that you go to church or school with. Even though the MnMs are different colours, they are actually all exactly the same, so it is important that we accept and embrace each one of the colours!



PAPER PEOPLE

1. Fold paper, accordion-fashion, in three-inch strips so that all sections are equal. The number of folds in the paper determines the number of people in the chain.
2. On the top piece of the folded paper, draw a person whose hands extend to touch the folds of the paper on each side. Carefully cut around the person, making sure NOT to cut where the hands meet the folds.
3. Open up the paper and your child will have a chain of several people holding hands.
4. Colour each of the people, and try to design each person in different cultural style.
5. On the back of each person, write a prayer for someone struggling with bullying in their country, or somebody making the journey to a safer place.

have some fun!

GAMES:

To illustrate the frustration of exclusion

1. While the music plays, children need to move about the room.
2. When the music stops, call out a number, and children must form groups of that number.
3. Any remaining children must exit the game.

NUMBER EXCLUSION

GAMES WITH PURPOSE



To further illustrate the frustration of exclusion, this time picking up on the inability to control whether you are going to be 'in' or 'out'.

Wrap a parcel with at least ten layers. Place a message between each layer. When you explain the game, make sure you warn them that this day is all about some being included and some being excluded. Point out that it has nothing to do with who we are, or what we have done, and is completely random.

Layers could say:

- 'Leave the circle' (all points gone)
- 'You have a birthday and get \$100! (you get 100 points)
- 'You win a popularity contest' (you get 50 points)
- 'You came last in the popularity contest (lose 25 points)
- 'Your puppy ran away' (lose 30 points)
- 'Your teacher praised your work in class (25 points)
- 'Your teacher sent you to the principal's office (lose 40 points)
- 'You fall over your own feet in the play ground and everyone laughs (lose 20 points)
- 'You win the cricket championship (you get 30 points)
- 'You dropped a catch in the big cricket final (lose 40 points)
- 'Your school report has all A+'s' (get 45 points)
- 'Your mum finds out you failed maths! (lose 30 points)
- 'Mum tells you she is taking you to Disneyland' (you get 60 points)
- 'Mum tells you she is taking you away from home, but she is not sure where (you lose 60 points)

PASS THE PARCEL:

At the end of the game, find the winner and the loser. Then remind the kids that around the world, some people have good or terrible things happen to them each day, but that mostly it is not their fault, and they had no control over it. It is unfair, and random, and shows us how important it is to accept and care for others when we have the power and money to help.

TIME TO TALK

THINGS YOU COULD DO TO HELP:

1. Prepare a project on a refugee group, finding out what is happening in their country, and why they need our help
2. Tell the story of Emmaline Rabbit to others, and get a copy of the book for your school library
3. Prepare a care package for those refugees waiting in detention centers like Christmas Island. You might include similar items to that of Operation Christmas Child and include; a small soft toy, school supplies, clothing, something to play with, a toiletry and something especially from you like a craft item.
4. Ask your parent to create a meal from another country.
5. Ask a teacher or person at your corps to help you organise a cultural day at your school or corps
6. Write a letter to your local council letting them know that you are happy to have refugees come into Australia if they need to.
7. Pray for refugee families like Emmaline.



LESSON:

There are people in our world who are facing terrible bullying in their country. They are not safe, and are forced to try to find a safer place to live, that might mean leaving their country for another. They often cannot ask for help because they are scared someone will hurt them or their family. They face this bullying, not because they have done anything wrong, but usually because of their religion or faith, or because of their race, or because they have spoken out against the injustice and bullying happening in the country. Sometimes the people being bullied are poor and powerless families, but often it is powerful people like lawyers, journalists, doctors, some of the police and politicians. Anyone can be bullied, which means refugees can be all sorts of people.

Those of us who live safely in our country have two choices. We can say "bad luck, it is not our problem and we don't want to share our country with you". Or, we could say, I will do everything I can to help you,

because you are special, and deserve to live safely, just like me". It is important that we let our government know that we want to help all people, not just those that were born in Australia. After all, in Australia, the only people that didn't come by boat or plane are our Indigenous people. So really, almost all of Australia are foreigners.

As Christians, we are actually citizens of heaven, and not citizens of Australia, or America or China. We know that God loves each and every person, regardless of what country they were born in, or what language they speak. We are called to do the same. We must make sure that we embrace and accept anyone in need, remembering that in God's eyes, these are our brothers and sisters, and you always help your family out.

SMALL GROUPS:

How would Emmaline and her family have felt when the wild dogs came? I wonder why no one would help them?

How would the children have felt when they first found the jungle? Have you ever been to a place that was completely new and strange? I wonder how you felt then? Share with the group if you would like to.

How would Jack and the other children have felt when no one would talk to them in the jungle? Have you ever been in a situation when you felt excluded and unliked? What did you do?

How would the rabbits have felt when Cuthbert the deer supported and defended them? Do you think it was easy for Cuthbert to speak up for the rabbits? Why do you think he did spoke up and defended them?

God wants you to be like Cuthbert and defend those in need. Pray that he will help you to be strong and courageous so that you will be ready when the time comes.



FINAL PRAYER:

Join hands in a circle together and have somebody pray for refugees and asylum seekers throughout the world.