

Grade 1—Unit 3

The Many Faces of God's Family

Christians are found in every country in the world. Just as we learned that each church and each person in the church is unique and has special gifts to offer, we learn in this unit that each church family around the world is also special and unique.

LESSONS

1. The World Belongs to God
2. Brazil
3. Burkina Faso
4. Thailand
5. France
6. Mexico
7. Ending Travels
8. Paul Goes on a Trip

Unit 3: The Many Faces of God's Family

Unit Information

SUMMARY

God wants those around the world to know and love God, and to be part of God's family. This unit takes students on an imaginary trip to five countries (Brazil, Burkina Faso, Thailand, France, and Mexico) to learn about the people who live there and the ways in which they worship God. Students will keep a travel folder to hold items from their travels. Several Bible stories of people telling others about God are also included in this unit.

Some of the lessons in this unit have a different format from lessons in other units, allowing teachers to be flexible about how much time to spend visiting each of the five countries.

For background information about each of these places, go to www.wikipedia.org, a free online encyclopedia that is continuously updated. The home page for each location, for example, provides statistics about the country, as well as a picture of the flag. You could also consult any print encyclopedia in your library or classroom for similar information. Locate picture books on Brazil, Burkina Faso, France, Mexico, and Thailand in your school library, and have them available in your classroom during this unit.

KEY BIBLE TEXTS

Psalm 24:1*

Psalm 93

Psalm 96:1-4, 11-13*

Isaiah 45:22 (memory verse)

Malachi 2:10

Matthew 24:14

Matthew 28:19,20

John 1:10

John 3:16-17* (memory verse)

John 4:42, 6:33, 8:12, 9:5, 12:47

Acts 8:26-40*

Acts 17-18*

Galatians 3:26-28

Galatians 6:10 (main memory verse)

**texts used in lessons*

BIBLICAL BACKGROUND

Where in the world is God’s family?

The whole world is God’s domain. From the beginning of time, God has claimed the earth. The Lord reigns on a firmly established world (Psalm 93 and Psalm 96). “The earth is the Lord’s and all that is in it, the world and those who live in it” (Psalm 24:1). Since the world is God’s, all those who live in the world are worthy of respect as God’s children.

Jesus expanded the boundaries of the “world” by including those who were marginalized. For example, when Jesus talked to the Samaritan woman he accorded her dignity and value. She, in turn, recognized and identified Jesus as savior of her and her people. They were part of the favored people. Jesus talked with women, healed women, and included women in his band of followers. Instead of being second-class citizens, they became part of the “world.”

The gospel of John contains many references to God’s presence in the world. Jesus is a light to all people (8:12; 9:5), and the savior of the world (4:42). Jesus was in the world (John 1:10) and loved the world (3:16), not only a select group of people. Jesus came to save the world (12:47).

Jesus came into a specific region of the world with a mandate that encompassed all people. God’s family is global. There are Christians all around the world. Even though we are different in many ways, we are brothers and sisters in Christ. “For in Christ Jesus you are all children of God through faith. As many of you as were baptized into Christ have clothed yourselves with Christ. There is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female, for all of you are one in Christ Jesus” (Galatians 3:26-28 NRSV).

In this unit, students will learn about the culture and customs of God’s family at various places around the world.

ESSENTIAL UNDERSTANDINGS

- God wants everyone around the world to know and love God.
- God’s family is found all over the world.
- God loves everyone!

WORSHIP

1. Lesson 5, visiting France, gives instructions for a house worship experience that includes singing, reading scripture, and prayer.
2. Lesson 6, visiting Mexico, gives instructions for a worship experience that includes singing in English and Spanish, as well as a text read in English and Spanish.

BULLETIN BOARD IDEAS

This unit would be enhanced by posting a world map on a bulletin board. Place a marker at each country visited, along with a picture of a scene from that country.

MEMORY PASSAGES

This unit offers the following verses for students to memorize. You may copy and clip the following verses for students to take home.

Turn to me and be saved, all you ends of the earth;
for I am God, and there is no other.
Isaiah 45:22

So then, whenever we have an opportunity, let us work for the
good of all, and especially for those of the family of faith.
Galatians 6:10 (NRSV)

For God so loved the world that he gave his one and only Son, that whoever
believes in him shall not perish but have eternal life. For God did not send
his Son into the world to condemn the world, but to save the world through him.
John 3:16,17

MEMORY VERSE CONNECTIONS

Make this memory verse connection during any of the lessons:

Read Galatians 6:10, “So then, whenever we have an opportunity, let us work for the good of all, and especially for those of the family of faith.” Point out that though people live in different parts of the world, look different from one another, or have different customs, we can all work together. Ask: Why is it good to work together? Responses might be that it makes us feel good, that people learn things, and that we can learn to like each other. Add that the decisions we make affect others and it is important that we make decisions that will benefit everyone.

ASSESSING TEACHING / LEARNING

Observing students and their interactions is one of the best ways to discover if students are practicing the lessons. Look to see if they cooperate with each other, if they use caring words, and if they practice peacemaking skills.

A quiz is also included, at the end of the unit.

The Many Faces of God's Family

LESSON 1: THE WORLD BELONGS TO GOD

Objective

Students will recognize that everything and everyone in the world belongs to God.

Key Concepts

- God's people live all around the world.
- People might look or act different from each other, but God loves everyone.

Text: Psalm 24:1; Psalm 96; Acts 8:26-40

Estimated Lesson Time: 30 minutes

Materials

- *People* by Peter Spier
- Bible
- Globe
- World map
- Six large sticker-stars
- Folders with two pockets, one per student
- Markers, crayons to decorate journals
- For Extend the Lesson: one apple per student (several different varieties)

Teacher Preparation

- Mark Psalm 24:1, Psalm 96, Acts 8:26-40, and the book of Isaiah in your Bible.
- Find the different locations mentioned in the lesson on the globe and world map, so you can easily find them in class.

INTRODUCING THE LESSON

All kinds of people. Look together at the book, *People*. (Note that the book was written in 1980 and that some of the statistics mentioned in the beginning are out of date.) Allow time for students to share about their favorite games or food, as mentioned in the book.

LESSON STEPS

1. God loves everyone. Tell the children that, as the book shows, God made many people in the world. And though each person is different, God loves each one. Read Psalm 24:1.

2. Around the globe. Hold the globe and point first to your location and then to another location. Ask: Is this part of God's world? Do the people who live here belong to God? Repeat for several locations/continents.

3. Praising God. Repeat that though people around the world may be different from each other, they are all loved by God. Add that God wants everyone to praise and worship God. Ask the children to listen carefully as you read some Bible verses,

to identify what God wants the people on earth to do. Read Psalm 96:1 (sing), Psalm 96:7 (recognize God), and Psalm 96:9 (worship).

4. The story of Philip and the Ethiopian. Tell the students that God wants everyone in the whole world to know about God and belong to God’s family. Point to Ethiopia on the world map and explain that the story you are about to tell is about a man who came from this country. The story happened a long, long time ago but still has some good ideas for us today.

Tell the story of Philip and the Ethiopian (Acts 8:26-40) in your own words, *OR* use the following version (*open your Bible to Acts so that students know that this story is found in the Bible*):

Philip loved God. He listened carefully to God, so that he would do the things that God told him to do. One day, an angel told Philip that God wanted him to walk from Jerusalem to Gaza (*show Jerusalem on the map*). And so Philip began his walk.

While he was walking, Philip met a man from Ethiopia (*indicate Ethiopia on the map*). The Ethiopian was a very important person, because he worked for his queen as treasurer of the country. As he rode in his carriage, the Ethiopian was reading from the Bible, in the book of Isaiah (*show Isaiah in the Bible*).

God spoke to Philip again. God said that Philip should go to the carriage and talk to the man who was reading from Isaiah. Philip went up to the man and asked him if he knew what he was reading.

The Ethiopian answered that he had trouble understanding the reading in Isaiah, because he didn’t have anyone to explain things to him. He invited Philip to sit in his carriage with him, so they could read and talk together. The Ethiopian and Philip traveled together, and after a while they came to a river. The Ethiopian asked Philip to baptize him, so that everyone would know that he believed in God.

After they left the water, Philip and the Ethiopian went separate ways. Though they never saw each other again, the Ethiopian was happy about what had happened and told others about it. And Philip kept listening to God and preaching in all the towns he visited.

5. Preparing to travel. God sent Philip to talk to the Ethiopian because God wants everyone in the world to know that God loves them. God wants everyone to know and love God, too. Explain to the students that because God cares about everyone in the world, you are going to “travel” to different places around the world and learn about the people who live there.

Ask, “When we travel, what do we need to do to get ready?” (*Make travel plans and buy transportation tickets, pack luggage, get a journal to write thoughts about the travels, etc.*) Explain that you will also need to prepare to go on your pretend trip.

6. Charting the trip. When people go on a trip, they need to know where they’re going, but first, they need to know where they are. Point out your location on the world map, and put a star on the spot. What is the name of the town? What is the name of the state? What is the name of the country? Explain that your class will travel from here to Brazil. Point out Brazil on the map and add a star. From there, you will go to Burkina Faso, then Thailand, then France, and Mexico. Put a star on each place on the map.

At each location, ask a series of questions to think about, not answer aloud: I wonder what kinds of food people who live here eat. Will they be different from our favorite foods? I wonder what kinds of things children your age do for fun. Will they be like the things you do for fun?

7. Pack your luggage. Explain that though the students won't need to pack clothing for their pretend travel, they will need to pack their journals and pencils, so they can record their journey. Hand out the folders that will serve as journals and allow time for students to decorate the front cover, including writing their names. Explain that in the next lesson, they will learn more about the many people that God loves, all over the world.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 30 minutes.)

- **Different apples.** Give one apple to each student. Spend several minutes looking at the apples and thinking about the following questions: Is your apple like your neighbor's apple? Is it different? Then spend several minutes with each person looking only at their own apple. What color is it? Is the color the same all over the apple? Does the skin have any bumps or bruises? Does the apple sit well on a table?

Have students sit in groups of three or four, and ask them to close their eyes as you rearrange the apples. Can they pick out their own apple? Why or why not? Explain that sometimes, when you meet new people, everyone seems to look alike. But after spending time with them and learning to know them, you can easily pick them out of a group. Say, "As we travel around the world, we will meet new people. Soon we will get to know them and recognize them."

The Many Faces of God's Family

LESSON 2: BRAZIL

Objective

Students will be able to tell about some aspects of Brazil.

Key Concepts

- God wants people in Brazil to know and love God.
- People in Brazil are part of God's family.
- People from Brazil are similar to us in some ways and different from us in some ways.

Estimated Lesson Time: 30 minutes

Materials

- World map with stars, from Lesson 1
- *Brazil (A to Z)* by Justine and Ron Fontes, OR *A Family from Brazil* by Julia Waterlow (*This book is out of print, but you may find it used or in a library.*)
- Student travel folders
- Brigadeiros recipe sheet (p. 117)
- Flag of Brazil activity sheet (p. 118)
- Markers, crayons
- For Extend the Lesson, option one: *South America Close-Up* video, available on loan from Mennonite Central Committee
- For Extend the Lesson, option two: *Viva! Latin America/Caribbean Resource Box*, available on loan from Mennonite Central Committee
- Camera (*optional*)

Teacher Preparation

- Prepare Brigadeiros (see recipe sheet) to eat in class.
- Look up statistics on Brazil at www.wikipedia.org (or in another encyclopedia).
- Make copies of the Flag of Brazil activity sheet, one per student.
- Color your own copy of the flag to show students.
- Make copies of Brigadeiros recipe sheet, one per student.
- If using Extend the Lesson, option one, purchase or borrow the *South America Close-up* video, which includes a story about a child from Brazil.
- If using Extend the Lesson, option two, borrow the Latin America/Caribbean Resource box from Mennonite Central Committee. If this needs to be mailed to your school, allow plenty of time for it to arrive and be sure to return it on time.
- In Lesson 7, the children will make a class scrapbook/photo album to remember your "journey." You may want to bring a camera to take pictures of the children doing an activity in each "country," then include photo pages in the scrapbook.

INTRODUCING THE LESSON

Travel to Brazil. Look at the world map and review where the classroom is located. What is the name of the town? The state? The country? Tell the students that today your class is going on a pretend trip to the country of Brazil. Point out the location of Brazil, where there should already be a star from the first lesson.

Ask students if they have any idea of how the class could travel to Brazil. Some might suggest going on a bus. While this is possible, explain that it would probably take over a week of driving to get there. Some might suggest an airplane. It would take about five hours to fly to Brazil. Some might suggest a long boat ride. Students might suggest that several different types of transportation could be used, and that would also be accurate.

Gather in a group for a story. Explain that your class is now in Brazil. Read *Brazil (A to Z)* or *A Family from Brazil* and look at the pictures. Pause for discussion at several intervals, asking students to compare their lives with those pictured in the book.

LESSON STEPS

1. Learn to communicate with others in God’s family. Remind the students that God wants *everyone* to know and love God—including your class in America and the people in Brazil. And if we all love God, then we are all part of God’s family. It is a good idea to be able to communicate with others in God’s family. Teach a few of the following Portuguese greetings that are used in Brazil:

Hi!	Oi! (<i>OY as in “toy”</i>)
How are you? How are things?	Tudo bom? (<i>too doo BONE</i>)
I’m fine. Everything’s okay.	Tudo bom. (<i>too doo BONE</i>)
Good morning.	Bom dia. (<i>bone DEE ah</i>)
Thank you.	Obrigado. (<i>o bree GAH dew</i>)
You’re welcome.	De nada. (<i>day NAH dah</i>)
Goodbye.	Tschau. (<i>chow</i>)

—from *Brazil* teacher’s guide, *VIVA! Latin America/Caribbean Resource Box*, Mennonite Central Committee, p. 4

2. Eat together. Many times, eating together is a way in which people can visit, share, and learn to know each other. *Brigaderros* are a special treat in Brazil—many times eaten at birthday parties. Enjoy the brigaderros that you prepared ahead of time, and as you eat, compare them with foods that students eat at birthday parties. Hand out the recipe page to be put in the travel folder.

3. Color the flag of Brazil. Show the children the Brazilian flag you colored ahead of time and explain that this flag is a symbol for that country, just as our flag is a symbol of our country. Hand out the flag outline for the students to color and then put in their travel folders.

4. Play *Gato Doente* (Sick Cat). This Brazilian game is similar to tag and should be played outside.

Choose one player to be the Cat, or *Gato*. Gato chases the other students around the playground, trying to touch them. Whoever Gato touches becomes a “sick cat” and must hold the area touched with their left hand. The “sick cats” then join Gato in chasing the other students. As each student is touched, he or she must hold the area touched, becomes a “sick cat,” and chases others. The winner is the one who does not get touched by Gato or the “sick cats.”

—from *Children’s Games from Many Lands*, Friendship Press

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **View the video**, *South America Close-Up*, Children of the Earth Series. Discuss how Lucivaldo's life is similar to the students lives and how his life is different.
- **Use the *Viva! Latin America/Caribbean Resource Box*** from Mennonite Central Committee to complete the Brazil activities included in the box.
- **Read or tell the story of Aleijadinho** (page 119). Ask the students to listen to what Aleijadinho did because he loved God. How did Aleijadinho use the gifts God gave him?

A Recipe from Brazil

Brigadeiros

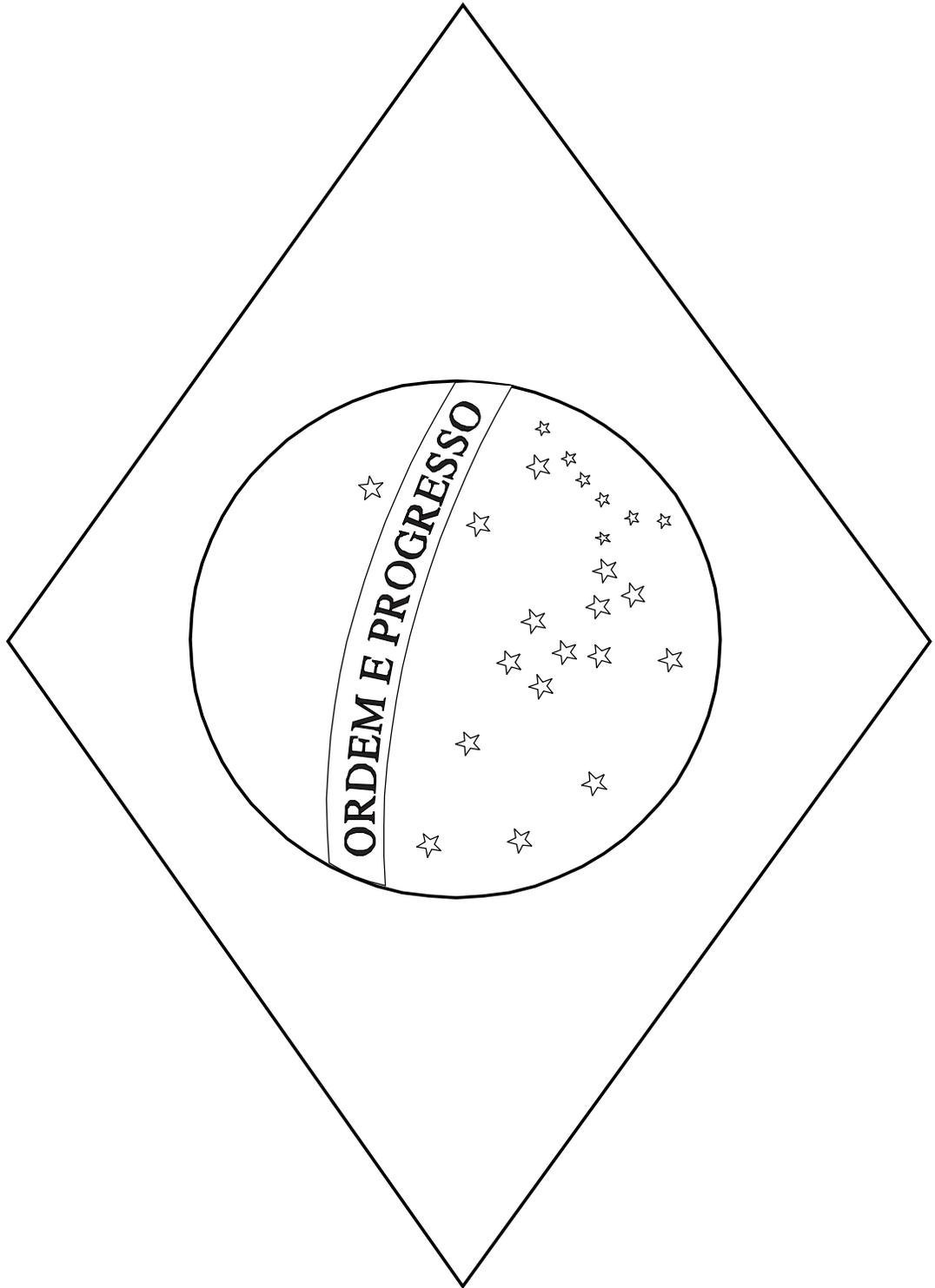
- 2 tablespoons butter or margarine
- 1 13- to 14-ounce can sweetened condensed milk (nonfat also works well)
- 3 teaspoons cocoa powder
- Chocolate sprinkles

Combine first three ingredients in saucepan and heat over low heat until mixture thickens (about 5 minutes). Pour into a buttered cake pan and cool. After mixture cools, butter hands and shape mixture into small balls. Roll in chocolate sprinkles and set on wax paper until time to serve.



Many times Brigadeiros are special treats eaten at birthday parties. Draw something you like to eat at birthday parties.

Flag of Brazil



The Story of Aleijadinho

Aleijadinho (*ah-lay-jhah-DEEN-yoo*) was a man who lived in Brazil a long time ago. He had great handicaps, but he knew that God had a purpose for him. God gave him a job to do, and Aleijadinho was determined to do it.

Now usually when we have a job to do, we find the right kinds of tools—like a toothbrush, or pencil, or scissors—and put them into our hands and do the job. And sometimes we do even better work as we get older, and so did Aleijadinho. But what is so strange and wonderful about Aleijadinho is that, after he was 40, he kept on working even when he couldn't use his hands anymore!

Here's how it happened. Aleijadinho's real name was Antonio Francisco Lisboa. He was born in 1738 in Ouro Preto, a small town in Brazil. His father was a Portuguese farmer and sculptor who had settled in the New World. His mother was a slave named Isabell.

Since Antonio's mother was a slave, it was the custom that he be raised a slave, too. But his father knew about another custom—that on a special day, a slave could be freed—and on the day of Antonio's baptism, his father freed him.

Antonio loved to watch his father build and sculpt, because his father was skillful and well-known. He imitated his father with small wood carvings, and by the time Antonio was a teenager, he could carve even more beautiful statues than his father did, out of wood and stone. Antonio had found the gift God gave him!



Antonio carved statues of Jesus, Mary, the prophets, disciples, and others in the Bible, for he had studied the Bible well and knew all about these people. He knew why they were asked by God to do special jobs—in spite of any faults or excuses they gave. He learned to carve the faces of these people so well that you could see their heart and character in their faces.

There was Amos, the shepherd, who did not wish to be prophet; Daniel, the calm, obedient man who tamed lions; Joel, the one who talked about the end times; and Jonah, the disobedient, despairing prophet. Churches loved Antonio's work, because their beauty was a witness to the glory of God. Antonio even carved on the outside of churches and cathedrals.

Then, when Antonio was 39 years old, he was struck with a crippling disease. It left his hands useless, and his hands were what he needed most! Think what it would be like, if you could never use your hands or legs! That is the way it was for Antonio. He grew very sad and thought he could never carve again. Maybe he'd have to become a beggar!

But Antonio thought of a plan. He had his family and friends strap chisels and hammers to his wrists and elbows. After a long time of practice, and much ruined wood and stone, Antonio learned to sculpt all over again. Churches called for his work. Towns called for him. Everyone was amazed that he could still use his gifts, and they would watch as he worked with tools strapped to his arms.

The people in his hometown affectionately nicknamed him *Aleijadinho*, which means "Little Cripple." What is really amazing is that his work grew better and better. In his old age, Aleijadinho was doing better work than he had ever done in his life, even while he had hands.

Aleijadinho did not give up and quit because of a handicap. And we should not give up, either, when we have a job to do.

The Many Faces of God’s Family

LESSON 3: BURKINA FASO

Objective

Students will be able to tell about several aspects of Burkina Faso.

Key Concepts

- God wants people in Burkina Faso to know and love God.
- People in Burkina Faso are part of God’s family.
- People from Burkina Faso are similar to us in some ways and different from us in some ways.

Estimated Lesson Time: 30 minutes

Materials

- World map
- Student travel folders
- *Burkina Faso: Assita of Burkina Faso*, Mennonite Central Committee video
- Shelled peanuts
- Thangba activity sheet (p. 122)
- Crayons, markers
- Flag of Burkina Faso activity sheet (p. 123)
- *A Crocodile for Aminata* by Carol Shenk Bornman
- For Extend the Lesson, option two: *I’m Sita, Your Friend in Burkina Faso* coloring book (available from Mennonite Mission Network—see Resources section), crayons or markers

Teacher Preparation

- Bring shelled peanuts for a special snack. Important note: Check with parents or caregivers about peanut allergies.
- Purchase or borrow video, *Assita of Burkina Faso*.
- Look up Burkina Faso statistics at www.wikipedia.org (or in another encyclopedia).
- Make copies of Thangba activity sheet, one per student.
- Make copies of the flag activity sheet, one per student.
- Color your own copy of the flag as an example for the children.
- Purchase or borrow the book, *A Crocodile for Aminata*.

INTRODUCING THE LESSON

Become acquainted with Burkina Faso. Ask a student to point out the country visited in the last lesson. What does the class remember about Brazil? Allow time for review and discussion. Point out Brazil again on the world map. Explain that it is in the land region known as South America. Then point out Burkina Faso and explain that it is in the land region known as Africa.

To introduce life and culture of Burkina Faso, watch the video *Assita of Burkina Faso*. How is Assita’s life like your students’ lives? How is her life different? Allow time for discussion.

LESSON STEPS

1. God is like rain. The video notes that many languages are spoken in Burkina Faso, though the most popular one is French. In one language, Lobi, the word for God is Thangba (*Tong' bah*). Thangba also means rain. Ask students how God is like rain. They might say that we need rain or water to live, just as we need God in our lives. They might say rain helps plants to grow as God's love helps us to grow. Their answers may surprise you. Distribute the Thangba activity sheet and allow time for students to work. Completed sheets should be put into their travel folders.

2. Share some peanuts. Peanuts are a popular snack in Burkina Faso, and sharing is important. Hand out shelled peanuts and suggest that students walk around the classroom, sharing peanuts with each other and eating together. Ask them to think about other ways they can share with each other throughout the day.

3. Focus on families. As shown in the video, families are important in Burkina Faso. Assita went home each evening to her aunts, uncles, and cousins, who were all part of her family and who all lived in the same area. Review the discussions you had in units one and two: Who are members of the students' families? Do they have special roles, like those in Assita's family? Do the children know of any families mentioned in the Bible? Do the family members have special roles? Tell students that many of the upcoming Bible lessons will focus on families in the Bible.

4. Color the flag of Burkina Faso. Distribute the flag activity sheets and give the students time to color it. They may put the flag in their travel folders.

5. Read *A Crocodile for Aminata*, paying special attention to the pictures. These were drawn by a young man who lives in Burkina Faso.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

• **Learn a game.** Choose one of these two games that children in Burkina Faso like to play. The first game could be played indoors by using cups or plastic lids.

Strategy game: Children make a board in the dusty ground by scooping out 36 pockets, six by six. One child uses 12 pebbles as his or her pieces and the opposing child uses 12 sticks or straws. The players take turns moving one of their pieces. They can move vertically or horizontally, but not diagonally. The object is to get a row of three of their own pieces, either horizontally or vertically. Each time a player makes a row, she or he can remove one of the opponent's pieces. The winner is the player who reduces the opponent to two pieces.

Laissez tomber game: Children form into pairs, one climbing onto the other's back, and arrange themselves into a circle. A ball is thrown from one pair to the next, with half the children chanting "Laissez tomber," and the other half " 'ne laissez pas tomber." There are no winners or losers, but lots of laughter every time a pair allows the ball to fall.

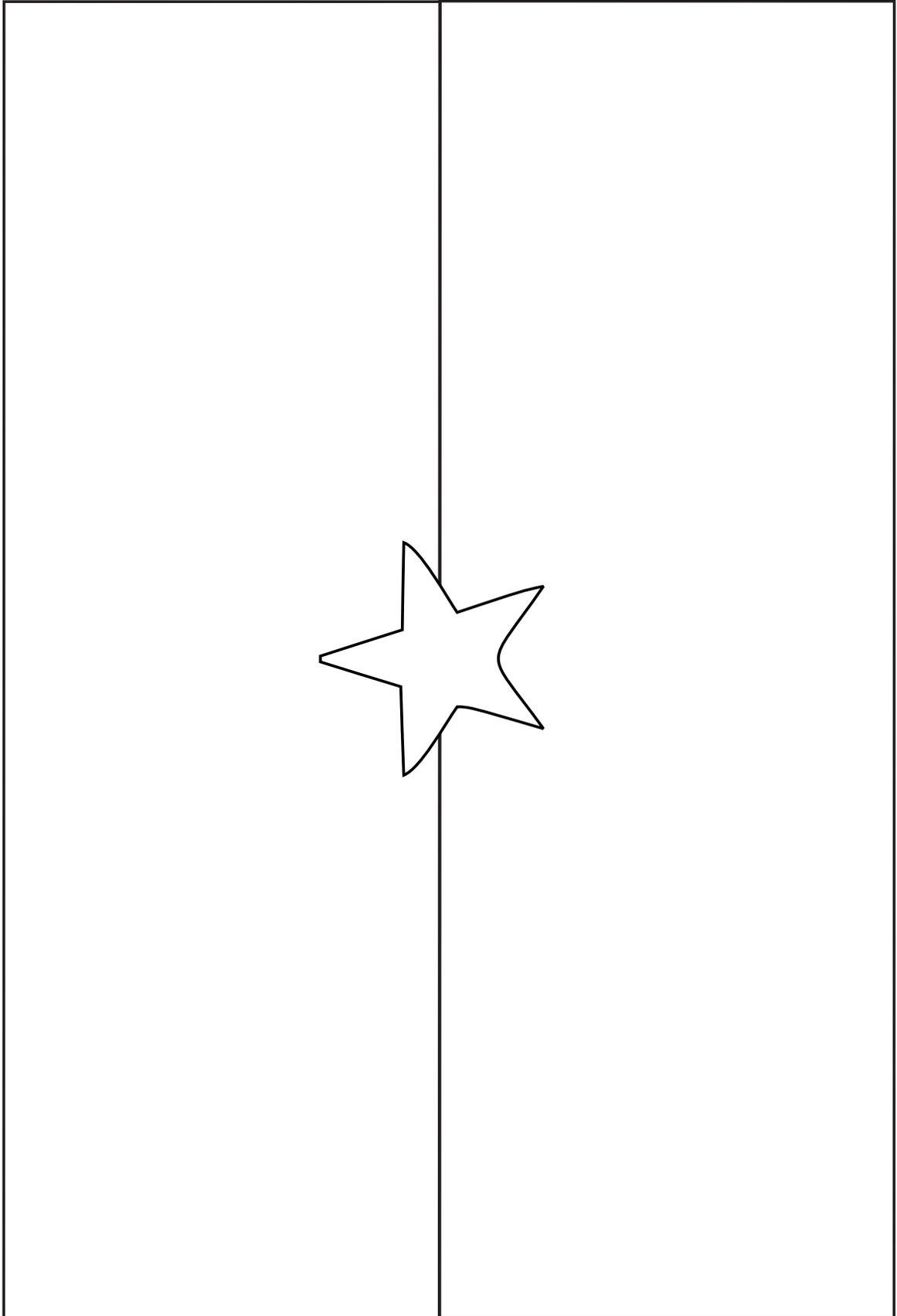
• **Give students the coloring book, *I'm Sita, Your Friend in Burkina Faso*.** Page through it and talk about the story. Allow time for children to begin coloring some of the pages. You may want to keep the coloring books at school for a few days before sending them home.

Name _____

In Burkina Faso—Thangba

In the Lobi language, God is called **Thangba** (*Tong' bah*). Thangba also means “rain.” Draw a picture that shows how God is like rain.

Flag of Burkina Faso



The Many Faces of God's Family

LESSON 4: THAILAND

Objective

Students will be able to tell about some aspects of Thailand.

Key Concepts

- God wants people in Thailand to know and love God.
- People in Thailand are part of God's family.
- People from Thailand are similar to us in some ways and different from us in some ways.

Estimated Lesson Time: 30 minutes

Materials

- World map
- Student travel folders
- *Busba's Taste of Thailand* video, Child's View Series, Mennonite Central Committee
- Modeling clay
- Dishpan or tub of water
- Ingredients for making Bananas in Coconut Sauce: coconut milk, sugar, salt, bananas, ice cream (see recipe, p. 127, for amounts)
- Hotplate, saucepan
- Bananas in Coconut Sauce recipe sheet (p. 127)
- Flag of Thailand activity sheet (p. 128)
- If using Extend the Lesson, option two: long stick (perhaps a dowel rod), coin

Teacher Preparation

- Purchase or borrow the video *Busba's Taste of Thailand*.
- Look up Thailand statistics at www.wikipedia.org (or in another encyclopedia).
- Make copies of the recipe sheet, one for each student.
- Make copies of the flag activity sheet, one for each student.
- Color your own copy of the flag as an example for the children.

INTRODUCING THE LESSON

Become acquainted with Thailand. Look at the world map. Ask a student to find your location and tell the name of your town, state, and country. Then point to Brazil and Burkina Faso. What do students remember about their visits to those countries?

Locate Thailand on the map and explain that you will be visiting that country today. Wonder with the students what kinds of foods are eaten in Thailand. What do children do for fun? Watch the video *Busba's Taste of Thailand* and discuss the answers to your wondering questions.

LESSON STEPS

1. God loves the people of Thailand. Tell the students that God wants the people who live in Thailand to know and love God. Some people in Thailand know and love God, but many do not. Instead of being Christians who follow God, many in Thailand are Buddhists who follow Buddha. In the video, Busba briefly visits a Buddhist temple. How is the temple different from your church? Allow time for discussion about different religions, and assure the students that no matter what, God loves everyone—even those who do not believe in God.

For your own reference, here is a brief summary of Buddhism, as well as three ways in which Buddhism differs from Christianity:

Siddhartha Gautama was born in Nepal about 560 B.C. His family was rich. Siddhartha was brought up as a Hindu. At age 29, he left his wealth and his family, and became a wandering holy man. He spent years in study and poverty. Buddhists believe he found the truth at age 35 and became “enlightened.” He was then renamed Buddha. Enlightenment meant freeing himself from suffering, which he believed was caused by desire for power, wealth, and pleasure.

The Buddhist vows are: 1. Not to harm any living thing. 2. Not to take what is not given. 3. Not to practice improper sexual behavior. 4. Not to say unkind or false things. 5. Not to take drugs or alcohol.

Main differences between Buddhism and Christianity:

- Buddha taught that a person has the potential within to free oneself from corruption and suffering, without the help of God. Christianity stems from God’s self-disclosure to people. The climax was experienced in God sending his son Jesus Christ, who died and rose again and forgives our sin.
- Buddhism is not based on faith in a personal God; a personal God is the very center of Christianity.
- Buddha saw life as meaningless in itself and set out to rescue people from this meaninglessness. Buddhists seek to escape from what they believe is a never-ending cycle of rebirth (reincarnation). Jesus taught that life could become meaningful in God and called people to share the meaning (John 10:10). The gospel emphasizes everlasting life.

—*from Culture, Thailand resource box, Mennonite Central Committee*

2. Model boats. Water is a central theme in *Busba’s Taste of Thailand*, particularly as it is used for transportation. Divide the group into pairs, or have students work in small groups, to create a boat of modeling clay that will float on water. Set the boats in a tub of water to watch them float.

3. The taste of Thailand. Cook and eat together Bananas in Coconut Sauce. Hand out a recipe sheet for each student to put in their travel book.

4. Color the flag of Thailand. Hand out a flag activity sheet to each student. They may color the flag and put it in their travel book.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **Greet each other.** Greeting one another is very important in Thailand. Thai people are known for smiling. Have students spend some time smiling at each other. This will probably lead to laughter. A second way of greeting is known as wai (*WAH-ee*). Instead of shaking hands with someone whom you have just met, Thais hold their hands together with fingers pointing upward. (A traditional North American way to hold hands while praying.) At the same time the hands are held together, the head is bowed. The higher the hands, the greater respect is given. Students can practice giving each other wai during the day.

- **Play Hit the Coin.** For this Thai game, place a coin on top of a long (student-height), thin pole. One student at a time stands several yards away from the coin, and holds a hand over one eye so that he or she can see out of only one eye. Slowly, the student walks to the pole and tries to flick off the coin by using the thumb and second finger. Each student takes only one turn at a time, though you might want to go through the line several times.

—from *Children's Games from Many Lands*, edited by Nina Millen

A Recipe from Thailand

Bananas in Coconut Sauce

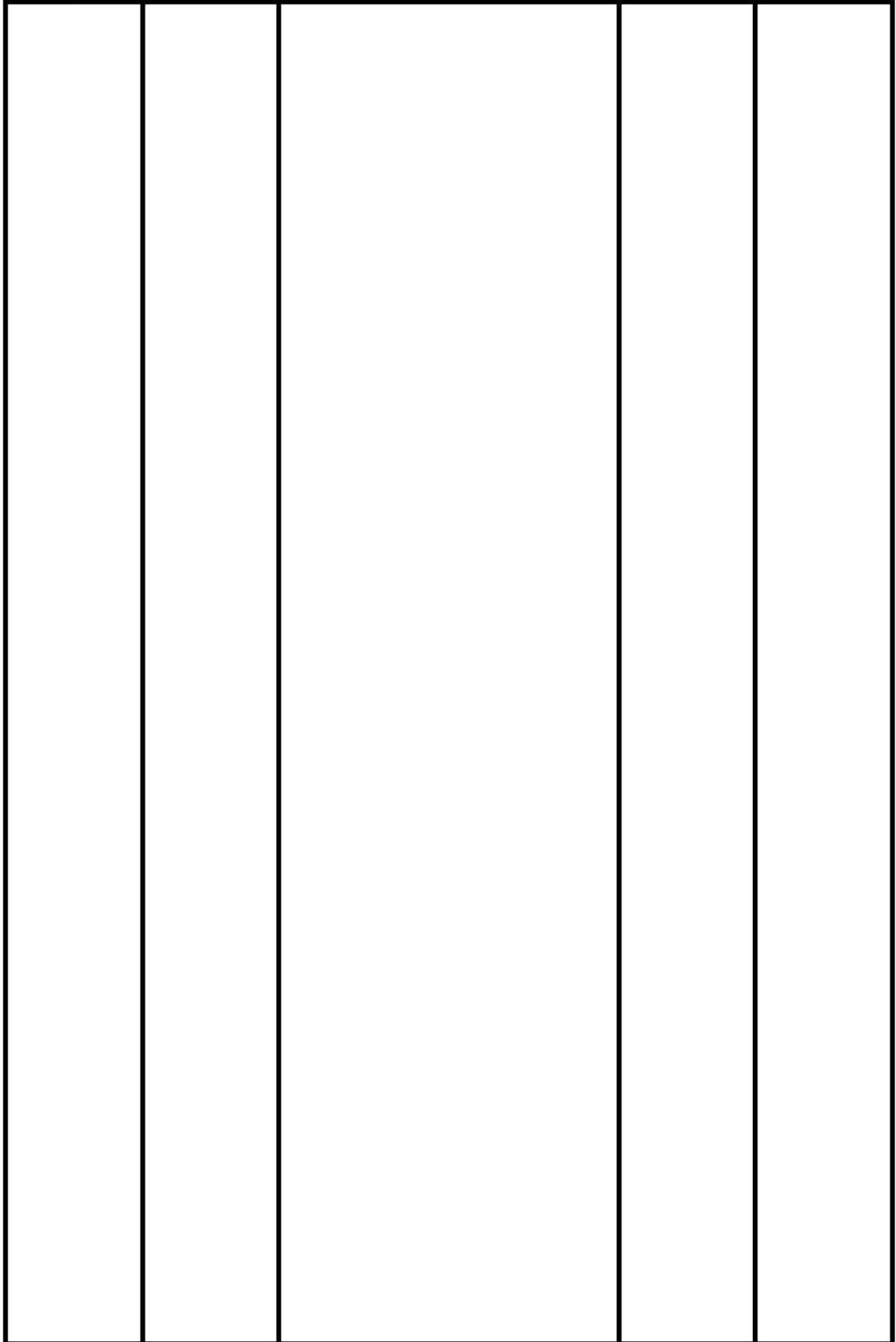
- $\frac{3}{4}$ cup coconut milk
- 2 teaspoons sugar
- Pinch of salt
- 3 large bananas, peeled and cut into $\frac{1}{2}$ -inch diagonal slices

Heat coconut milk in saucepan. Add sugar and salt. Bring to a boil and simmer 2 minutes, stirring constantly. Remove from heat. Stir in banana slices and return to a boil for 10 seconds. Serve alone or as a topping for ice cream. Best if served immediately, so bananas do not color.



This recipe is made from two different kinds of fruit: coconut and bananas. Draw a picture of your favorite fruit.

Flag of Thailand



The Many Faces of God's Family

LESSON 5: FRANCE

Objective

Students will be able to share about some aspects of France.

Key Concepts

- God wants people in France to know and love God.
- People in France are part of God's family.
- People from France are similar to us in some ways and different from us in some ways.

Estimated Lesson Time: 30 minutes

Materials

- Student travel folders
- World map
- *France (A to Z)* by Justine and Ron Fontes
- Bible
- *Je louerai l'Eternel* song sheet (p. 131)
- Loaf of French bread (unsliced), serrated knife, cutting board
- Flag of France activity sheet (p. 132)

Teacher Preparation

- Purchase or borrow the book *France (A to Z)*.
- Look up statistics about France at www.wikipedia.org (or in another encyclopedia).
- Make copies of the song sheet, one for each student.
- Make copies of the flag activity sheet, one per student.
- Color your own copy of the flag as an example for the children.

INTRODUCING THE LESSON

Become acquainted with France. Find last lesson's destination, Thailand, on the world map. Then trace with your finger from Thailand to France. Explain to the students that your next traveling stop is the country of France.

Gather children to look at *France (A to Z)*. This alphabet book gives an overview of France. You may want to read all of it, or you may want to simply present the items featured in the book.

LESSON STEPS

1. Greet each other in French. Remind the students that God loves people in France and wants the people in France to know and love God. One way people can begin talking about God to each other is to greet each other. Practice these greetings:

Bonjour (bohn-zhoor)—Hello

Salut (sa-loo)—Hi

Au Revoir (oh ruhvwahr)—Good-bye

2. The church in France. Tell the children a bit about the church in France. There are many large, beautiful cathedrals in France, as shown on page 27 of *France (A to Z)*. France is older than the United States and Canada. Only one out of every ten people go to church in France—probably the fewest in Europe. Most of the people who go to church attend Catholic churches. God is working in France today. Some people want to learn more about Jesus in an informal setting. They have begun attending house fellowships.

3. A house church. Invite the students to sit on the floor of your classroom and pretend that you are worshipping God in a house church. Begin by reading a praising Psalm, such as Psalm 96:1-4, 11-13. Then sing the hymn, “Praise, I will praise you Lord.” Give each student a song sheet to place in their travel folders. End with a prayer remembering the people, and especially the Christians, in each of the countries you have visited.

4. Enjoy French bread. Compare the look of the unsliced French bread loaf with bread that is found in stores in North America. Consider the shape, color, texture, etc. Slice the bread and give a piece to each student. How is the taste like bread in North America? How is it different?



5. Color the flag of France. Hand out a flag activity sheet to each student. They may color the flag and put it in their travel book.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 30 minutes.)

• **Play Hide, Hide**, a combination of hide-and-seek and tag, which should be played outside:

One player is IT. A goal is chosen. IT stands at the goal, with back turned or face hidden, and counts to 100. While IT is counting, the rest of the players hide. IT goes to look for them. The players do not remain in their first hiding place. They try to get nearer and nearer to the goal by moving from one hiding place to another without letting IT see them. If IT sees a player moving or hiding, IT calls out the player’s name. If the player is too far from the goal to reach it before IT does, the player is out. If the player is near enough to the goal to have a chance at reaching it before IT does, he or she calls loudly, “Cache-cache!” and races for the goal. IT tries to tag the player on the way. If IT catches the player, that person is IT for the next round.

Je louerai l'Éternel (Praise, I will praise you, Lord)

F C7 Dm B^b C7 F

1 Je loue-rai l'E - ter - nel de tout mon coeur, je
 1 Praise, I will praise you, Lord,
 2 Love, I will love you, Lord with all my heart. O
 3 Serve, I will serve you, Lord

B^b C A/C# Dm Gm G G7

ra - con - te - rai tou - tes tes mer - veilles, je chan - te - rai ton
 God, I will tell the won - ders of your ways, and glo - ri - fy your

C sus4 C F C7 Dm B^b C7 F

nom. Je loue-rai l'E - ter - nel de tout mon coeur, je
 name. Praise, I will praise you, Lord, with all my heart. In

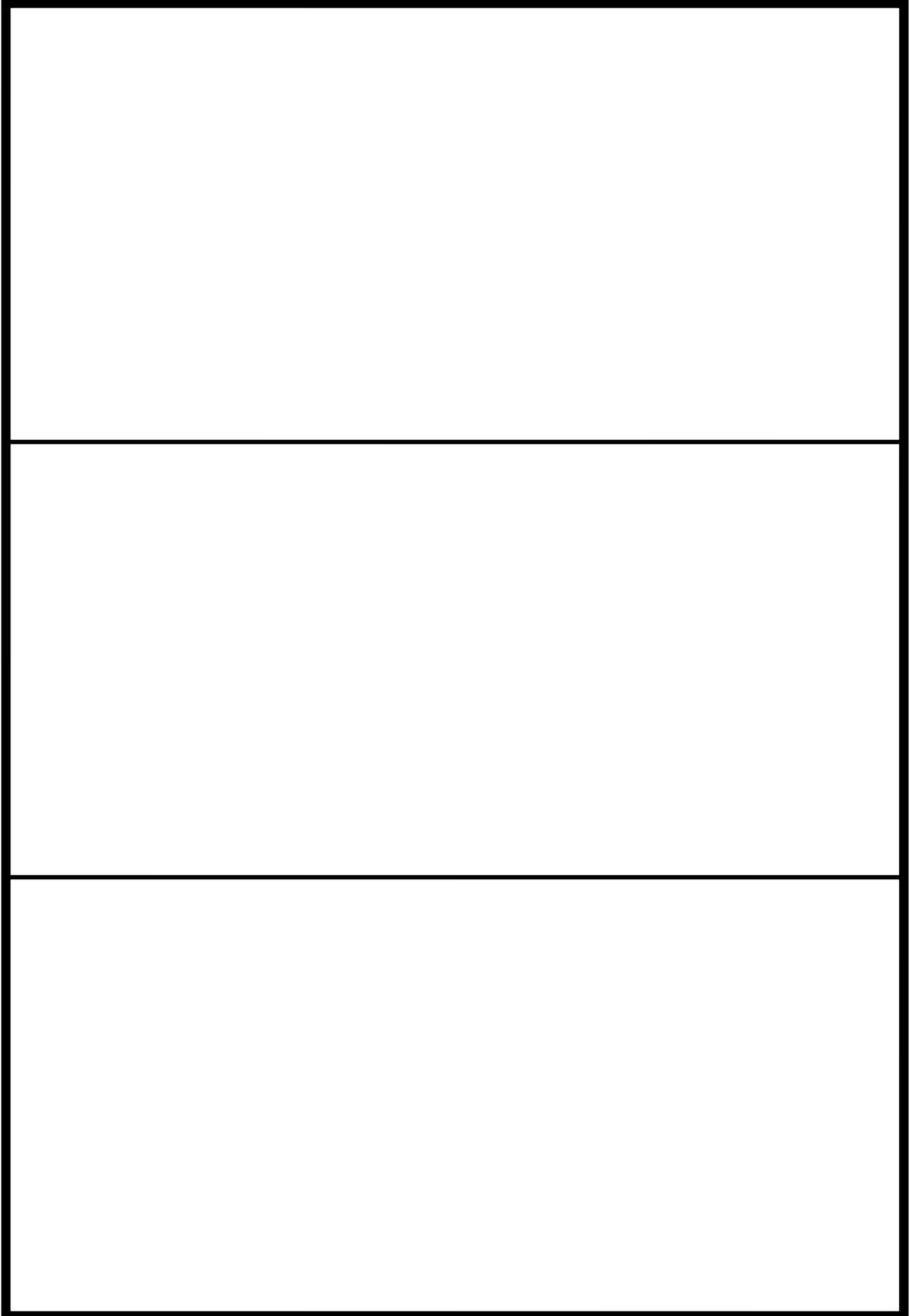
B^b C A/C# Dm Gm⁹/B^b C7 F

fe - rai de toi le . su - jet de ma joie. Al - le - lu - ia!
 you I will find the source of all my joy. Al - le - lu - ia!

Text: Claude Frayssé, 1976; tr. Kenneth I. Morse, 1988, *Hymnal Sampler*, 1989
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 Music: Alain Bergèse, 1976
 French text and Music copyright ©1976 Alain Bergèse

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Flag of France



The Many Faces of God's Family

LESSON 6: MEXICO

Objective

Students will be able to share about some aspects of Mexico.

Key Concepts

- God wants people in Mexico to know and love God.
- People in Mexico are part of God's family.
- People from Mexico are similar to us in some ways and different from us in some ways.

Estimated Lesson Time: 30 minutes

Materials

- Student travel folders
- World map
- Bible
- John 3:16 sheet (p. 135)
- Jesus Loves Me sheet with Spanish words (p. 136)
- *Jubilee Songbook* and CD (*optional*)
- Tortilla chips for snack, one corn tortilla, napkins
- For making piñata: brown paper bag, tissue/crepe paper, glue, wrapped candy (enough so each student will have some to take home)
- Flag of Mexico activity sheet (p. 137)
- For Extend the Lesson, option three: *Mexico Close-Up* video, available on loan from Mennonite Central Committee
- For Extend the Lesson, option four: *Viva! Latin America/Caribbean Resource Box*, available on loan from Mennonite Central Committee

Teacher Preparation

- Look up Mexico statistics at www.wikipedia.org (or in another encyclopedia).
- Make copies of the John 3:16 sheet, one for each student.
- Make copies of the Jesus Loves Me sheet, one for each student.
- Make copies of the flag activity sheet, one for each student.
- Color your own copy of the flag as an example for the children.
- If using Extend the Lesson, option three, purchase or borrow the video *Mexico Close-Up*.
- If using Extend the Lesson, option four, borrow the resource box from MCC. (If this needs to be mailed to your school, allow plenty of time for it to arrive and be sure to mail it back on time.)

INTRODUCING THE LESSON

Become acquainted with Mexico. Tell the students that the next country you will visit is Mexico. Does anyone know where Mexico is? Does someone know something about Mexico? What language do people speak there? What do they eat? Allow time

for responses. Then use your finger to trace a line on the world map from France to Mexico. Point out that Mexico borders the United States.

LESSON STEPS

1. Mexicans speak Spanish. Tell the students that God wants everyone in Mexico to know and love God. In fact, many people there already know and love God. Many Mexicans are Catholic, and there are also some Protestants. When people greet each other in the morning in Mexico, they speak Spanish and say, “Buenos dias” (*bway-nos dee-ahs*), which means “Hello” or “Good morning.” Have the children practice saying “Buenos dias” with you.

2. A Mexican “church.” Designate a worship space in the classroom, and invite the children come to the space, greeting one another in Spanish. Tell them that many Mexicans go to church (*iglesia*) and worship God (*Dios*). Read John 3:16 from the Bible, explaining that this verse is important, because it tells us that God loves everyone very much.

Hand out the John 3:16 sheets in Spanish and English. Read the verse together in both languages. Then give each student a Jesus Loves Me song sheet. Sing the song in English, then read through the words in Spanish. Try singing in Spanish, perhaps one line at a time. (If you wish, listen to the song on the *Jubilee Songbook* CD, then sing along. The song is #15 in the *Jubilee Songbook*.) Both the song sheet and John 3:16 should be placed in the student travel folders. End your worship time with prayer.

3. Taste tortilla chips. Show students a corn tortilla and talk about how Mexicans eat tortillas with many foods, similar to how we eat bread in this country. People roll up food in the tortilla, or they might scoop up food with the tortilla. Sometimes tortillas are fried in extra oil, and they become crispy, making tortilla chips. Hand out napkins and share a bowl of tortilla chips.

4. Make a simple piñata, something used during celebrations in Mexico. Use a brown paper grocery bag and have students glue tissue paper or crepe paper on the bag to make it colorful. Fill the bag with wrapped candy and hang it up. Blindfold students and have them try to hit the piñata and break it open. A paper bag is sometimes difficult to tear, so you might want to rip it slightly.

5. Color the flag of Mexico. Hand out a flag activity sheet to each student. They may color the flag and put it in their travel book.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **Read a story.** Look at the world map and notice how Mexico and the United States are next to each other. They are neighbors. Neighbors need to learn how to talk with each other. Read the story “Buenos Dias!” (p. 138).
- **Invite a guest.** If you know of a person from Mexico in your community, invite them to your classroom as a resource person.
- **Watch a video,** *Mexico Close-Up*, and discuss the similarities and differences between children’s lives in North America and those shown in the video.
- **Learn more about Mexico** by completing activities included in the *Viva! Latin America / Caribbean Resource Box* from Mennonite Central Committee.

John 3:16

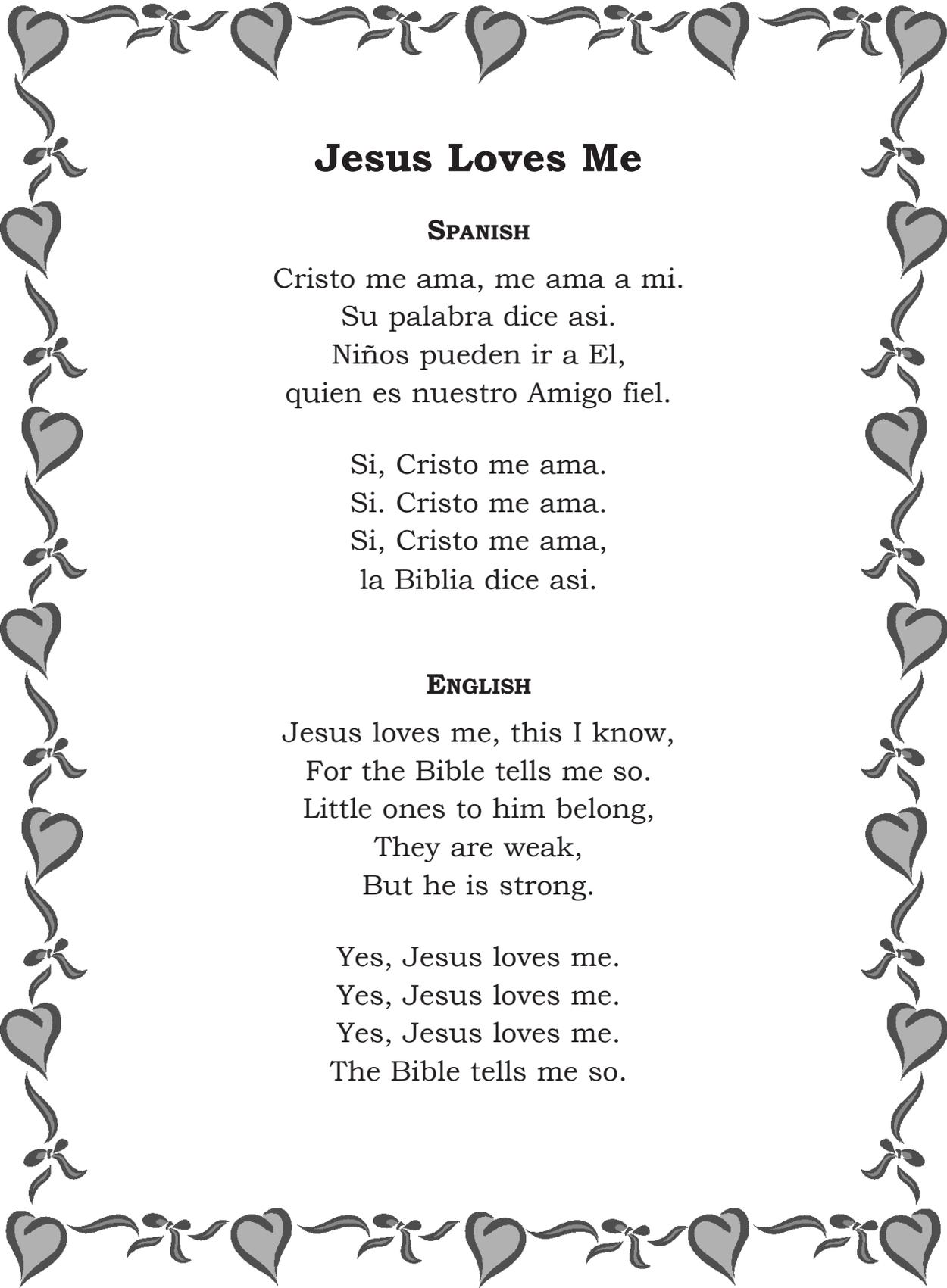
SPANISH

Porque de tal manera amó Dios al mundo,
que ha dado a su Hijo unigénito,
para que todo aquel que en él cree,
no se pierda,
mas tenga vida eterna.

ENGLISH

For God so loved the world
that he gave his one and only Son,
that whoever believes in him
shall not perish
but have eternal life.





Jesus Loves Me

SPANISH

Cristo me ama, me ama a mi.
Su palabra dice asi.
Niños pueden ir a El,
quien es nuestro Amigo fiel.

Si, Cristo me ama.
Si. Cristo me ama.
Si, Cristo me ama,
la Biblia dice asi.

ENGLISH

Jesus loves me, this I know,
For the Bible tells me so.
Little ones to him belong,
They are weak,
But he is strong.

Yes, Jesus loves me.
Yes, Jesus loves me.
Yes, Jesus loves me.
The Bible tells me so.

Flag of Mexico



Buenos Dias!

A boy came out of the house next door. “Look!” Beth whispered to her brother Brian. “A new family moved in. Now we’ll have someone to play with.”

“He’s smiling,” Brian said, and waved. The new boy waved back and his smile got bigger.

“Come on over!” Beth called, but the boy just stood there.

“He didn’t hear you,” Brian said.

Beth walked over to the fence. “Can you come and play?” she asked.

The boy, still smiling, shrugged his shoulders and shook his head.

Brian shrugged his shoulders, too. “I guess he doesn’t want to.” He and Beth went inside.

At supper, Brian and Beth told their parents about the new boy.

“He’s Mexican,” Mom said. “I doubt if he understood you.”

“That explains it,” nodded Brian. “He probably can’t speak English.”

“Then how can we play with him?” Beth asked. She was disappointed.

“Well,” laughed Brian, “we learned one thing. A smile is the same in every language.”

“You’re right,” said Dad. “And I’m glad to have a Mexican family next door. We can each learn from each other.”

Beth said, “It must be hard to live in a place where you can’t talk to anyone but your own family.”

Dad’s eyes twinkled. “How would you like to say ‘Good morning’ in Spanish tomorrow?” The grocer at the corner speaks both English and Spanish. He’ll be glad to help you, I’m sure.”

When supper was over, Brian and Beth ran to the grocery store. When they reached the corner, the new boy was leaving the store. He waved at Brian and Beth.

The grocer smiled. “Sure, I’ll teach you how to say ‘Good morning’ in Spanish.”

Early the next day, Brian and Beth sat by the window, watching. When the new boy came outside, they rushed

from the house to greet him. “Buenos dias!” they called out proudly.

The new boy hurried toward them with a bright smile. “Good morning!” he answered, just as proudly.

Beth and Brian laughed. The Mexican boy had gone to the grocer for help, just as they did.

The boy pointed to himself, and said, “Roberto.”

Brian and Beth pointed to themselves and said their names. Then there was silence. No one knew what to say.

Suddenly Beth had an idea. She hurried inside for paper and pencils. Back outside, she sat down on the grass. Brian and Roberto sat down beside her.

She drew a picture of a cat. Roberto grinned. Taking a sheet of paper, he drew a cat, too. Then everyone laughed.

Beth printed the letters C-A-T under her picture, and pronounced the word slowly and clearly.

“Cat,” Roberto repeated after her. He said it over and over. Then he printed the letters G-A-T-O under his picture, and pronounced it.

“Gato (*GAH-toe*),” Brian and Beth repeated. “Gato.”

The three tried more pictures and words, and it became a game. For the rest of the summer, Brian, Beth, and Roberto went over the words they had learned, and added more each day. Many times they had to use their hands to point or gesture, but they understood each other. They found time for other games, too.

“Roberto is the best neighbor we’ve ever had,” Beth said one day.

Brian agreed. “He’s a lot of fun.”

When school started in September, Roberto could read a lot of English words and had learned to speak English well enough for others to understand him. Starting at a strange school was much easier for him. “Thank you!” he said to Beth and Brian.

“Gracias!” Brian and Beth answered.

The Many Faces of God’s Family

LESSON 7: ENDING TRAVELS

Objective

Students will share about their “travel” experiences.

Key Concepts

- God wants people all over the world to know and love God.
- People all over the world are part of God’s family.

Estimated Lesson Time: 30 minutes

Materials

- World map
- Student travel folders
- Photo albums or scrapbooks that show people and events from your own life (including mementoes of trips you have taken)
- Heavy paper, crayons, markers
- 3 notebook rings, paper punch
- Photos of children enjoying activities during your “travels” (*optional*)

Teacher Preparation

- If you took photos of children as you “traveled,” attach them to pages to add to the class scrapbook/photo album (lesson step 3).
- If using Extend the Lesson, bring the song sheet for “He’s Got the Whole World in His Hands” (Unit 1, Lesson 3).

INTRODUCING THE LESSON

Review your “trip.” Look together at the world map. Have students take turns pointing to a country that was visited and sharing one thing about that place.

LESSON STEPS

1. Enjoy the travel folders. Continue reviewing your travels by looking through the student travel folders. Emphasize that God wants people all over the world, including people in your own community, to know and love God.

2. Look at the photo albums and scrapbooks you have brought. Talk about how these books can help you remember people, travels, and other important things in your life.

3. Make a scrapbook. Hand out a sheet of paper to each student, to create a scrapbook/photo album page. They may draw pictures and/or write about one or more of the places you visited. Use the paper punch and notebook rings to put the pages together and make a book. Invite a student to create a cover for the book. (*If you took photos of the children as you visited different “countries,” look at the photos together and include them in the book.*)

EXTEND THE LESSON

(This activity will extend the lesson to longer than 30 minutes.)

- **Sing together.** Talk about the whole world being part of God’s family. Take turns holding a globe and singing “He’s Got the Whole World in His Hands.” The music is printed in Unit 1, Lesson 3.

The Many Faces of God's Family

LESSON 8: PAUL GOES ON A TRIP

Objective

Students will recognize that Paul wanted everyone to know that God loves them.

Key Concepts

- Paul went on a mission trip.
- Paul asked Aquila and Priscilla to help him.

Text: Acts 17-18

Estimated Lesson Time: 30 minutes

Materials

- Bible
- Light-colored construction paper, one sheet per student
- Crayons, markers
- For Extend the Lesson: *Miss Rumphius* by Barbara Cooney

Teacher Preparation

- If using Extend the Lesson, buy or borrow the book *Miss Rumphius*.

INTRODUCING THE LESSON

Telling everyone. Ask students what they do when they are excited about something. Allow for discussion and maybe a few stories, but steer the responses to show how people who are excited want to tell everyone. Can the children think of a time they were excited and wanted to tell everyone? Pair students and invite them to tell each other their stories.

LESSON STEPS

1. A man named Paul. Remind the students that in the last few lessons, they learned about people in different countries. They found out that God loves everyone and wants people everywhere to know and love God. Then introduce them to Paul: There was a man named Paul, who lived a long time ago, just after Jesus lived. Paul was excited, because he knew that God wanted people everywhere to know and love God. Paul knew God wanted him to travel to many places and let people know that God loves them.

2. Who is a missionary? Someone who tells people about God is called a *missionary*. Do any of the students know a missionary, or about a missionary? Allow time for students to tell stories about relatives or people from their church who might be missionaries. Add that sometimes people go away to be missionaries, like Paul did, but some people are missionaries in their own hometowns.

3. Paul's missionary journeys. Read the following summary of Acts 17-18, showing the children where the account is found in the Bible:

Paul and his partner, Silas, journeyed to places with big names, like Amphipolis and Apollonia, to tell people about God. At one place, called Thessalonica, Paul and Silas went to the synagogue to tell people about Jesus. Some people in Thessalonica were excited by this news and joined Paul and Silas on their missionary journey. Some of the leaders didn't like this, so they stirred up a fight in the city, to confuse everyone. And while everyone was confused, the leaders searched houses, looking for Paul and Silas.

That night, other people who believed in God sent Paul and Silas to Berea, where they went straight to the synagogue. People in Berea were friendlier to Paul and Silas, and they wanted to know more about God.

But people in Thessalonica heard that Paul and Silas were in Berea and so these Thessalonians headed to Berea to stir up trouble again. But the believers sent Paul on his way, this time without Silas. Paul went to Athens, where he waited for Silas to join him.

While he was in Athens, Paul noticed that the town was full of idols—statues of gods that the people worshipped! He argued at the synagogue with the leaders, and talked with shoppers in the marketplace about worshipping God instead of idols. People didn't want to hear what Paul said, so they took him to the city council, where he was questioned. But the council let Paul go, and he went to Corinth next.

While at Corinth, Paul met a couple named Aquila and Priscilla. He stayed with them while in their city, and every week he went to the synagogue to tell people about God. They didn't always want to hear what Paul said. But some did, and they started to tell even more people that God loved them. Paul stayed in Corinth for one and a half years. When he left, Aquila and Priscilla went with him to Ephesus, so they could tell even more people that God loved them.

Talk about how Paul visited many places with hard-to-pronounce names, like Berea, Athens, Corinth, and Ephesus. Today, people go to places like Brazil, Burkina Faso, Thailand, France, and Mexico to tell others that God loves them. People even go to (your country) and (your town) and (your school) to let others know that God loves them. People who know that God loves them are so excited that they want others to know, too!

4. Showing God's love. Remind the children that Paul, Silas, Aquila, and Priscilla used their voices to tell people that God loves them. But sometimes we can tell others that God loves them without using any words. Ask the class how they might *show* God's love to others, without using words. If they need prompting, suggest that you can show God's love by being kind to each other and by helping each other. If your class is doing a mission project, be sure to refer to that. This might be a good opportunity to review conflict resolution skills from Unit 1.

5. Make posters to show that God loves everyone. Students will each make their own poster, but talking together about possible slogans is a good way to begin the project. Examples might include: God Loves the Whole World, God Loves People, etc. Display the completed posters where they can be viewed by many people in the school. Explain to the students that this is one way to let others know that God loves them and to share God's love with others.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 30 minutes.)

- **Read a story.** Read the book *Miss Rumphius* and discuss how she went all over the world to make it a better place. Tell students that today people go all over the world to let people know that God loves them. Be sure to ask the children what they think they will do to make the world a better place when they grow up.

Unit 3 Quiz

Name _____

Pick the best answer:

1. Philip and Paul _____ .
 - a. Told people about God
 - b. Played drums
 - c. Liked to eat egg rolls
 - d. Had lots of parties

2. Paul worked with two people named _____ .
 - a. Adam and Eve
 - b. Isaac and Rebekah
 - c. Aquila and Priscilla
 - d. George and Martha

Fill in the blank:

3. God wants people to _____ God.
4. God's family is found _____ .
5. My favorite country to visit was _____ because

Answers to Unit 3 Quiz:

1. a. Told people about God
2. c. Aquila and Priscilla
3. Love and/or know
4. Answers will vary.
5. Answers will vary.