

Journey to Colombia



An Educational Experience for the Children of The Christian Church (Disciples of Christ) in the United States and Canada and The United Church of Christ

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Overview and Daily Themes

Welcome to Journey to Colombia, an educational experience to explore Biblical texts and teach children, of all ages, about a mission opportunity related to the work of Global Ministries, a joint ministry effort of the Christian Church (Disciples of Christ) and The United Church of Christ.

The development of this 2012 Vacation Bible School (VBS) material was part of the expansion of KIDS to KIDS, a children's mission program that gave children in North America opportunities to learn about and serve children in North America and in other parts of the world. The mission project, Smile Partners, which was related to work with children who had incarcerated family members, grew out of the 2009 Disciples Woman-to-Woman Worldwide trip to Colombia and Venezuela. A young woman named Mary Luz was the director of this program and she spoke with great passion about her work with children and families.

Because it is difficult to send “things” overseas and it is not the best use of resources, at the time it was asked that money offerings would go to a related ministry. **Now, several years later, if you are looking for a mission offering option please consider Week of Compassion, Colombia, women farming. It's a women's interfaith farming project in southern Colombia. However, this VBS is designed to also focus on helping children in local communities. You are encouraged to collect tangible offerings to give to ministries in your area.** The Biblical themes for each day will guide you in choosing local ministries to which the children will contribute along with their money offerings for Columbian women farming. See [page 75](#) for suggestions of local non-profits that serve children or do a Google search for your area.

In these pages you will find everything you need to create a memorable Vacation Bible School experience for your whole faith community. The program can be adapted for use in small or large congregations, in urban or rural settings with many or few resources and everything in between. It can be held during the day or evening. It can be adapted for church school classes or other small group experiences. It may fit as a summer church school venture for your congregation.

This curriculum, like Journey to India, Journey to Congo, and God's Love is Everywhere, is web-based so that it is available to all, free of charge! Web-based means that we can easily link you to other websites. No doubt you will find many additional helpful sites. The direct contact with people in faraway places is exciting.

Everyone who takes part in the Journey to Colombia will learn a great deal about this culture — food, games, songs, traditions. Participants will have opportunities to reflect on Biblical passages and share experiences with a “family group.”

JOURNEY TO COLOMBIA HAS FOUR GOALS:

1. Develop a deeper understanding and appreciation of the Colombian people and their difficult struggles.
2. Learn about and contribute to the work of Global Ministries in Colombia.
3. Engage in meaningful Bible study.
4. Learn about and contribute to programs that serve children in the local community.

While participants will learn much about how Colombian culture differs from North American culture during this experience, it is important that they also realize how much alike is the human family. Leaders are encouraged to look for ways to point out that, beneath the surface differences, human beings share many of the same feelings, hopes and dreams. We also share the same earthly home. We are all God's people and we are interrelated despite differences in faith traditions, culture, skin colors, and geography.

Planning for a Vacation Bible School Program is an excellent time to review your church's child protection policy or to establish a policy if your church does not already have one in place. Make certain you adhere to the policy when recruiting volunteers. For the protection of both children and staff, children should be in the company of at least two adults at all times. Contact Disciples Home Missions if you would like additional information about child protection policies or contact The Insurance Board, <http://www.insuranceboard.org/>.

Think about children with special needs and how you will make sure they can participate to the fullest extent possible. This may mean having an interpreter for children who are deaf, or having an advocate assigned to a child with a mental, emotional or physical disability.



OVERALL BIBLE THEME FOR THE WEEK — MATTHEW 25:34-36; 40

Daily Themes and Bible Study Verses

Day 1: I was hungry and thirsty — John 6:1-13

Day 2: I was a stranger — I Kings 17:1-16

Day 3: I needed clothes — James 2:14-16

Day 4: I was sick — Luke 10:25-37

Day 5: I was in prison — Acts 16:16-2

CONTACTS

If you have questions or suggestions please contact:



CHRISTIAN CHURCH (DISCIPLES OF CHRIST) CONGREGATIONS

- Director of KIDS to KIDS
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UNITED CHURCH OF CHRIST CONGREGATIONS

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Global Ministries, Disciples Home Missions of the Christian Church (Disciples of Christ) and Local Church Ministries of the United Church of Christ hope that you find Journey to Colombia a stimulating and fun event for your whole congregation.

PRAYER OF PREPARATION

Dear God,

We pray for all children. We pray for the Colombian people. We pray for people in need living right in our own communities. And we pray for ourselves — the people who gather together to share Your love.

Amen



Suggested Timeline for *Journey to Colombia* Organizers

FOUR TO SIX MONTHS BEFORE JOURNEY TO COLOMBIA

- ___ Begin praying daily for the children who will attend this VBS and for the children in Colombia.
- ___ Choose the dates, time frame, and location for your program.
- ___ Begin looking for local agencies that serve children to receive tangible offerings.
- ___ Choose a Director (or Co-Directors).
- ___ Set a budget. If extra funds are needed, consider a special offering, fund-raiser or possibly charging a fee for participants.
- ___ Start collecting decorations, costumes, and other materials.
- ___ Does your church have a child protection policy?

THREE MONTHS BEFORE JOURNEY TO COLOMBIA

- ___ Continue to pray daily for all the children and your developing VBS program.
- ___ Firm up the 4 to 5 local agencies to receive tangible offerings.
- ___ Begin recruiting volunteer staff.
- ___ Estimate your enrollment (based on previous years) and use this to plan how many intergenerational Family Groups you will have and how many group parents and grandparents will be needed ([see page 20](#)).
- ___ Put out a list of supplies and materials that church members can donate.
- ___ Investigate facilities and make a plan for where each aspect of *Journey to Colombia* will take place ([see Facilities section on page 13](#)).
- ___ Investigate the web resources mentioned throughout this material.
- ___ Begin publicity ([see page 14](#)).
- ___ Produce an Offering Flyer that explains the offerings for each day ([see page 77](#)).

EIGHT WEEKS BEFORE JOURNEY TO COLOMBIA

- ___ Continue to pray daily for all the children, your program and your growing list of volunteer workers.
- ___ Schedule someone from each chosen local agency to come to your VBS Opening Time.
- ___ Go through donated materials and supplies. Order needed materials.
- ___ Check with volunteers who are making costumes and decorations.
- ___ Complete recruitment of volunteers.
- ___ Increase publicity.
- ___ Plan the daily schedule ([see sample schedules, page 68](#)).
- ___ Hold orientation/organizational meeting with all volunteers. Begin with prayer and a reading of Matthew 25:34-36; 40, the overall Biblical Theme for this *Journey to Colombia*.
- ___ Plan an Open House.
- ___ Begin pre-registration of participants and be sure to give out offering flyers ([see page 77](#)).

FOUR WEEKS BEFORE JOURNEY TO COLOMBIA

- ___ Continue to pray for all the children, your program, your volunteers and yourself!
- ___ Hold an Open House.
- ___ Continue to publicize the event.
- ___ Continue pre-registration.
- ___ Check with intergenerational Family Group parents/grandparents, Preschool Group Leaders, and people in charge of each area (such as snacks, crafts, games, music) to see if they have questions or need help.



TWO WEEKS BEFORE *JOURNEY TO COLOMBIA*

- ___ Continue to pray for everyone involved in your Journey to Colombia and for the children and families in Colombia.
- ___ Check registration count.
- ___ Check supplies.
- ___ Continue publicity. Send out a news release to local newspapers, radio stations, and television stations. Announce *Journey to Colombia* at worship and other church gatherings.
- ___ Make sure backup and emergency plans are in place. Have a well stocked first-aid station and make sure everyone knows where it is.

ONE WEEK BEFORE *JOURNEY TO COLOMBIA*

- ___ Keep praying!
- ___ Assign children and parents/grandparents to Family Groups.
- ___ Meet with volunteer staff again.
- ___ Decide when and where staff will meet each day for prayer and organizing.
- ___ Help staff members decorate their areas and prepare to carry out their roles.

DURING *JOURNEY TO COLOMBIA*

- ___ Keep praying.
- ___ Register new families.
- ___ Be sure everyone has needed supplies and materials.
- ___ Be sure everyone knows where first-aid kit is located.
- ___ Provide a daily schedule for all volunteer staff.
- ___ Make sure schedule runs smoothly.
- ___ Support all volunteer staff in every way you can.
- ___ Be available to help with any disciplining problems.
- ___ Meet with volunteer staff after each day.
- ___ Maintain a first-aid station.
- ___ Oversee Family Groups, Preschool groups and activity sites.

AFTER *JOURNEY TO COLOMBIA*

- ___ Collect reusable supplies.
- ___ Send money offerings to KIDS to KIDS Office, P.O. Box 1986, Indianapolis, IN 46206.
- ___ Make sure all donations have been picked up or delivered to local agencies.
- ___ Follow up with visitors.
- ___ Report to church.
- ___ Present video, slide show, or PowerPoint.
- ___ Meet with staff to evaluate program.
- ___ Send feedback information to KIDS to KIDS at www.kids2kidsmissions.org.
- ___ Thank all volunteer staff and participants.
- ___ Consider holding a follow-up Fun Day to celebrate the learning.

TAKING IT FURTHER

- ___ Book studies, PBS-ABC Colombia
- ___ Continue to give to the Colombia mission, Smile Parties, that was lifted up this week, and the many other KIDS to KIDS Mission Projects — www.kids2kidsmissions.org.
- ___ Consider other mission work in Colombia.
- ___ Send cards and encouraging letters to our Mission Partners in Colombia — <http://globalministries.org/lac/countries/colombia/>.
- ___ Continue the support of local service agencies.



Staffing

Volunteers do not have to know anything about Colombia and Colombian culture to help with Journey to Colombia. Lots of resources are suggested and this is to be a week of learning for everyone.

If there is someone from Colombia in your community, it would be nice to invite them to come to one of your opening times or to your closing celebration so that volunteers and participants can hear first-hand about this beautiful country and the colorful culture.

GENERAL SUGGESTIONS:

- You must have 2 adult (18 and over) leaders for each family group. Assign two people to the other roles whenever possible.
- At registration ask families how they might help with VBS.
- Think about how to include everyone in the congregation and community who may have time and talent to share (see ideas at the bottom of this section).
- Some jobs can be shared, for example you could have several different people lead crafts and games on different days.
- **The Family Group parents and grandparents and the Coordinator of the Preschool Program need to be volunteers who can commit for the whole week.**
- It is highly recommended that the Music Director also be able to commit for the whole week.

DIRECTOR (OR CO-DIRECTORS)

These folks should be organized and responsible and have a passion for children's ministry. They need to have the time and energy to devote to overseeing all the preparations as well as being present the week of VBS. Sharing this duty can lighten the burden and make it more fun!

Responsibilities include:

- Planning for and coordinating Journey to Colombia.
- Securing volunteers.
- Holding orientation and planning meetings.
- Sharing news and needs with the congregation and community.
- Supervising all leaders and volunteers.
- Purchasing needed materials and supplies.
- Selecting local service agencies to receive donations
- Seeing that all money offerings and donated items are kept secure until delivered to designated organizations.
- Conducting an evaluation at the end of the program and sending feedback to the Office of Family and Children's Ministries at Disciples Home Missions.



DECORATION AND COSTUME COORDINATORS

This role could be filled by one of the Directors. This person oversees the decorating for all areas of the program and collects or oversees the creation of costumes.

Responsibilities include:

- Preparing space for Opening and Closing.
- Gathering cruise ship personnel uniforms.
- Making space look like the deck of a cruise ship; perhaps having a railing, a gang plank, travel posters.
- Making signs.
- Gathering materials for or making some adult traditional Colombian costumes and a few costumes for children.
- Working with other leaders to gather, make or purchase materials to decorate their respective areas — crafts, games, music, snack family group areas.

FAMILY GROUP PARENTS AND GRANDPARENTS (two adults for each Family Group)

These should be the folks who feel able to connect well with children and who can provide a safe and nurturing “family” unit. Consider your Sunday school teachers and other educators in the congregation.

Responsibilities include:

- Conducting the Bible study each day.
- Caring for and guiding children through the learning centers.
- Helping children feel safe and comfortable while participating in Journey to Colombia.

PRESCHOOL LEADER AND VOLUNTEERS (at least two adults)

Choose people who love young children and also have some experience with behavior management. You need lots of energy and organization to run an effective, safe preschool program! Be sure to secure enough volunteers to provide one-on-one assistance when needed.

Responsibilities of the Preschool Leader include:

- Supervising preschool volunteers.
- Conducting daily Bible study.
- Planning the preschool program including coordinating with activity centers (crafts/music/snacks/games) so that some activities might be brought to the preschool setting.
- Safeguarding the health and well-being of all the preschool children who participate in Journey to Colombia.

CHILDCARE COORDINATOR

The childcare coordinator and helpers (at least two adults) will provide childcare for volunteers whose children are too young to participate in Journey to Colombia.

Responsibilities of the Childcare Coordinator include:

- Ensuring the health and well-being of infant children of Journey to Colombia volunteers.
- Recruiting additional volunteers in cooperation with VBS Directors.

OLDER YOUTH AND ADULT STUDY GROUP LEADERS

Consider having classes for older youth and for adult members of your faith community. See the Appendices for resources.

Responsibilities of the Youth and Adult Study Group Leaders include:

- Researching and preparing a class that would meet between the opening and closing ceremonies each day.
- Promoting the class and encouraging adults to attend.



CRAFT COORDINATORS(S)

Look for warm, friendly, and creative folks of all generations to help lead the crafts. If possible, staff each station with 2 volunteers.

Responsibilities of the Craft Leader include:

- Obtaining needed materials and craft supplies.
- Recruiting volunteers in cooperation with VBS Directors.
- Supervising craft volunteers.
- Preparing crafts for each Family Group during each day of Journey to Colombia.
- Seeing that craft area is cleaned up each day.

MUSIC COORDINATOR (MUSIC DIRECTOR)

Choose someone who loves to sing and who plays a musical instrument; who is comfortable teaching children and leading groups of children in singing. Consider whether other musicians or an accompanist are needed. Consider having rhythm instruments for the children to use during music times.

Responsibilities of the Music Leader include:

- Buying or making musical instruments for children to use.
- Researching and gathering songs to teach to the children.
- Recruiting volunteers in cooperation with the VBS Directors.
- Leading a music time for each Family Group during each day of Journey to Colombia.
- Introducing the children to Colombian music and dances.
- Leading music during the opening and closing assemblies each day.
- Making/providing CDs of traditional Colombian Music to all leaders — registration volunteers, Family Group leaders, games, snack and craft coordinators.
- Working with the Games Coordinator, if dances are taught during game time.

GAMES COORDINATOR(S)

Consider enthusiastic, energetic adults and older teens who love to play and dance!

Responsibilities of the Games Leader include:

- Collecting necessary supplies.
- Recruiting volunteers in cooperation with VBS Directors.
- Clearly explaining each activity and/or dance and guiding children in safely playing the games and doing the dances.
- Leading a game time for each Family Group during each day of Journey to Colombia.
- Supervising volunteers.



SNACKS COORDINATOR(S)

Think of your “behind the scenes” kitchen experts when it comes to this role. Some people may feel more comfortable in the kitchen than guiding children.

Responsibilities of the Snacks Leader include:

- Researching and planning snacks that enrich the participants understanding of Colombian culture, with an eye to preparing healthy snacks.
- Recruiting volunteers in cooperation with VBS Directors.
- Letting children help prepare the food for their snacks each day.
- Being aware of any food allergies or other special dietary concerns.
- Ensuring that children have safe and healthy foods.
- Supervising kitchen volunteers.
- Letting children help to set up and clean up for their snacks each day.
- Teaching the children about the variety of foods eaten by people living in Colombia.

REGISTRATION VOLUNTEERS

These may be volunteers who need to sit at a table (rather than be up and running around). They should be organized, efficient, and welcoming. Pre-registration should begin a month before the VBS. This duty (and other publicizing) could be handled by the Directors.

Responsibilities:

- Organizing the pre-registration and registration processes.
- Ensuring that sufficient information is gathered on each child, including emergency contact information, food allergies, and medical needs.
- Taking photos of children and volunteers and preparing the passports that will serve as their name tags.

PHOTOGRAPHER

This might be a parent, church member, teenager or someone with another role in Journey to Colombia. Consider slides, prints, and video. Prints and video can be uploaded to the church web site.

Responsibilities:

- Securing appropriate technical equipment to document Journey to Colombia.
- Taking pictures and/ or video each day (or engaging other volunteers to do so).
- Keeping track of photo releases from the registration forms and be sure children have signed releases before using photo in print or on the web.
- Planning ways to share the gathered information with families, the congregation, and the community.

OTHER VOLUNTEER ROLES

- Publicity helpers
- Nametag maker
- Costume designers and makers
- Decoration helpers
- Material and craft supplies collectors
- Ten Thousand Villages/Global Gifts Consignment Coordinator
- Food shoppers
- Set-up and clean-up helpers



Decorations

The area used for the opening and closing is to resemble the deck of a cruise ship. Make some signs that say, "Board here for Colombia."

Decorate each of the other areas, especially the craft area, with things that help to represent Colombia. Have decorations available for the Family Groups to use to decorate their areas as well. Make signs for each area: Craft, Games, Snack, and Music. Consult with Directors about sign making.

Colombia is a culture rich in bright primary colors. Use colorful materials everywhere you can. Hang tapestries on walls, drape shawls over chairs and tables. Enlist the help of everyone in your congregation to collect objects and obtain materials and artifacts that reflect the richness of South American culture. Check local secondhand shops and thrift stores.



Hang pictures and maps of Colombia on the walls. Put out picture books of Colombia and South America for children to look at and offer guide books and biographies of famous Colombian people for adults to peruse.

Check with travel agencies, local libraries, colleges, and museums for materials. Some museums offer boxes of artifacts and costumes from different countries/cultures that can be borrowed or purchased.

Consider where decorating materials originate. We do not want to contribute to places that promote poor treatment of workers. Look for organizations, such as Ten Thousand Villages, www.tenthousandvillages.com, or Global Gifts of Indianapolis, Indiana, www.globalgiftsindy.com, and World of Good, <http://worldofgood.ebay.com/> All of these organizations offer items crafted by workers who are paid a fair wage for their handicrafts. If one of these stores is near you, you might be able to have a consignment sale of Colombian items during your VBS.

Perhaps there are people living in your community who are from Colombia or have visited there and can lend some decorations for your VBS.

Play traditional Colombian music in the background to add authenticity to your setting. www.putumayo.com is a great resource. There is a Colombia CD recommended in the Music Time information.





Costumes



People in modern day Colombia dress much as we do in the southern parts of North America. However, to make for a festive time, consider asking some of your adult and teen volunteers to dress in traditional Colombian clothing.

Traditional costumes can consist of white shirts, neck scarves, and straw hats for the boys; full, long, ruffled skirts, scarves, artificial flowers for the hair, ruffled blouses and bright colored, light weight shawls for girls. ([An additional picture of dancers are on page 80.](#)) Perhaps someone in your congregation or community has square dance outfits that you could borrow. If your gathering area is set up as the deck of a ship, have some adults dressed as ocean liner stewards and tour guides.

Since children are coming via a cruise ship and returning to the ship each day, we are considering them “tourists” so their usual summer clothes are appropriate costumes. If children are interested in dressing in traditional costumes, consider having a costume for a girl and a boy in each family group that can be shared. Younger children will probably be excited to dress up, while older kids maybe more reluctant. No child should be forced to wear costumes. Adults can model this aspect of the program to show how costuming helps create the mood and adds authenticity.





Facilities and Equipment

OPENING AND CLOSING GATHERING SPACE

Use a large open area for your gatherings. This room should be able to accommodate everyone who attends Journey to Colombia. Possibilities include a fellowship hall, gymnasium, or the sanctuary. A sound system with a microphone would be helpful, too, as well as an outlet to plug in a CD player and/or computer (for Power Point presentations and/or DVDs and videos).

FAMILY GROUPS

These can be designated areas either outside or inside. Sunday school classrooms will work for inside programs. Tents and canopies could be used for outside programs. Provide a blanket for each group that is large enough for all to sit on together. Each Family Group should have a box with:

- The All About Colombia Fact Sheet.
- The daily schedule.
- A Bible for each participant.
- A boy and a girl costume (if using).
- Name tags/passports — to be collected at the end of each session and stored in the Family Group box overnight.

CRAFTS

For crafts, use a large open area that can accommodate at least one-fourth of the participants at a time. Outdoors would be ideal, although a backup plan for inclement weather may be necessary. There should be ample tables and space for daily arts and crafts projects as well as any ongoing projects. The decorations person can help to decorate with bright colored materials, baskets, and South American artifacts.

MUSIC

The best area for the music time would be in the same area used for the opening and closing gathering so that instruments and CD player would not have to be moved.

SNACKS

Snack might be offered in a dining area close to the kitchen. Use a space that's kid-friendly, comfortable, and easy to clean up. To keep your VBS as "green" as possible, consider using reusable plates, napkins, cups, and utensils.

GAMES

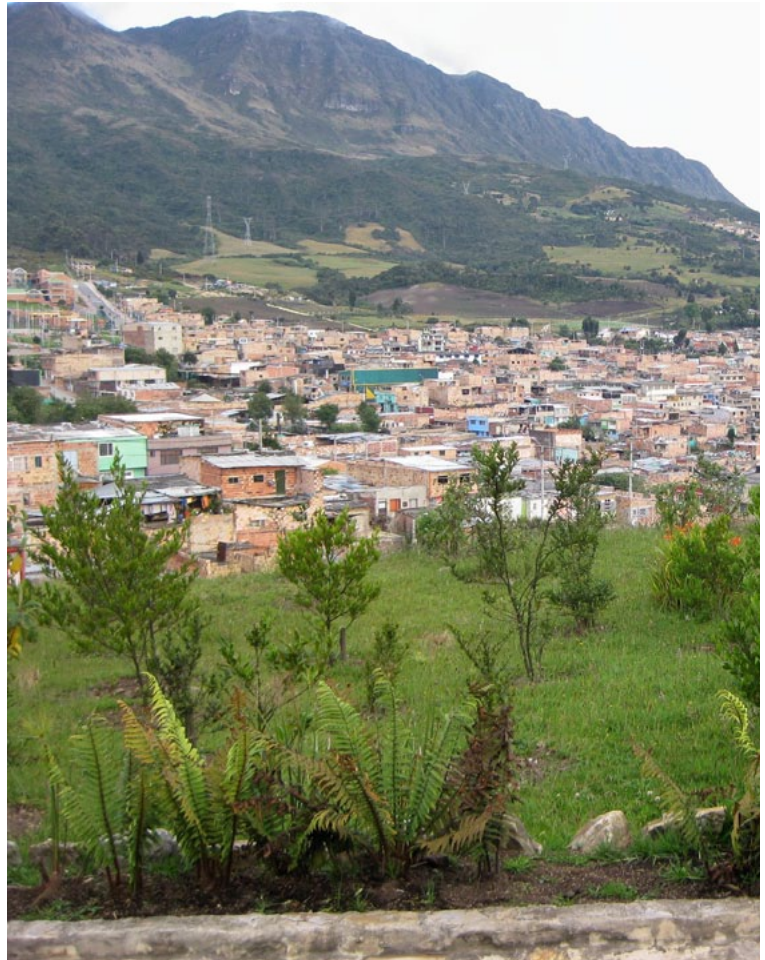
Games should be held outdoors, in a safe, grassy area, if possible.



Publicity

Spread the word as much as possible in the weeks before Journey to Colombia. Here are some ideas to consider:

- Make regular announcements during worship time and encourage families to register their children and invite friends.
- About two weeks before the event, put out a news release with all pertinent facts, including an announcement about the donations going to local service agencies.
- Mail letters to parents associated with the church and community.
- Make a community flier and post copies in libraries, retail stores, restaurants, museums, and recreation centers (with permission, of course).
- Create colorful publicity posters and hang them on church and community bulletin boards.
- Make a giant, outdoor banner to hang outside the church where it can be seen by passing traffic.
- Put out doorknob danglers in the surrounding neighborhoods.
- Make use of online communication. Post the event on local news, family, or social networking sites. Use the church website to spread the word.
- Create a VBS Events page on Facebook.





Registration

Registration forms can be found on [page 69](#). Hold a pre-registration event, if possible, so some name tags can be made before children arrive. Take photographs of children when they register. Attach this picture to the child's "passport" that can be clipped to clothing. Index cards that are laminated work well for these passport name tags. Stamp the passports with a stamp of the country of Colombia before laminating (see [page](#) for template of passport nametag).

Establish a registration center in the church with South American designs and artifacts. Consider playing Colombian music during registration periods. Dress in traditional Colombian costumes and invite children and families to journey to Colombia with you.

Be sure to invite families to sign up as volunteers at this time, too.

On the first day of your program, set up a registration table at the entrance to the space that will be used for the opening and closing times. Welcome children who were not able to pre-register. Take their pictures so passport nametags can be created for them.

Consider online registration (forms and pictures of children could be digitally submitted).

Inventory registrations before *Journey to Colombia* begins and assign children to Family Groups.

Give all registrants information on offerings and donations. See [example, Appendix E, p. 75](#).





All About Opening and Closing Times

Opening Time is 20 minutes. Closing Time is 15 minutes.

The purpose of the Opening and Closing Gathering Times is just that, a time for children to gather before the beginning of each VBS daily program and again at the end of the program.

Make your gathering space look like the deck of a cruise ship.

One of your VBS Directors and the Music Director/Coordinator should lead the opening and closing gatherings.

OPENING TIME:

Have some adult and teen helpers milling around dressed as tour guides and ship stewards. If you have a sound system, have someone making announcements about the ship departure time. When the starting time arrives, have an announcement made that the ship is now leaving for Colombia.

Make the space fun, exciting and as welcoming as you possibly can. Your music director/coordinator can get the participants engaged in singing as they wait for everyone to arrive. Choose a theme song to be sung each day. There are Spanish language songs in the Chalice Hymnal.

Whether you are dividing participants into intergenerational Family Groups or grouping them by age, have assigned seats.

- Welcome the children and the adult volunteers in Spanish.
- Present Scriptures (After the first day, each Family Group could be given the responsibility of leading the litany based on Matthew 25 and reading the scripture for the day.)
- Talk about the country of Colombia, Global Ministries, or the KIDS to KIDS Mission Project, “Smile Parties.”
- Announce the theme for the day.
- Introduce the local agency representative who will *briefly* tell about his/her program.
- Collect the offering for Smile Parties and the local agency donations.
- Say a prayer of thanksgiving.
- Dismiss each Family Group beginning with the Preschool Family Group.



IDEAS FOR EACH DAY

DAY 1

Begin with singing.

Welcome everyone.

Read the scripture for the week, Matthew 25: 34-36; 40 and the scripture for the day from John 6: 1-13.

Tell the children that they will be pretending to travel to Colombia, South America during this VBS. Talk about where the country of Colombia is located. If your area for the opening and closing has been made to look like the deck of a cruise ship, talk about where and how you have had to travel to get on a ship going to Colombia. If you have the capacity to project maps, show the children where they live in relation to the country of Colombia.

Tell the children a little about KIDS to KIDS. You might introduce the KIDS to KIDS mascot, Raja the friendly cobra. Give a very brief description of the Smile Parties Mission Project to which their money offerings will go. You will find information about KIDS to KIDS, Raja, and Smile Parties on the KIDS to KIDS website, www.kids2kidsmissions.org. Information on Smile Parties can also be [found on page 75](#) of this VBS program.

Introduce the theme for the day, "I was hungry and thirsty..."

Introduce the person from the local agency to which donations will be given and invite him or her to say a *few* words about the program.

Receive both money offerings and item donations.

Say a prayer of thanksgiving for the money offerings and the donations.

Dismiss each Family Group, beginning with the Preschool.

DAY 2

Begin with singing.

Welcome everyone.

Have one of the children or teen volunteers lead the litany based on Matthew 25: 34-36.

Leader: Come, you who are blessed by God. Enter into God's Presence. Come!

Everyone: Here we are! Thank you God for being with us.

Boys: When people are hungry . . .

Girls: And we give them something to eat . . .

Everyone: We feel God is here.

Boys: When people are strangers. . .

Girls: And we welcome them. . .

Everyone: We feel God is here.

Preschoolers: We love Jesus.

Everyone: And Jesus loves us.

Have another child or teen volunteer read the scripture for the day from I Kings 17: 1-16.

If you are donating books to a local agency, consider reading or telling the story of *Biblio Burro*, see "[Resources](#)" [on page 86](#). If you are not donating books, pick something from the "[All About Colombia Fact Sheet](#)" [on page 79](#).

Introduce the theme for the day, "I was a stranger . . ."

Introduce the person from the local agency to which donations will be given and invite him or her to say a *few* words about the program.

Receive both money offerings and item donations.

Say a prayer of thanksgiving for the money offerings and the donations.

Dismiss each Family Group, beginning with the Preschool.



DAY 3

Begin with singing.

Welcome everyone.

Have one of the children or teen volunteers lead the litany based on the passage from Matthew 25.

Leader: Come, you who are blessed by God. Enter into God's Presence. Come!

Everyone: Here we are! Thank you God for being with us.

Boys: When people need clothes. . .

Girls: And we give them clothes to wear . . .

Everyone: We feel God is here.

Preschoolers: We love Jesus.

Everyone: And Jesus loves us.

Have another child or teen volunteer read the scripture for the day from James 2: 14-16.

Introduce the theme for the day, "I needed clothes . . ."

Tell the children a little more about the Smile Parties Mission Project and, if there is time, give them a little more information about Colombia.

Introduce the person from the local agency to which donations will be given and invite him or her to say a *few* words about the program.

Receive both money offerings and item donations.

Say a prayer of thanksgiving for the money offerings and the donations.

Dismiss each Family Group, beginning with the Preschool.

DAY 4

Begin with singing.

Welcome everyone.

Have one of the children or teen volunteers lead the litany based on the passage from Matthew 25.

Leader: Come, you who are blessed by God. Enter into God's Presence. Come!

Everyone: Here we are! Thank you God for being with us.

Boys: When people are sick. . .

Girls: And we visit them . . .

Everyone: We feel God is here.

Preschoolers: We love Jesus.

Everyone: And Jesus loves us.

Have another child or teen volunteer read the scripture for the day from Luke 10: 25-37.

Introduce the theme for the day, "I was sick . . ."

Tell the children a little more about the Smile Parties Mission Project and, if there is time, give them a little more information about Colombia.

Introduce the person from the local agency to which donations will be given and invite him or her to say a *few* words about the program.

Receive both money offerings and item donations.

Say a prayer of thanksgiving for the money offerings and the donations.

Dismiss each Family Group, beginning with the Preschool.



DAY 5

Begin with singing.

Welcome everyone.

Have one of the children or teen volunteers lead the litany based on the passage from Matthew 25.

Leader: Come, you who are blessed by God. Enter into God's Presence. Come!

Everyone: Here we are! Thank you God for being with us.

Boys: When people are in prison . . .

Girls: And we reach out to them . . .

Everyone: We feel God is here.

Preschoolers: We love Jesus.

Everyone: And Jesus loves us.

Have another child or teen volunteer read the scripture for the day from Acts 16: 16-24.

Introduce the theme for the day, "I was in prison . . ."

Tell the children a little more about the Smile Parties Mission Project and, if there is time, give them a little more information about Colombia.

Introduce the person from the local agency to which donations will be given and invite him or her to say a *few* words about the program.

Receive both money offerings and item donations.

Say a prayer of thanksgiving for the money offerings and the donations.

Dismiss each Family Group, beginning with the Preschool.

CLOSING TIME:

The closing will look pretty much the same each day.

The children will be returning from their adventures in Colombia to sleep on their cruise ship.

Keep the closing time very simple — sing some songs, give a quick review of the day or let each Family Group share a learning or activity.

Entice them with a tidbit about the next day's activities.

Remind them to bring whatever donation will be received the next day for the local agency and the money donation for Colombia's Smile Parties.

Say a prayer of thanksgiving for your time together along with a prayer for the people of Colombia and for the people who are served by the local agency for whom you collected donations today.

Tell them "goodbye" in Spanish.



All About Family Groups

Family Group Time is 30 minutes.

It is suggested that the Directors and decorations volunteers already have signs with names prepared from which groups could choose their Family Group names.

After the Opening, participants gather either by grade levels (Preschool, K-1, 2-3, 4-5) or in intergenerational or mixed-age Family Groups. Mixed-age family groups are suggested for Journey to Colombia. These groups may contain anywhere from 4 – 10 children, depending on the size of your VBS. Two adult (18 years and up) leaders will be needed for every Family Group, no matter how small the size of the group. Additional volunteers may be needed for larger groups. These additional volunteers can be high school students. For Journey to Colombia, consider assigning one Family Parent and one Family Grandparent to each Family Group. One of these two volunteers can take the lead and the other can assist, or leadership duties can be shared equally. Each Family Group will need an assigned location. We suggest that a large

blanket be provided for sitting. These groups may gather inside or outside, depending on weather conditions.

During the time that participants are in their Family Groups they will participate in the prepared Bible study, pray, and review what they have been learning throughout the week of VBS. The prepared materials take into account the many different ways children learn. There are opportunities for reading, acting, singing and listening. See following pages for description of Family Group daily activities.

Family Groups will rotate through activity sites of crafts, music, games, and snacks. The Director(s) will make up a rotation schedule which details where each Family Group needs to be and at what time.



FAMILY GROUP MATERIALS:

- Copies of the daily Bible study (beginning on page 21).
- Bible for each participant.
- A large blanket for sitting.
- Cloth napkins for each participant and a way to identify whose is whose. Washcloths work great.
- A few traditional costumes (see ideas above).
- South American posters, picture books, maps, clay pots, flowers to give the room a southern Spanish cultural feel.
- "All About Colombia Fact Sheets" on [page 79](#).
- Copies of the daily schedule.
- A box or large basket in which to keep passports and other supplies overnight.



Family Group Daily Activities

— DAY 1 ACTIVITIES —

FAMILY GROUP TIME:

Lesson: I was hungry and thirsty...

Scripture: John 6: 1-13

Focus: God can multiply even the smallest gifts to share God's love.

Materials Needed:

- Bibles for everyone
- Small loaf of bread in a covered basket
- Copy of participatory story, "Feeding Five Thousands" (p. 72)

ENTER:

As children arrive, have them sit in a circle on a blanket.

Tell the children that the children in Colombia speak Spanish and that they will be learning some Spanish words throughout the week.

Greet your students with welcome = *bienvenidos* (bee-en-vay-NEE-those) welcome; or hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself. "*Mi* (me) *nombre* (NOHM-bray) *es* (ehs) (your name).

Have children introduce themselves in Spanish.

Here are a few Spanish words that the children could learn today.

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

God = *Dios* (DE-os)

Please = *Por* (Poor) *Favor* (Fah-VOR)

Thank you = *Gracias*
(GRAH-see-ahs)



ENGAGE:

Tell the children that today you are going to have a make-believe picnic.

Have children name their favorite picnic foods. The only rule is that a child can't name something that has already been named by another child.

Then say something like, "If we brought everything we named to a picnic, do you think it would be enough to feed all of us?"

Then take out the small loaf of bread and ask if they think the small loaf of bread would be enough to feed all of them.

Pass around the loaf of bread and let each child take a piece and eat it. Then ask, "Is everybody full? Did that fill up your tummies?"

"Today our Bible story is about how Jesus fed a whole lot of people with just a few loaves of bread and a few small fish. It is an amazing story."



— DAY 1 (continued) —

EXPLORE AND EXPRESS:

Tell the children that today's Bible story is in the Gospel of John. Explain that there are 4 books, called gospels in the New Testament that tell about Jesus, his birth, his teaching, his ministry, his death and his resurrection. Give each child a Bible and help them find chapter 6 of the Gospel of John.

Read the story or have some of the children read it.

Tell the story again using the participation story (p. 72).

WONDERING QUESTIONS:

I wonder how the boy felt when he gave his lunch to Jesus?

I wonder if the disciples were surprised when Jesus asked them to feed everyone?

I wonder if I would have given my lunch away for others?

I wonder what we could do to make sure that others have good food to eat and water to drink?

I wonder if there are things we can do here to help hungry people in Colombia?

EMPOWER:

This would be a good time to talk with the children about how much of the world's resources are used by people in North America. If we are willing to do with less, it means that there are more resources for people in other parts of the world. We can always be thankful for what we have and we can pray for the people in Colombia. We can pray to God and ask God to show us ways to help and support hungry people everywhere.

As a closing prayer, ask children to name some things for which they are thankful and have everyone respond together after each prayer offering, "Gracias Dios."

Get ready to go to the next activity.



— DAY 2 ACTIVITIES —

FAMILY GROUP TIME

Lesson: I was a stranger...

Scripture: I Kings 17:1-16

Focus: God wants us to welcome people, even people we don't know.

Materials Needed:

- Bibles for everyone
- Drama – “Elijah and the Widow” (p.73)
- Props for drama and review – blue fabric, bread, beef jerky, sticks, bin of flour, small jar of olive oil, wooden bowl and spoon, crown

ENTER:

As the children arrive, have them sit in a circle on the blanket.

Greet your students with *bienvenidos* (bee-en-vay-NEE-those)= welcome; or *hola* (OH-lah) = hello.

Have the children repeat the greetings.

Introduce yourself. “*Mi* (me) *nombre* (NOHM-bray) *es* (ehs) (your name).

Have children introduce themselves in Spanish.

Learn a few more Spanish words:

Yes = *Si* (See)

No = *No* (No)

Bread = *Pan* (Pahn)

House = *Casa* (KAH-sah)

ENGAGE:

Ask if any of the children have ever had to move to a new town or a new school. Ask them to talk about how that felt. Ask how they think they might feel if they needed something but didn't know any of their neighbors. What would they do?

EXPLORE AND EXPRESS:

Tell the children that today's Bible story is found in the Old Testament in the book of I Kings, the 17th Chapter. Help them find the story.

Story background:

Elijah was a prophet. Prophets listen to God. They are God's special messengers. Often they try to tell people what God wants them to know and do. People trust prophets to tell them the truth but they do not always like the truths that prophets tell them. A King, named Ahab, did not like the truth that Elijah told him. Elijah warned him that there was going to be a drought, that is — there was not going to be any rain for a long time because he and his wife were not doing what was right and good. And it happened. The whole country turned brown, and it was hard to find food and water. The sun was so hot! The King was very angry. He blamed Elijah and he wanted to have Elijah killed. Elijah felt like a stranger. He feared for his life. He was hungry and thirsty. And he wondered who was going to help him.

Share the Bible story (drama “Elijah and the Widow p. 73):

For older children use the prepared script.

For younger children, have them act out the story as it is read.



— DAY 2 (continued) —

WONDERING QUESTIONS:

I wonder how Elijah felt when he had nothing to eat after the ravens left and the brook dried up?

I wonder how Elijah knew God would take care of him?

I wonder if it was easy for the widow to give her last meal away to a stranger?

I wonder if I would share my last bit of food with a stranger?

I wonder what you can share with someone who has less than you do?

I wonder what would be hard for you to give away in order to welcome the stranger?

I wonder how you could welcome a new person to your school or your neighborhood?

Place all the following objects that were mentioned in the drama, on the table in random order. Ask a child to come up and pick the first object that was used in the story and tell what it represents or reminds us of in the story. Keep going until all the objects are picked in order.

- Crown(King Ahab)
- Picture of a stream
- Bread
- Meat (beef jerky)
- Small container of flour
- Small jar of oil

EMPOWER:

Closing Prayer: God, Most of us have families to care for us. But sometimes the adults in families can't find jobs. Sometimes families have to move and kids have to go to different schools. In Colombia, kids sometimes have to move because soldiers come to their villages and there is fierce fighting. Please protect the children and their families in Colombia. Show us how to be helpful to strangers in our neighborhoods, our schools, and our churches. Amen.

Get ready to go to the next activity.



— DAY 3 ACTIVITIES —

FAMILY GROUP TIME

Lesson: I needed clothes . . .

Scripture: James 2:14-16

Focus: To recognize that our concern and compassion for people's needs should involve us in actions as well as prayer.

Materials Needed:

- Bibles for everyone
- Role play scenarios (p. 74)
- Props for role plays: some torn/shabby clothing and some pretty, new dress-up clothing; some plastic dishes, cups, forks, and small table cloth



ENTER:

As the children arrive, have them sit in a circle on the blanket.

Greet your students with *bienvenidos* (bee-en-vay-NEE-those) = welcome; or *hola* (OH-lah) = hello.

Have the children repeat the greetings.

Introduce yourself = *Mi* (me) *nombre* (NOHM-bray) *es* (ehs) (your name).

Have children introduce themselves in Spanish.

Review words from the first two days. Learn a few more Spanish words.

May God bless you = *Dios* (de-OS) *le* (lay) *bendice* (ben-DIH-say).

I'll pray for you = *Rogare*'(o-RAR-a) *usted* (oos-TED)

ENGAGE:

Ask the children to tell about a difficult time or problem they have had or are having. . As each shares say, "god bless you, or "I'll pray for you." . .

After each of the children, who have been willing to share, have done so, say, "God bless you," or "I'll pray for you." (Say in Spanish, if you are comfortable doing so.)

Ask them if your words helped them. Ask if there is anything else you might do that would be more help.

EXPLORE AND EXPRESS:

Today's Scripture is found in the New Testament in the Book of James.

Help the children find the Book of James in their Bibles, chapter 2.

Explain that this book is a letter that James wrote to a group of Christians to help them know how to live as Christians.

Invite the children to participate in the two simple role play scenarios (p. 74).

Read or have one of the children read James 2:15-16.

Ask the children to come up with actions that would be the way James would want them to act. Do the two scenarios again. Do the two scenarios again and ask the children to come up with actions that would be the way James would want them to act.



— DAY 3 (continued) —

WONDERING QUESTIONS:

I wonder what our families and our church do to help people who need clothing?

I wonder what you do with the clothes that you outgrow?

I wonder what we do to help people who are hungry?

EMPOWER:

Remind the children that the scripture encourages people to give help as well as to say kind words and pray. It is important to pray for people in need and to ask God to show us how to help others. All during this week of Vacation Bible School we are praying for people AND we are taking action to help others. Today in our craft time we will be designing and decorating laundry bags to carry the clothing some of you brought today to (name the local shelter or service organization) that will receive this clothing as well as the offering for today.

End with a short prayer and get ready to go to the next activity.



— DAY 4 ACTIVITIES —

FAMILY GROUP TIME

Lesson: I was sick...

Scripture: Luke 10:25-37

Focus: To recognize the needs of others and decide how to be good neighbors.

Materials Needed:

- Bibles for everyone
- A first aid kit
- Chalk board and chalk or easel paper and markers

ENTER:

As the children arrive, have them sit in a circle on the blanket.

Greet your students with *bienvenidos* (bee-en-vay-NEE-those) = welcome; or *hola* (OH-lah) = hello.

Have the children repeat the greetings.

Introduce yourself. “Mi (me) nombre (NOHM-bray) es (ehs) (your name).”

Have children introduce themselves in Spanish.

Learn a few more Spanish words:

Jesus Christ = *Jesu* (HAY-sues) *Cristo* (CREES-toe)

Jesus loves me = *Jesu* (HAY-sues) *me* (me) *ama* (ah-MAH)

ENGAGE:

Bring out the first aid kit. Show the items to the class and ask them how each could be used.

Let them share stories of when they have been injured in some way. Broke an arm, scraped a knee, knocked out a tooth, etc...

Ask about who helped them when they were hurt — a friend, parent, teacher, doctor.

EXPLORE AND EXPRESS:

Tell the children that today’s Bible story is in the Gospel of Luke. Remind them that there are four Gospels in the New Testament that tell about Jesus, his birth, his life and teachings, his death and resurrection. Help the children find the Gospel of Luke, chapter 10, verses 25-37.

Tell the children that today’s story is about a man who was hurt and needed help! He could have used a first aid kit. Have the story characters listed on paper or the chalk board. Point to them as you say the names.

The main characters in our story are:

- Jesus
- A lawyer (someone who knew the scriptures very well)
- A man beaten by robbers
- A couple of robbers
- A priest (someone who served as a leader in the Temple)
- A Levite (someone who was a helper in the Temple)
- A Samaritan (a person from a place called Samaria. Some Jewish people did not like Samaritans because they didn’t follow the rules and practices of the Jewish people.)





— DAY 4 (continued) —

Tell the children that when Jesus tells a story, he always has a surprise or two in the story. Tell them that you want them to listen carefully as you read the story and when they hear something that “surprises” them, they are to make a big round “O” with their mouths and place the palms of their hands on each side of their open mouths. Show them what you mean and let them practice.

Read the story from the Bible.

Talk about what was surprising to them and why.

WONDERING QUESTIONS:

I wonder why the priest and Levite wouldn't help the man?

I wonder why the Samaritan decided to help?

I wonder if the robbers had any friends?

I wonder if the priest and the Levites had any friends?

I wonder why some people are treated unfairly?

I wonder if you know about some people who are treated unfairly in today's world?

I wonder who is a Good Samaritan to people today?

If time allows you might invite the children to decide who would be the characters in this story if Jesus told it today. They could then act out the story in a modern day setting.

EMPOWER:

Ask the children to help you make a prayer list of people they know who are treated unfairly (unpopular kids, kids with disabilities, kids who are not good athletes). Write the names on the board or paper. Add to the list people who are poor or who don't have good medical care. Add the people of Colombia.

Join together in prayer.

“Lord, you have told us to love our neighbors. Some of our neighbors are close at hand while others are far away. But we are called to share your love with them. Help us be good neighbors to (have each child speak one name on the list). In the name of the best neighbor of all, Jesus, we pray. Amen.”

Get ready to go to the next activity.



— DAY 5 ACTIVITIES —

FAMILY GROUP TIME

Lesson: I was in prison...

Scripture: Acts 16:16-24

Focus: Even in really difficult times, God can use us to share love.

Materials Needed;

- Bibles for everyone
- Person to be a “guard”
- Paper chains for each person in the family group
- Story sheet about “Paul and Silas in Jail” (p. 74)



ENTER:

As the children arrive, have them sit in a circle on the blanket.

Greet your students with *bienvenidos* (bee-en-vay-NEE-those) = welcome; or *hola* (OH-lah) = hello.

Have the children repeat the greetings.

Introduce yourself. “*Mi* (me) *nombre* (NOHM-bray) *es* (ehs) (your name).”

Have children introduce themselves in Spanish.

Practice some of the other words that they have learned throughout the week.

ENGAGE:

Sing one or two songs that the children have been learning during the opening and closing times. As the Family Group is singing, a guard comes in asks them, in a very mean way, “What are you doing?” Response by the Teacher and/or children, “We’re singing songs that praise our God.” The guard then says, “That is not allowed here. You must be arrested and put in chains!” The guard then places paper chains on the students and teacher and instructs them to be quiet! The guard leaves.

The teacher speaks quietly to the children, “That was pretty scary wasn’t it? Why did the guard think we were doing something wrong? Should we keep quiet and not sing about or talk about God, or read our Bibles? Remember what we heard this morning in our opening time? There are people living in Colombia who can get put in prison because they are trying to bring peace to their country. They are doing what they believe God is calling them to do. They are praising God by their actions. There is a story about a follower of Jesus, who was put in prison for doing what he thought God was calling him to do. His name was Paul, but no chains or prison walls could keep him from continuing to do what he felt God was calling him to do, or praising God with songs and actions or talking to others about Jesus. Let’s break our chains and learn about Paul.”

Students break their chains.



— DAY 5 (continued) —

EXPLORE AND EXPRESS:

Tell the children that today's story is found in the book called The Acts of the Apostles. Help them find Acts in their Bibles.

“As I tell this story, you will join me at certain points in the story. Sometimes we will shout a phrase. Sometimes do a motion. Sometimes join in song. You will echo what I do. Let's practice.”

(Teacher does a few actions and students echo them)

Hands above head and shout *Hallelujah*

Sing first line of "Doxology"

Read and act out the story of “Paul and Silas in jail” (p. 74).

WONDERING QUESTIONS:

I wonder how the girl felt when she was free from the men who used her as a fortune teller?

I wonder what the people thought when Paul cured the girl?

I wonder if Paul and Silas were surprised when they were arrested?

I wonder if it would be frightening to be put in jail?

I wonder if they felt alone?

I wonder how our friends in Colombia can keep working for peace when they know they can be arrested?

I wonder if they are ever afraid?

I wonder if they feel alone?

EMPOWER:

Let's think about how we can help people in prison, here in our country and in Colombia. Review what you have learned about the “Smile Party” Mission, which has been talked about all week during the opening time. Say a prayer for all people in jails and prisons; for their families and friends.

Sing a song of praise and get ready to go to the next activity.



Crafts

GENERAL INFORMATION

You will have 20 minutes of craft time with each Family Group each day.

The crafts for this VBS are a little different than most VBS crafts because we wanted the crafts to be more than a picture or cute something that would soon be thrown away. Each craft will either be donated to others and/or will be a way for the child to remember others and the scripture for the day.

Crafting is a great time to talk with the children and we hope that you will engage the children in talking about the daily themes and the organizations to which the craft items are related. The children will be bringing money gifts for your chosen mission project. They will also be bringing tangible items each day that will be donated to local non-profit agencies that serve children.

Day 1 – The fish magnet is a way for children to remember the story of the loaves and fishes. The magnet is to be used to hold a note to their refrigerator door at home to remind them and the rest of their family to keep contributing to the food pantry or other agency that is chosen for your VBS donations.

Day 2 – The doorknob dangler is to be given away to a stranger - a new neighbor, a new kid at school or church.

Day 3 – The large cloth laundry bags, that each Family Group makes, will be used to carry the donations of children's clothing. The smaller ones are for them to take home to use, and when they use them, to remember children who need clothes.

Day 4 – The first aid kits with words of scripture on the inside lid will remind the children that Jesus wants us to care for those who are sick.

Day 5 – The prayer bowls are to hold prayers for the children of Colombia. We want them to keep praying for those who need Smile Parties in their lives when they visit their relatives in prison.

There are two categories of crafts. There are specific crafts for each day that go with the theme of the day and there are additional crafts that can be done over a period of days. Some of the crafts are for individuals and some will require the children to work together.

The relief map of Colombia, the flag, and the quilt are projects that can be worked on all week long. These are projects on which children who finish the daily crafts early, or children who are not interested in the daily crafts, can work. You will probably need volunteers who work exclusively with each of these projects.

- Always work with materials ahead of time and have examples of the crafts completed to show the children.
- Several of these crafts are on the messy side so have soapy water and cloths close by.
- Drop cloths might also be needed on some days.
- Have Colombian music playing as the children work with their crafts each day.



DAY 1 CRAFT IDEA: FISH MAGNET

MATERIALS:

- _____ Small magnets
- _____ Card stock
- _____ Fish pattern
- _____ Crayons, paint, markers
- _____ Glitter, ribbons, sequins
- _____ Scissors
- _____ Glue

STEPS:

Let each child trace the fish shape (pattern below).

- or -

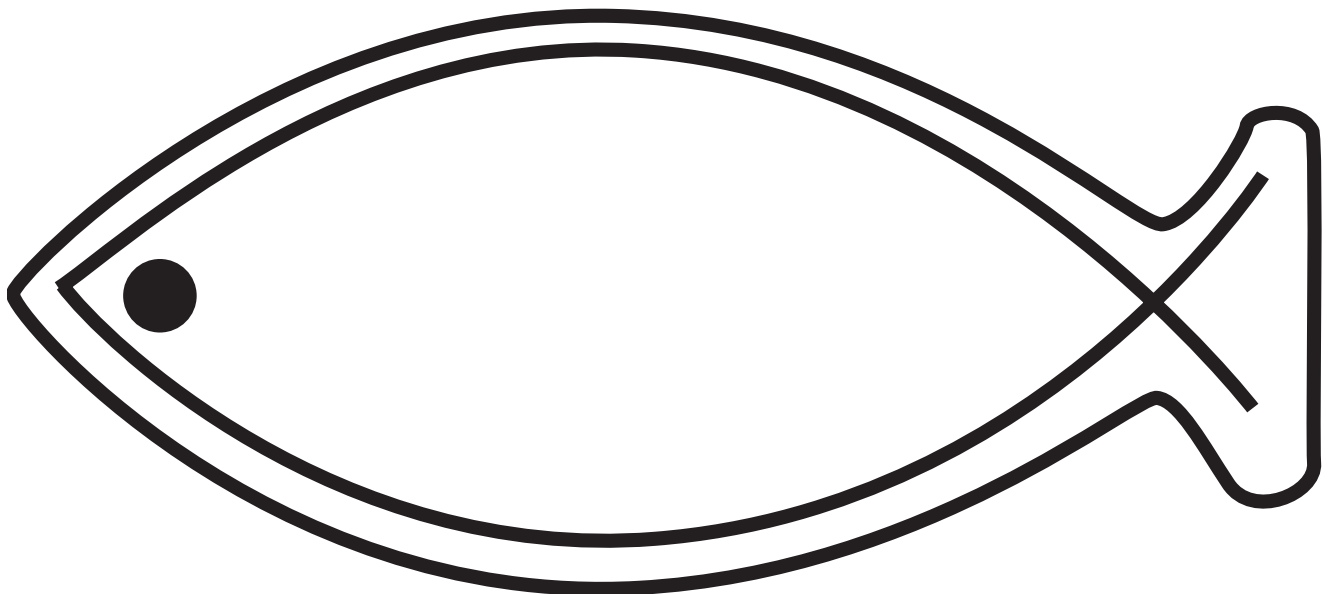
Print the fish shape on card stock.

Children cut out the shape, paint and decorate their fish.

Glue a magnet strip on back.

Today the children were invited to bring food offerings along with their money offering. This food was collected during the Opening Time. Your VBS Director(s) can give you information on the agency or food pantry to which the food will be given. Encourage the children to take the fish home to place on their refrigerators to remind themselves and their families to continue to support the agency or food pantry to which they donated food during their time at VBS.

If there is time and interest, the children could make several and give to other church members as reminders.



DAY 2 CRAFT IDEA: WELCOME DOORKNOB DANGLERS

MATERIALS:

- _____ Doorknob dangler patterns
- _____ Cardstock paper or sheets of flexible foam*
- _____ Pencils
- _____ Scissors
- _____ Glue
- _____ Bits of ribbon, buttons, scrap paper, glitter, sequins, etc.
- _____ Markers, crayons, or paint
- _____ Clear contact paper

STEPS:

Give out “dangler” patterns.

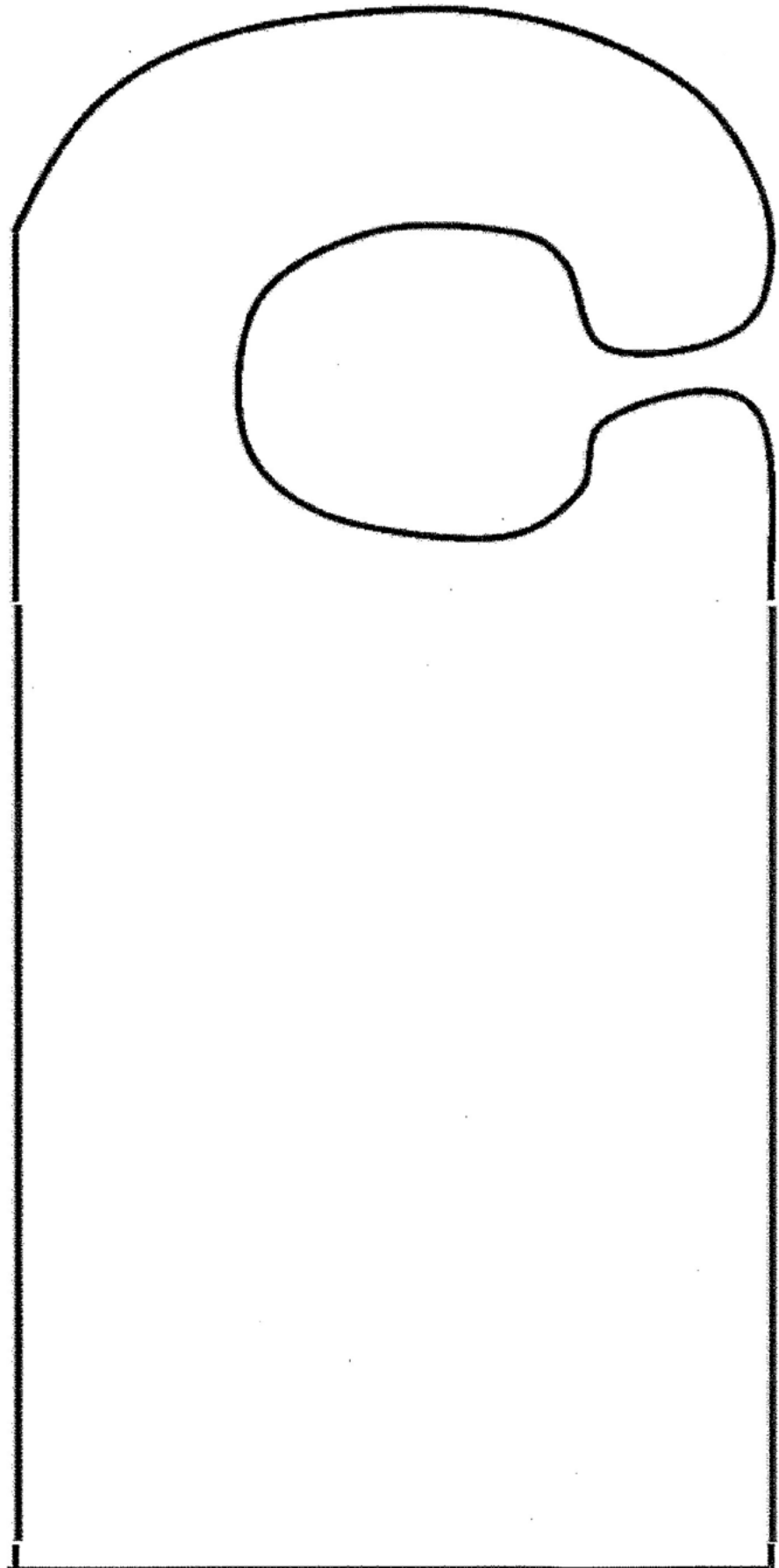
Children trace and cut out the patterns.

Children decorate their doorknob dangles. Be sure they leave room for the word “welcome.”

Cover the completed dangles with contact paper.

Today the children were invited to bring supplies for a local homeless shelter. These supplies were collected during the Opening Time. You can check with your VBS Director(s) to find out what supplies were brought and to what agency they will be donated. Encourage the children to hang on to their doorknob dangler until a new family moves into their neighborhood or a new child comes to their school. They can hang the welcome dangler on the new neighbor’s door, or hang it on a school locker or desk chair of a new student.

* Available at most craft stores (12 in. x 10 in. sheets available for about \$8.00. One sheet = 5 doorknob dangles. You can also buy blank foam doorknob dangler shapes for about \$.89 each)





DAY 3 CRAFT IDEA: DECORATING CLOTH LAUNDRY BAGS

Each Family Group will decorate a cloth laundry bag together.

MATERIALS:

- _____ Paper and pencils
- _____ Fabric markers or crayons
- _____ Cloth drawstring laundry bags
 - One large bag for the whole Family Group to decorate together
 - Enough smaller bags for each child to decorate a personal laundry bag

STEPS:

Purchase or have cloth bags made ahead of time.

Explain to the children that the large bag they decorate together will be used to carry the clothes they donated to the children at whatever local agency has been chosen. The smaller bags will be theirs to take home.

Encourage the children to think together about the “design” of their large bag. Are there words or pictures that would be helpful to the children and families who will use these bags in the future?

Encourage the children to write out the words or draw the designs on paper before putting words and designs on the cloth bag that will be given away.

After the large bag is completed, they can decorate their personal bags to take home with them.



DAY 4 CRAFT IDEA: FIRST AID KITS AND/OR QUILT SQUARES

MATERIALS:

_____ Shoe boxes

- Already painted, covered in butcher block paper or glued on construction paper
- On the inside lid of each box write the words, “Remember the Good Samaritan,” or a verse of the scripture that has to do with healing.

_____ OR buy cardboard boxes at a craft store or order from: <http://www.discountsschoolsupply.com/>

_____ Newspapers

_____ Watered down white glue

_____ Glue

_____ Paint brushes

_____ Buttons, sequins, scraps of ribbons, scraps of paper, photos, magazine pictures, etc.

_____ Permanent markers

_____ Crayons

_____ Poster paints and brushes

_____ First aid kit supplies

STEPS:

Children decide how they want to decorate their own first aid kit (draw pictures with markers and crayons, or paint, or glue on decorations.)

The watered-down glue mixture can be used to paint over the decorated boxes.

Be sure to point out the words written on the inside of their boxes.

(These should dry quickly and children can pick them up to take home at the end of the day or they can take home the next day.)

If you choose to do the comfort quilts, children can make quilt squares that will be sewn into the quilts at a later time. See page 41 for instruction on quilt making.



DAY 5 CRAFT IDEA: A PRAYER BOWL TO REMEMBER COLOMBIA

By Elaine from Belle Plaine, IA (<http://www.thriftyfun.com/profile.ldml?profile=thr473446>)

MATERIALS:

Already written notes to parents explaining that is a prayer bowl in which children and others are encouraged to place continuing prayers for the children of Colombia.

- _____ thin cotton yarns or string
- _____ white glue
- _____ water
- _____ cereal bowls
- _____ plastic wrap



STEPS:

Cut yarn/string ahead of time, just long enough to drape over the cereal bowl.

Turn cereal bowl upside down.

Cover bowl with plastic wrap (this is so the yarn or string will remove easily from the bowl).

Mix white glue (approximately $\frac{1}{4}$ cup but it varies with the size you are making) with a teaspoon or so of water.

Lay yarn/strings over the bowl covered with plastic wrap. Use plenty of yarn/string.

Pour glue mixture over the yarn/string using fingers to spread it evenly. Make sure to saturate the string.

Let dry at least overnight.

When completely dry, it lifts right off the plastic wrap and bowl.

Since this is the last day of VBS and this craft needs to dry overnight, encourage the children to return on Sunday morning to pick up their prayer bowls. If this is not possible for some children, use plastic bowls as molds so that they can take their prayer bowls home to dry.



Additional Craft Ideas and Special Crafts

HOMEMADE SIDEWALK CHALK

(If you do this craft, do it early in the week so that children will have chalk to use for their outdoor games.)

MATERIALS:

- _____ Cardboard tubes
(Saved from paper towels, toilet paper, wrapping papers, tinfoil, etc. Or silicone baking trays also make great chalk molds, and come in fun shapes such as stars and hearts.)
- _____ Scissors
- _____ Duct tape
- _____ Freezer paper or wax paper
- _____ 32 oz. plastic containers (yogurt containers work great)
- _____ Tempera paint in a variety of colors
- _____ 1 cup of water
- _____ Mixing spoons
- _____ 1 ½ cups of Plaster of Paris
- _____ Rubber spatulas
- _____ Cooling rack

STEPS:

Ahead of time:

- Cut down longer tubes to about 5 ½ inches. Use duct tape to tape off one end of each tube.
- Insert a sheet of freezer or wax paper into each tube. Cut off excess.

Children will mix 2 – 4 tablespoons of paint into water, using the plastic containers.

Adults add the Plaster of Paris to the colored water while children continue to stir. When completely combined, it will have the texture of frosting.

Children pour plaster mix into prepared tubes or baking trays. Rubber spatulas are helpful with this process.

Gently tap tube on work surface to release air bubbles.

The plaster will set in about one half hour and can be removed from the tube after about one hour. Check for hardness by gently squeezing the tube. Once the chalk is removed from the tube, place on a cooling rack and let it dry completely (at least 24 hours) before using.

Adapted from The Martha Stewart Show, April 2010.

<http://www.marthastewart.com/article/homemade-sidewalk-chalk>

OTHER WEBSITES FOR CHALK MAKING:

<http://familycrafts.about.com/cs/craftsupplies/ht/SidewalkChalk.htm>

<http://www.food.com/recipe/homemade-sidewalk-chalk-35286>

Video on making chalk with dry tempera paint

<http://video.about.com/familycrafts/How-to-Make-Sidewalk-Chalk.htm>



BEADED WALL HANGING

(This is an individual project that could be ongoing during the week.)

MATERIALS FOR ONE BEADED WALL HANGING:

- _____ Straw
- _____ String, wool or ribbon
- _____ Pony beads (To create the pictured craft, use 94 yellow, 22 purple, 4 mauve.)
- _____ Scissors

STEPS:

Ahead of time:

Print out template (<http://www.dltk-bible.com/images/ccrosspattern.gif>) Having a color template for each child will be a great help.

Cut 4 strings, 1½ to 2 feet long for each wall hanging.

Make a slip knot in the center of each string and slip over the straw.

Children can of course put the beads on the strings in any order they wish. However, to make the cross design, they will need the template to follow.

Children choose the design and beads they need.

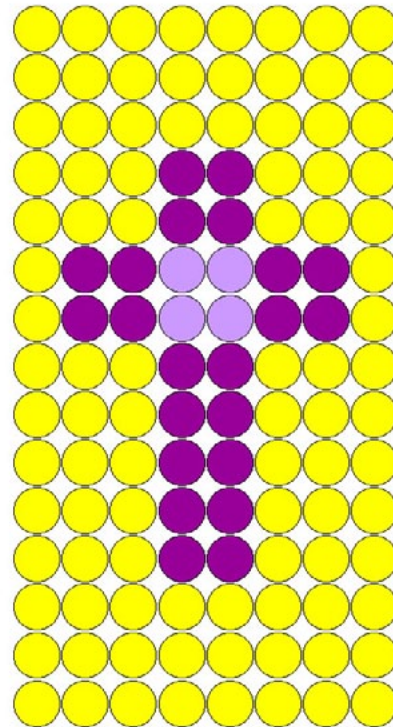
HINTS:

Threading a pipe cleaner through all of the bottom beads helps keep the project hanging nicely.

Thread a string through the straw and tie in a loop to hang.

It needs to be hung against a solid surface to hang like the one in the picture.

<http://www.dltk-bible.com/mbeadcross.htm>



- 1 row: 15 yellow
- 2 rows: 5 yellow, 2 purple, 8 yellow
- 2 rows: 3 yellow, 2 purple, 2 mauve, 5 purple, 3 yellow
- 2 rows: 5 yellow, 2 purple, 8 yellow
- 1 row: 15 yellow



RELIEF MAP OF COLOMBIA

(This is an all week craft idea.)

MATERIALS:

- _____ Large piece of cardboard, heavy poster board or thin piece of wood
- _____ Several cups of salt
- _____ Several cups of flour
- _____ Food coloring
- _____ Paint and brushes
- _____ Water
- _____ Pictures/maps of South America (see suggested websites below)

STEPS:

On large cardboard or poster board, draw an outline of Colombia. (See map of Colombia in Appendix C on page 71.)

Mix salt and flour using 2 parts salt to 1 part flour.

Stir in enough water to make a smooth heavy paste.

Divide the paste into 3 parts.

Add a different color food coloring to each part.

Place dough onto the outline to form a relief map.

Include a color-coded map key of the regions.

DETAILS:

Paint and label significant rivers, cities, and mountain ranges of Colombia.

Paint and label the surrounding countries.

Paint and label large bodies of water.

HELPFUL WEBSITES FOR MAPS OF COLOMBIA:

<http://www.yourchildlearns.com/geography.htm>

http://www.yourchildlearns.com/south_america_map.htm

<http://www.yourchildlearns.com/megamaps.htm>

<http://maps.nationalgeographic.com/maps>

HINTS:

For a more attractive map, don't put your map directly on bare cardboard. Paint the cardboard or cover it with foil first.

Use a ruler to measure map and draw to scale.

Print out labels using a computer. Cut them out and glue them down neatly or use them to make flags.





TISSUE PAPER COLOMBIAN FLAG*

(Small flags could be individual projects or do one large flag as an all week, group project)

MATERIALS:

- _____ Cardstock for individual flag or a large cardboard for group flag project
- _____ Yellow, royal blue, and red tissue paper cut into one inch squares
- _____ Scissors
- _____ Pencils
- _____ New Pencils (ones whose erasers have not been used)
- _____ Small containers for glue

STEPS:

Mark off the divisions of the flag (notice that the yellow band is twice the size of the blue and red).

Gather squares of tissue paper into color groups.

Put glue on small section of the flag template.

Twist the pencil eraser onto one square of tissue paper.

Place twisted tissue paper onto glue area.

Continue with one twist of tissue paper at a time until the whole flag is covered with color.

As the children do this craft talk to them about the meaning of the flag colors. See facts about Colombia on [page 79](#).

FLAG OF COLOMBIA:

http://www.appliedlanguage.com/flags_of_the_world/flag_of_colombia.shtml



Description of Colombian Flag: Three horizontal bands of yellow (top, double-width), blue, and red; similar to the flag of Ecuador, which is longer and bears the Ecuadorian coat of arms superimposed in the center

*If you do not want to do the twisted tissue paper flag, simply have the children paint or color the flag.

COMFORT QUILTS

(This is an all week craft idea.)

A comfort quilt is a small quilt — child size — that is made to be given to children in all kinds of circumstances. A comfort quilt's main purpose is to bring comfort to a child when life gets tough.

Comfort quilts can be made by children for children. They can be made by accomplished seamstresses or first time stitchers. A comfort quilt can be made by many people or by just one. In other words, any one or any group can make a comfort quilt.



A group of children might paint or draw on squares cut for a 9 patch Comfort quilt (see directions that follow). Then a group of adults could sew them together. Then another group of adults or children can tie the quilts— saying a prayer with each tie. These quilts can be done by large groups of people — age makes no difference. One group can get them started, another can tie. Folks can be brought together to cut the fabric, others sew, others iron. Skill makes no difference.

Think creatively — where are there children in need in your community? Firefighters can be given quilts to carry when making runs. Emergency vehicles can use the comfort quilts whenever they are called out

to a place where children are in distress. Local child abuse agencies can send these with social workers who call on children. Children's wards in hospitals can always use these reminders that someone cares. Give them to families in your church when they dedicate a baby. There are hundreds of places in your town and all over the world that would love to have this kind of gift.

When you begin a comfort quilt, if it is made by you or with someone, begin it with prayer. Learn everything you can about the people for whom you make the quilt. Invite anyone who works on the quilt to bless it with prayer for the one who will receive this special gift. Pray as you work on the quilt, pray when you tie it or when you iron it or when you stitch its top. Bring your quilts into worship and ask the church to bless the work of your hands and hearts for the blessing of those who will receive.

Here is a simple pattern for a quilt that uses children's artwork as the focus fabric.

The pattern for this simple quilt is a traditional 9 patch square — three rows of three blocks. The finished size is approximately 45".





MATERIALS:

_____ 5 squares of muslin or plain white good cotton fabric cut to 12" in size.

It is these squares that you will invite children to decorate. You may decorate your square in a variety of ways. An adult can trace pictures from a children's coloring book; later, children can use crayons or fabric paints to color in the pictures. Children can be led in a discussion about how the quilt will be used and what kinds of pictures will be appropriate.

STEPS:

Children are asked to use fabric paints or crayons to draw and fill in their own pictures in the 12" squares. (Each quilt will use 5 pictures the children have drawn and 4 squares of other fabric.)

Cut four, 12" squares of a second fabric — you can choose fabric that matches the pictures drawn or you may use up scrap fabric making this a recycling project.

LAY OUT:

- Row one — Child's drawing, fabric, child's drawing
- Row Two — Fabric, child's drawing, fabric
- Row Three — child's drawing, fabric, child's drawing

Sew the blocks together of row one, then row two, then row three.

Press seams of row one and three to the inside toward the center, row two presses to the outside.

Sew row one to row two — matching the seams — they will nest against one another.

Sew row three to the unit again matching the seams. (You have now finished the center of the quilt. If you wish, you may border this quilt with any fabric or stop here. Bordering makes the quilt a little larger and gives you some space to sew around the outside.)

Cut 4 strips of fabric 2"–3" in width. It can be the same fabric as your 4 fabric squares, or it can be a matching fabric or a solid color.

Sew a strip to the top and bottom of the quilt. Then sew a strip to each side.

Press.

Your quilt top is complete.

To make your quilt top into a quilt, you will make a sandwich of three layers.

1. Backing fabric — the size of your finished quilt — this can be a piece of matching fabric, or muslin. You can use the same fabric as the one on top, or use something new. Cut your backing just a bit larger than the quilt top.
2. Quilt batting — you may use any brand or size; it should be cut the size of your top. It works best to use ¼ inch loft — the thinner stuff.
3. Quilt top

Make a sandwich:

- Place the quilt batting (2) down first.
- Place the backing (1) right side up on top of the batting. Smooth it out.
- Place the quilt top (3) right side down (wrong side up) on top of the backing.
- Pin well around the edges. Sew the sandwich together leaving an opening of 8–10" on one side.
- Remove the pins, turn the quilt, and sew up the opening. Press well. Pin all the layers together so that they may be quilted. Lay the quilt flat on a table, smooth it out well, press it well, and pin it all over the top to hold it in place.



There are many ways to finish off the comfort quilt.

For children to be involved the easiest are # 1 and #2

1. Machine quilt — sewing in the ditch (the seam line) along all the seams in the 9 patch and around the border seams
2. Tie the quilt at 4-6 inch intervals. Embroidery floss or yarn works well. Using a long needle, simply take one stitch and leave two strings on top of the quilt about 5 inches long. These are then tied in a double knot, and trimmed. Remember to pray with each tie.
3. Combination of 1 and 2. The 12 inch squares are a little large to leave with no quilting when you sew it down, a tie in the center of each will secure the quilt
4. If you are a machine quilter — you may want to free style inside the squares of the nine patches and follow the stitch in the ditch along other seams. You can even stitch around the children's drawings.
5. Hand quilt — this is perhaps the hardest to do, but some children and adults may want to try. Small, even stitches to follow the seam lines or the drawings work well.

Remember at each step to pray, and learn about the people and places your quilt will serve.

Now, it's time to take the quilt to church for a blessing and on to the folks who need it.





Music

GENERAL INFORMATION

You will have each Family Group for 20 minutes each day.

During this time children will learn about the music of Colombia, play instruments and learn songs.

Other duties of the person(s) responsible for music may include:

- 1) Leading music during the opening and closing assembly times.
- 2) Providing CDs for other leaders to use during registration, family, game, craft, and snack times
- 3) Cooperating with the games leaders if they are interested in teaching the children dances from Colombia.

There is no theme song for this VBS. There are CD suggestions and activity ideas, along with Spanish language songs in the Chalice Hymnal and a few English Hymns from both the Chalice Hymnal and The New Century Hymnal, and sheet music. These are found below and in [Appendix H beginning on p 81](#). Consider using the chorus of a Spanish language song as your theme song for the week.

SINGING WITH THE CHILDREN

Any songs about giving and loving others are appropriate for this VBS program.

Several Spanish language songs and English songs that appeal to children can be found in the Chalice Hymnal of the Christian Church (Disciples of Christ). See [Appendix H p. 81](#) for a list of these songs.

The *Journey to India* CD, is by David Edwards, a Disciples minister in Lynchburg, VA. It has three songs that can be used with Journey to Colombia — “Children Welcome!,” “I Have So Much,” and “I Can Love.” The cost is \$12. The proceeds from the sale of this CD benefit the KIDS to KIDS program. All of the songs are sung by children so you can play it along with your children’s voices. You can listen to “I Can Love” at <http://www.davidledwardsmusic.com/CD-What.htm>. This CD can be ordered by calling DHM toll free, 888-346-2631 or ordering online, http://www.discipleshomemissions.org/pages/FCM_General_Catalog.

Sheet music for “Children Welcome!” and “I Can Love,” can be found in [Appendix H, p. 84](#) and [85](#). Words and motions for the song, “I Have So Much” can also be found in [Appendix H, p. 83](#).

Even the Wind and Waves CD was recorded and mixed by Dave Seely, a Disciples minister in Louisville, KY. All of the songs are sung by children so you can play it along with your children’s voices. There are a total of 18 songs on this album. The cost is \$6. The proceeds from the sale of this CD benefit children on the island of Andros in the Bahamas. This CD can be ordered directly from Dave Seely, seelyfam@dkajz.win.net. It is also available on iTunes & rhapsody & CDbaby websites.

Colombia is one of the many Putumayo World Music albums. Visit the Putumayo website, www.putumayo.com, to order *Colombia* (\$14.98) and browse through the large selection of additional CDs and other resources. It is recommended that you use the album (and perhaps others you will find at the Putumayo website) to play as children gather for the times of opening and closing, while they play games and make crafts. It is great dance music! It is highly recommended that you purchase this CD.

Music and dancing is very much a part of the Colombian culture and it is hoped that the children will enjoy listening to and learning about the music of Colombia as well as “creating” their own Colombian music and dances.



THE HISTORY OF COLOMBIAN MUSIC

(The following information is gleaned from the booklet included in the Putumayo Presents: Colombia CD. Ordering information is found at www.putumayo.com.)

In each region of Colombia there is a different kind of music. Joropos, folk songs, are from the plains near the border of Venezuela. Traditional music, called pasillos, guabinas, bambucos and sanjaneros, are all from the region of the Andes mountains. The area along the Pacific coast has rhythms called currulaos, abosao, bunde, and arrullos. Cumbia, porro and vallenato are the most popular styles of music and they come primarily from the Atlantic coastal region. It was in this area that most of the early slave trading went on. The Spanish brought in African slaves to work on the plantations and in the gold and silver mines so you hear an African presence in all the music of Colombia but especially in cumbia, porro and vallenato. Colombian salsa and vallenato are popular all around the world. However, cumbia is the best know style of music in Colombia and around the world. Cumbia come from a West African word that means “noise and celebration.” Cumbia is not only a style of music but is also a dance. Cumbia includes hand drums, flutes and whistles.

<http://youtu.be/ddtgaIwiUgs> is a 4 minute video of musicians, “La Rebuscona – Cumbia Solendena.” There are many other videos on YouTube that you may find helpful.

MUSIC MAKING

Make or have some simple hand drums available for the children to play along with a CD or video of cumbia, porro or vallenato music.

COFFEE CAN AND TYVEK PAPER DRUM MAKING

Tyvek is the material that no-rip envelopes are made of. You will find these envelopes at the post office and local office supply stores. Tyvek paper can be cut but is very difficult to tear. You can cut open large envelopes made of Tyvek to make several drums. If you are making drums that are 5 inches across, you will need about 9 inches of Tyvek for each drum head. The paper can be decorated before “stretching” across the open end of the coffee can. Secure the paper to the can with duct tape. See complete instruction for this drum and ideas for other musical instruments at <http://familyfun.go.com/crafts/crafts-by-type/music-instruments/musical-instruments/drumroll-please-672480/>.

<http://youtu.be/9ZjdoXU5mO8> is a little video of drumming instructions.

<http://www.navaching.com/hawkeen/drum.html> gives simple drumming steps and drumming patterns. The opening page says that if you don’t have a drum, a big fat book will work just fine!



DANCES OF COLOMBIA

If you Google "Colombian Folk Dancing" you will come across hundreds of videos. Like many YouTube films, the quality of most is quite poor. Below are a few that have been previewed for quality. One would be good to show the children so that they can see the beautiful costumes. One shows the variety of dances. One will help you learn a few simple dances that you might teach the children. If you are willing and able to give the time, you will be in for a real treat and will find many more films that can be used with the children of your VBS.

DANZAS TRADICIONALES DE COLOMBIA (TRADITIONAL DANCES OF COLOMBIA)

<http://youtu.be/m9Js3QCweQc>, is one of the best videos I found. It shows a little of the many different dances and the quality of the filming is pretty good. You will see that many of the dances tell the stories of the daily life of the people. Some of the dances are filmed in a village square and these are the best quality.

<http://youtu.be/PFkKFnU6KMo> — A good video to show how beautiful and colorful are some of the costumes.

<http://youtu.be/CsUr9n37ea0> — This youtube video is of children dancing a very simple Colombian folk dance that would be easy to teach a group of children.



Games

GENERAL INFORMATION

You will have each Family Group for 20 minutes each day.

Games should be held outdoors, in large but protected areas. Cooperative games are especially good for mixed-age groups and reinforce the idea of building a family unit. New Games and Best New Games are great resources for non-competitive games and can be found at www.amazon.com.

Dancing is very much part of the Colombian culture. Consider getting together with the person in charge of music and working together to teach the children a simple folk dance from Colombia. You will find some helpful YouTube videos listed on p. 46 and in [Appendix H p.82](#).

Giving children a little supervised free time is also acceptable! Every minute of the game time does not have to be structured.

STOP

Played in Colombia and many other countries.

Ages: All ages

Any number of children can play.

MATERIALS:

_____ A ball

_____ A grassy area

One child, “a caller,” holds the ball while other children move around. The caller throws the ball in the air and calls out the name of another child. The named child must try to catch the ball before it hits the ground while other children run away.

If the child whose name was called catches the ball, she counts to three and then throws the ball in the air while calling another child’s name. This continues until someone misses catching the ball. When a child misses the ball, he calls “Stop!” The rest of the children must then stop where they are. They can move their bodies but must keep at least one foot in place. The child who missed the ball gets the ball and from where the ball is picked up, tries to hit another child (gently below the neck) with the ball. A child who is hit becomes the new caller. If the thrower misses, he becomes the new caller.

RING ON A STRING

This game is originally from Colombia.

Ages: 5 and up

10 or more participants

MATERIALS:

_____ A ring

_____ A ball of yarn or string

The object of this game is for the person who is “It” to spot a ring moving on the string that is held by other participants in a circle.

Have participants sit close together in a circle. Have one child stand in the middle of the circle to be It. Unroll the yarn or string around the circle. Everyone hold on with both hands. Slip a ring onto the circle of string and tie a secure knot that is small enough for the ring to slip over. The participants must hold on to the string with loose fists so that the ring can pass from one to the other around the circle, without It noticing. The ring can be sent in either direction. They keep moving their hands to trick the person who is It.



When “It” finds the ring, the player who has it becomes It and It sits where the player sat. If It guesses wrong three times, the leader says to It, “Shut your eyes, and turn to the north, the south, the east and the west. Now point to the one to take your place.” The game continues with the new It.

OBA: A TRADITIONAL COLOMBIAN GAME

Ages: 5 and up

Any number of children can play.

MATERIALS:

_____ A ball and a wall to bounce it against

Each player throws the ball up against the wall and then catches it while doing a different movement. The movement has to be different from any that others have done. Players can throw with one hand, stand on one foot, turn around to toss and catch backwards, sing a song as they toss and catch, etc. See who can come up with the most outrageous idea. There is no winner or loser but there will be lots of laughter.

HOPSCOTCH OR RAYUELA (as hopscotch is called in Colombia)

Ages: 5 and up

Any number of children can play Rayuela.

You can run several games at the same time.

MATERIALS:

_____ A flat surface, like a sidewalk

_____ Chalk

_____ Small stones

Draw a grid of 8 squares on the sidewalk.

The first child throws a stone inside square one. After that, he or she hops into each square starting with square two and ending in square eight.

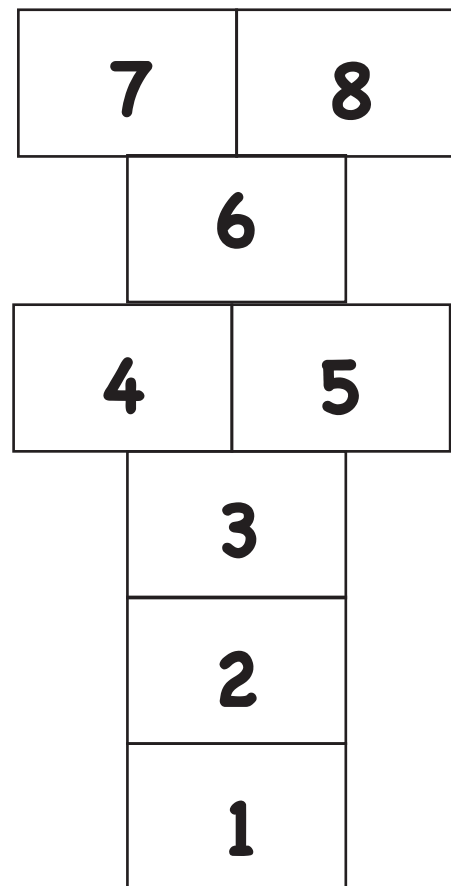
If there are two squares together, the child jumps landing with one foot in each square; If there is only one square, he or she must hop on one foot.

When squares 7 and 8 are reached, the child has to turn around and jump again until on square 1. Then you continue playing the next level.

This time the player begins by throwing the stone into square number 2. In the next level, you throw it into square number 3. You continue until level 8.

The most important rule is that the player has to skip the square where the stone is.

If the player falls down, jumps into a square with the stone, jumps with both feet in a square or jumps on a line, that player must let the next person try. Players who have to give up turns can start where they left off when their turn comes around again.



HELP

Help is a favorite South American game from the country of Peru.

Ages: All ages

4 or more children can play this game

MATERIALS:

_____ A grassy area to run

One child is "It." It tries to catch the other players. If a player is in danger of being caught, she or he can shout "Help!" Another player can come to the rescue by holding her hand. As long as they are holding hands they can't be caught. However, they can only hold hands for 3 seconds! If a player is caught, he becomes the new "It." There is no end to this game. Play until you can't run any more.

Source: Adapted from "Games Around the World" UNICEF, New York



RABBITS IN THE HOUSES

This game is originally from Mexico.

Ages: All ages

Any number of children can play.

MATERIALS:

_____ A grassy area

One player is "It." The rest of the children form groups of three – two hold hands to make a "house" and one stands in the middle as the rabbit in the house. When a signal is given, each rabbit must move, trying to find another house. It also tries to find a house. The child left "homeless" is the next It.

This is very much like a game that children in North American used to play called "Squirrels in the Trees."



CLOTHES RELAY

This would be a good game to play on day 3.

Ages: All ages

Any number of children can play



MATERIALS:

_____ A grassy area

_____ Four chairs

_____ Two hats, two shirts, a vest and some boots (clothes and boots should be larger than the largest child would wear)

Divide the group into two teams.

Have each team line up, one behind the other at a starting line.

Put two chairs for each team some distance from the starting point.

One person from each team goes and sits in the chair.

The items of clothing are given to the first person in line for each team.

Players run to the child in the chair and help them put on the clothes.

Those players now sit in the chairs and the “clothed” persons run back to their teams.

With the help of the next players, the clothed players remove the clothes.

The next players then take the clothing to their teammates who are sitting in the chairs. They help them put on the clothing, then themselves sit in the chairs while their “now clothed” teammates run back to the starting line.

This is repeated until all players have participated.

EXTRA “FILL THE TIME” GAMES

SHOE PILE

Everyone takes off one of his or her shoes and throw it into a big pile. Then each person picks up a different shoe from the pile and finds the person it belongs to.

THE SPONGE

Divide into teams. Team members stand one behind the other. In front of each team is placed a bucket with water and a sponge and at the back of each team is an empty bucket to collect water. When given a signal, the person in the front dips the sponge in the bucket of water and passes it to the back of the line where the last person squeezes the water into the bucket. The row that manages to collect the most water wins. This is a great game for outside on a hot day.

CLUMP

Everybody mingles, constantly moving until the leader shouts out a number. All players must then try to get into groups of that number. Give the groups topics to share that somehow relates to your VBS. For example – favorite Colombian snack that they have had this week; what new thing they learned about Colombia this week; what the Bible story was about that morning.



Snacks

GENERAL INFORMATION

You will have each Family Group for 20 minutes each day.

Twenty minutes is a long time for a group of children to spend eating. As part of your Snack Time please have the children help with setting out cups and dishes, napkins, and utensils for their group and to clean up after eating. (If Family Groups do not bring their own cloth napkins with them, it is suggested that you have cloth napkins for each child to use each day. These could be identified for each child and placed in a box or basket set out for each family group.)

Part of your responsibility as Snack Leader is to educate the children about the foods of Colombia. Show them the fruits and ingredients that went into making their snacks for particular days. Some may be unfamiliar to them.

Let the children help to make snacks by grating cheese, cutting fruits and vegetables, putting together the Quesillos, slicing plantains, peeling and mashing avocados, mixing ingredients for dips. Some of their helping may mean that they are helping to prepare snacks for the group that comes after them.

Talk with the children about the kinds of foods that are eaten in Colombia and why, see [Appendix G, page 80](#).

Traditional Colombian foods are suggested for the daily snack options. Many of Colombia's favorite foods are fried. Some recipes have been altered to be a little healthier and more appealing to North American tastes.

With the alarming rates of childhood obesity in both the United States and Canada you are encouraged to limit dishes with lots of sugar and fatty foods.

For additional recipes and food ideas go to:
<http://www.food.com/recipe/colombian>; <http://mycolombianrecipes.com/>

DRINKS

Colombians make juice from the abundant and varied fruits found in the country. Many of the different types of fruit have probably not been seen or tried by most people in North America. There are five different types of mangos and 6 types of bananas.

Fruit juices of any kind are a great choice for your VBS. Try to find juices that are low in sugar or make your own. Popular juices of Colombia are made from fruits such as watermelon, cantaloupe, pineapple and papaya. Sometimes pureed fruit is mixed with water and sugar or milk. Sometimes chopped fruit is mixed with either soda or orange juice.



If you do not serve fruit juices, serve the universal drink, water. Please do not serve Kool-Aid.

Drink recipe on next page.



COCONUT AND PINEAPPLE DRINK

(ingredient quantities make 4 large servings)

Ingredients:

- 2 cups of pineapple chunks
- 2 cups of coconut milk (nonfat)
- 2 cups of ice cubes
- 1 cup of milk (low fat)
- 6 tablespoons of condensed milk

Directions:

Combine all of the above ingredients in a blender and blend until smooth. Pour into glasses and serve immediately.

SNACKS

The abundance of fruits in Colombia means that you can serve fruit every day. Ask your local grocers if they have any of the following fruits: lulo, ruruba, manoncillo, uchuva, chontaduro, borojo, zapote, anon, carambolo, corozo, just to name a few. Hopefully, you can find one or two that the children can see and try.



QUESILLOS

(Usually this dish is double cream cheese wrapped in banana leaves.)

Alternative ingredients:

- Soft flour tortillas
- White cheddar cheese
- Salsa

Directions:

Put cheese between two tortillas. Heat over medium high heat until cheese begins to melt. Flip over and continue to heat. Cut into wedges and serve with salsa.

BAKED GREEN PLANTAIN CHIPS

(A type of banana that isn't so sweet.)

Ingredients:

- Green Plantains or green bananas
- ¼ cup or less of vegetable oil per 2 lbs. of plantains (plan for about ½ of a plantain per child)
- Coarse salt

Directions:

Preheat oven to 350 degrees.

Peel and thinly slice plantains on the diagonal. Toss plantains with oil. Place on baking sheets in single layers. Season with salt (and fresh ground pepper, if desired.)

Bake until golden and crisp (about 30 – 35 minutes). Rotate pans and flip plantains halfway through baking.

Drain on paper towels.



OVEN BAKED SWEET PLANTAINS

Ingredients:

Very ripe plantains (yellow skins with spots of black)

Cooking spray

Directions:

Preheat oven to 450 degrees. Spray nonstick cooking sheets with cooking oil.

Peel and slice plantains into 1-2 inch slices. Place in single layer and coat tops with cooking spray.

Bake for 10 to 15 minutes, turning occasionally. Plantains are done when golden brown but still very tender.

Serve warm with sour cream or yogurt.

RICE WITH COCONUT MILK AND RAISINS

Ingredients for 6 servings:

2 cups coconut milk (fresh or canned)

1 cup long-grain rice

1 teaspoon salt

2 cups water

2 tablespoons sugar

1/3 cup raisins

Directions:

Cook coconut milk in a heavy sauce pan over medium heat for about 30 minutes. Scrape the bottom of the pan occasionally to prevent from burning.

Add rice and cook, stirring frequently until well coated with the milk (about 1 minute).

Add water, raisins, salt and sugar. Bring to a boil, stir once. Reduce heat to low and simmer gently. Cover and continue to cook for about 20 minutes or until the rice is tender and the water absorbed. Remove from heat and let stand for about 5 minutes.

Serve warm.





EMPANADAS

(Empanadas are pastries stuffed with fruit or meat, cheese, rice, potatoes and other vegetables. In Colombia they are usually fried but in other parts of Central and South America they are often baked.)



Alternative recipe

Pocket Fruit Pies

(www.kidsacookin.ksu.edu/components/)

Ingredients:

Flour tortillas (8-inch)

(*½ of one tortilla pie should be enough for one child*)

Apples, peaches or pears

¼ teaspoon ground cinnamon

2 tablespoons brown sugar

1/8 teaspoon ground nutmeg

2 tablespoons milk

Sugar (optional)

Directions:

Preheat oven to 350 degrees.

Tortillas, warmed in the microwave or oven, will be easier to handle.

Peel and chop fruit into small pieces. Place a small amount of fruit on each tortilla.

In a small bowl stir together brown sugar, cinnamon and nutmeg and sprinkle over fruit.

Roll up the tortilla with the fruit.

Place on an ungreased baking sheet and make small slashes to allow steam to escape.

Brush with milk and sprinkle with additional sugar, if desired.

Bake for 8 – 12 minutes or until lightly brown.

Serve warm or cold.

THE EASIEST AVOCADO DIP IN THE WORLD

(Adapted from Allrecipes, Submitted by Holly Bobst)

Ingredients: (makes 24 servings)

2 ripe avocados— peeled, pitted and diced

¾ cup low fat sour cream or plain yogurt

¾ cup of your favorite salsa

½ teaspoon ground cumin

½ teaspoon garlic powder

½ teaspoon salt

1 dash ground black pepper

Directions:

In a medium bowl, mash the avocados with a potato masher.

Mix in all the ingredients.

Chill at least 30 minutes before serving.

Serve with baked taco chips.





All About the Preschoolers

AGES:

Usually ages 3 to 5 year olds, who have not yet attended kindergarten, will be part of this group. However, do not hold too tightly to this age grouping. There may be a 2 year old who is ready to be part of this group and there may be some Kindergarteners not mature enough for the mixed age Family Groups.



SCHEDULE:

Outside of attending the Opening and Closing Sessions of Journey to Colombia, the Preschool Family Groups does not have to keep to the same schedule as the rest of the VBS Family Groups.

You are free to make your own schedule. You might want to check with the Directors to see when/if the VBS craft, games and music volunteers have free time to come to the preschool area and help you with these activities. You will also need to check with the volunteers planning snacks to arrange the time for snacks to be picked up or delivered to the Preschool Family Group. Preschool Family Group leaders should not hesitate to ask for help!

STAFFING:

If a large number of young children attend, the group may need to be divided into two groups. Just remember that you have to have two adults (18 and older) with every group of children. High school students can be extra helpers with the preschoolers. Consider a reasonable staff to child ratio of 1:5.

ACTIVITIES:

Music and crafts should be held within the preschool area to minimize transitions. Games and snacks can be held outside in an area that is separate from the games area for older children.

You will find suggestions beginning on [page 66](#) but feel free to add to and change these suggestions to meet the needs of your particular group.

This age group will not stick with one activity for very long, so over planning is a necessity. Have a quiet time when children “rest” while you tell a story or read a book to them. If your church has a playground appropriate for little ones, some extra free play is totally acceptable.



Preschooler Daily Activities

— DAY 1 PRESCHOOLER ACTIVITIES —

PRESCHOOL FAMILY GROUP TIME

Lesson: I was hungry and thirsty...

Scripture: John 6: 1-13

Focus: God can multiply even the smallest gifts to share God's love.

Materials Needed:

- Blanket for sitting
- Very small loaf of bread in a covered basket
- Copy of participatory story, "Feeding Five Thousands" (p. 72)
- A picture or two of the Feeding of the Five Thousand.



ENTER:

As children arrive, have them sit in a circle on a blanket.

Greet your students with hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself and have the children tell you their names.

Have the children learn three Spanish words:

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

Bread = *Pan* (Pahn)

ENGAGE:

Tell the children that today you are going to have a make-believe picnic.

Have the children name their favorite picnic foods. You might have some pictures of picnic foods available or some plastic foods and let them pick their favorites.

Then say something like, "If we brought everything we named to a picnic, do you think it would be enough to feed all of us?"

Then take out the small loaf of bread and ask if they think the small loaf of bread would be enough to feed all of them.

Pass around the small loaf of bread and let each child take a piece and eat it. Then ask, "Is everybody full? Did that fill up your tummies?"

"Today our Bible story is about how Jesus fed a whole lot of people with just a few loaves of bread and a few small fish. It is an amazing story."

EXPLORE AND EXPRESS:

Read or tell the story to the children and show them the pictures of Jesus or the boy with the basket, if you have them.

Tell the story again using the participation story. (p. 72)

An alternative idea is to tell the story, "Jesus Feeds Five Thousand People," from the book, *Following Jesus*, by Sonja M. Stewart.

**WONDERING QUESTIONS:**

I wonder how the boy felt when he gave his lunch to Jesus?

I wonder if the disciples were surprised by Jesus asking them to feed everyone?

I wonder if I would have given my lunch away for others?

I wonder what we could do to make sure that others have good food to eat and water to drink?

EMPOWER:

We can always be thankful for what we have and we can pray for the people who don't have enough to eat. We can pray to God and ask God to show us ways to help hungry people everywhere.

As a closing prayer, ask children to name some things for which they are thankful. After each naming, have the children say together, "Thank you God."





— DAY 2 PRESCHOOLER ACTIVITIES —

PRESCHOOL FAMILY GROUP TIME

Lesson: I was a stranger...

Scripture: I Kings 17:1-16

Focus: God wants us to welcome people.

Materials Needed:

- Blanket for sitting
- Pictures of Elijah and the widow (If you cannot find any around your church, check out this web page: <http://www.dltk-bible.com/>. You will find some simple coloring pictures here.)

ENTER:

As children arrive, have them sit in a circle on a blanket.

Greet your students with hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself and have the children tell you their names.

Review the Spanish Words from yesterday:

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

Bread = *Pan* (Pahn)

Add these words:

Yes = *Si* (See)

No = *No* (No)

ENGAGE:

Ask if any of the children have ever had to move to a new town or a new school. Ask them to tell you about it. Ask if anyone new has recently moved to their neighborhood. What do they do to welcome new people?

EXPLORE AND EXPRESS:

Story based on I Kings 17:1-16

Tell the children that the story for today is found in the Bible. It is about a man named Elijah. Have the children repeat the name, Elijah.

Tell them that Elijah was a prophet. Prophets are people who listen to God. They are God's special messengers. Often they try to tell people what God wants them to know and to do. People trust prophets to tell them the truth but they do not always like the truths that prophets tell them. A King, named Ahab (have the children repeat the name with you), did not like the truth that Elijah told him. Elijah warned him that there was going to be a drought, that is, there was not going to be any rain for a long time. And guess





what? It happened. There was no rain for a very long time and the whole country turned brown. It was hard for people to find food and water. The sun was so hot! The King was very angry. He blamed Elijah and he wanted to have Elijah killed. Elijah felt like a stranger. He feared for his life. He ran away. He got very hungry and thirsty. And he wondered who was going to help him.

God told Elijah that he would be taken care of; that there was a widow (a woman whose husband has died) who would give him food. As it turned out this widow didn't have much food either, only a little bit for herself and her son. But you know what? Even though she had only a little bit of food, she shared what she had with Elijah. Because Elijah and the widow trusted in God and did what God told them to do, the little bit of food did not run out. Every day there was enough food for that day! It was another miracle, like yesterday's story. When the boy shared his loaves and two fish, and it was enough for a huge crowd. When the widow shared her food, it didn't run out!

WONDERING QUESTIONS:

I wonder how Elijah knew God would take care of him?

I wonder if it was easy for the widow to give her last bit of food away to a stranger?

I wonder if I would share my last bit of food with a stranger?

I wonder what you could share with a new person at church or in your neighborhood or your school to make them feel welcome?

EMPOWER:

In our Opening Times each day we are learning about people here in our community and people in a far off place called Colombia who need others to share with them. Yesterday some of us brought food to give to the (name the food pantry or other agency to which your food donations will be given) and some of us brought money that will be sent to people in Colombia. Can you name some ways that you and your family welcome others? How do you feel when you share something with others?

Closing Prayer —

God, Most of us have families to care for us. But sometimes the adults in families can't find jobs. Sometimes families have to move and kids have to go to different churches and schools. In Colombia, kids sometimes have to move because people fight and it is dangerous for them. Please protect the children and their families in Colombia. Show us how to be helpful to strangers in our neighborhoods, our churches and our schools. Amen.



— DAY 3 PRESCHOOLER ACTIVITIES —

PRESCHOOL FAMILY GROUP TIME

Lesson: I needed clothes . . .

Scripture: James 2:14-16

Focus: God wants us to pray for AND give help to other people.

Materials Needed:

- Blanket for sitting
- Role play scenarios ([Appendix D, p. 72](#))
- Props for role plays: some torn/shabby clothing and some pretty new dress-up clothing; some plastic dishes, cups, forks, small table cloth

ENTER:

As children arrive, have them sit in a circle on a blanket.

Greet your students with hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself and have the children tell you their names.

Review the Spanish Words from previous days:

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

Bread = *Pan* (Pahn)

Yes = *Si* (See)

No = *No* (No)

Add:

God = *Dios* (de-OS)

ENGAGE:

There are many words in the Bible that help us know how God wants us to live. Today there are some words about how important it is for us not only to pray for others but to offer them help. Can you name some times when you or someone you know needed help?

EXPLORE AND EXPRESS:

A man named James wrote in the Bible that it is not much good if people say they love God but do not help someone who needs clothes or doesn't have enough to eat. He said that we must also show that we love God by helping others.

Let's play a pretend game to help us know how God wants us to help others.

Modify the first drama scenario that you will find on [page 72](#). Ahead of time have the props set out in the room. Have one of the adult leaders dress up in the shabby clothes, pretend to be hungry and try to join the table of children who are pretending to eat. Another adult will say the words of blessing and then send the person away.

Do the role play again, this time welcome the person in the shabby clothes to the join the table of children pretending to eat. Invite everyone to clap and celebrate that this is the way God wants us to help others.

**WONDERING QUESTIONS:**

I wonder what our families and our church is doing to help people who need clothing?

I wonder what you do with the clothes that you outgrow?

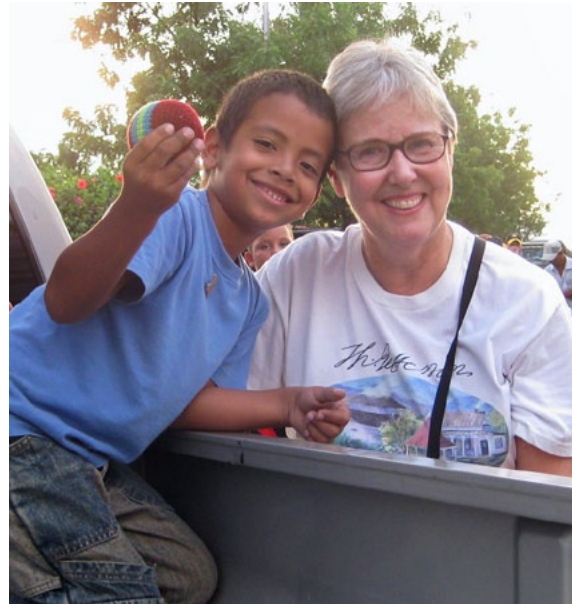
I wonder what we are doing to help people who are hungry?

EMPOWER:

Some of us brought clothes and money to help other people, here in our community and in Colombia. We also prayed for people who need clothes. Do you think that we are doing what God wants us to do?

If you have time, let the children color a picture.

End with a short prayer thanking God for people who pray for and help others.





— DAY 4 PRESCHOOLER ACTIVITIES —

PRESCHOOL FAMILY GROUP TIME

Lesson: I was sick...

Scripture: Luke 10:25-37

Focus: Learning how to be a good neighbor.

Materials Needed:

- Blanket for sitting
- A Bible
- A first aid kit
- Chalk board and chalk or easel paper and markers
- A coloring page of the Good Samaritan. One can be found at:
<http://www.coloring.ws/t.asp?b=m&t=http://www.coloring.ws/bible/jesus/nw-parablesamaratin.gif>

ENTER:

As children arrive, have them sit in a circle on a blanket.

Greet your students with hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself and have the children tell you their names.

Review the Spanish Words from previous days:

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

Bread = *Pan* (Pahn)

Yes = *Si* (See)

No = *No* (No)

God = *Dios* (de-OS)

Add:

Love = *Amore* (ah-MOR)

ENGAGE:

Bring out the first aid kit. Show the items to the class and ask them to name the items.

Invite them to share stories of when they had to use something in the first aid kit — scraped a knee, broke a bone, knocked out a tooth, etc...

Ask about who helped them when they were hurt— a friend, parent, teacher, doctor.

EXPLORE AND EXPRESS:

Tell the children that today's Bible Story is one that Jesus told. It is about a man who was hurt and needed help! He could have used a first aid kit.

Tell the children the story of the Good Samaritan in your own words. If you have access to the materials, use the Parable of the Good Samaritan from *Children Worship & Wonder* to tell the story. If you do not have this material, it can be found in the book, *Young Children and Worship*, by Jerome Berryman and Sonja Stuart. (You can find used copies of this book on Amazon.com.)

**WONDERING QUESTIONS:**

I wonder why some people wouldn't help the man who was hurt?

I wonder why the Samaritan decided to help?

I wonder if the robbers had any friends?

I wonder if the people who wouldn't help had any friends?

I wonder why some people are treated unfairly?

I wonder if you know anyone today who is a Good Samaritan?

EMPOWER:

Ahead of time, make a list of people in today's world who are often treated unfairly. Children who are poor and don't have nice clothes, children who are blind or have to use a wheelchair to get around, people who are old, people who talk differently. Perhaps they will add to your list. At the end, add children in Colombia to your list.

If time, let the children color a picture.

“Lord, you have told us to love our neighbors. Some of our neighbors are close by, some live far away. But we are called to share your love with them. Help us be good neighbors to everyone we meet. In the name of the best neighbor of all, Jesus, we pray. Amen.”





— DAY 5 PRESCHOOLER ACTIVITIES —

PRESCHOOL FAMILY GROUP TIME

Lesson: I was in prison...

Scripture: Acts 16:16-24

Focus: Even in really difficult times, God can use us to share love and help others.

Materials Needed;

- Blanket for sitting
- A Bible
- Person to be a “guard”
- Paper chains for the person to put on you and another adult
- Story sheet about “Paul and Silas in Jail” (p. 74)

ENTER:

As children arrive, have them sit in a circle on a blanket.

Greet your students with hello = *hola* (OH-lah).

Have the children repeat the greetings.

Introduce yourself and have the children tell you their names.

Review/practice the Spanish words from previous days:

Boy = *Muchacho* (Moo-CHAH-cho)

Girl = *Muchacha* (Moo-CHAH-cha)

Bread = *Pan* (Pahn)

Yes = *Si* (See)

No = *No* (No)

God = *Dios* (de-OS)

Love = *Amore* (ah-MOR)

ENGAGE:

Sing one or two songs that the children have been learning during the opening and closing times. As the Family Group is singing, someone pretending to be a guard comes in and asks you, in a very mean way, “What are you doing?” You tell him/her, “I’m singing with the children and telling them about God and Jesus.” The guard then says, “That is not allowed here. You must be arrested and put in chains!” The guard then places paper chains on you and the other adult in the room. The guard leaves.

The teacher speaks quietly to the children, “That was just pretending. We are not doing anything wrong. In our country we can sing about God and Jesus as much and as often as we like. We can read our Bibles whenever we want.

But that is not true everywhere in the world. Do you remember what we heard this morning in our opening time? There are people living in Colombia who get put in prison because they are trying to bring peace to their country. They are doing what they believe God is asking them to do. There is a story about a follower of Jesus who was put in prison for doing a good thing.

Break out of the pretend chains.

**EXPLORE AND EXPRESS:**

Tell the children that as you tell this Bible story you want them to join you in doing some actions. Tell them to copy what you do.

(Teacher does a few actions and students echo them)

The story of Paul and Silas in Jail on [page 74](#). For preschool groups leave out the part about the clothes being torn off and the beating.

WONDERING QUESTIONS:

I wonder if Paul and Silas were surprised when they were arrested for helping someone?

I wonder if it would be scary to be put in jail?

I wonder if Paul and Silas felt alone?

I wonder how our friends in Colombia can keep working for peace when they know they can be arrested?

I wonder if they are ever afraid?

I wonder if they feel alone?

EMPOWER:

Let's think about how we can help people in prison, here in our country and in Colombia. Review what you have learned about the "Smile Party" Mission, which has been talked about all week during the opening time. Say a prayer for all the people in jails and prisons; for their families and friends.





Craft, Game, and Music Time for Preschoolers

CRAFTS

CRAFT IDEA FOR DAY 1: ICE CUBE PAINTING

Materials:

- Simple drawing of fish on a heavy piece of paper, such as card stock (one for each child)
- Food coloring
- Ice cube trays
- Popsicle sticks
- Hang on the wall a picture of a large basket

Steps:

- The day before, freeze enough food colored ice cubes with popsicle sticks for each child to have one. The darker colors work best.
- Give each child an ice cube and a copy of the picture of the fish. Tell them to rub the ice over the picture so that the ice will melt and color the fish. It will begin to color even before the ice starts to melt.
- When the pictures are dry they can thumb tack them to the picture of the basket.
- Before the children take their fish pictures home, add small magnets to the backs so they can put them up on the refrigerator and remind the whole family to contribute to local food banks.

CRAFT IDEA FOR DAY 2: WELCOME DOORKNOB DANGLERS

Preschoolers can do the same craft as the rest of the children on this day.
See [page 33](#) for directions.

CRAFT IDEA FOR DAY 3: DECORATING CLOTH LAUNDRY BAGS

Preschoolers can do the same craft as the rest of the children on this day.
See [page 34](#) for directions.

CRAFT IDEA FOR DAY 4 : DECORATING A PERSONAL FIRST AID KIT

Preschoolers can do the same craft as the rest of the children on this day.
See [page 35](#) for directions.

CRAFT IDEA FOR DAY 5: MAKING COLOMBIAN FLAGS TO REMEMBER OUR COLOMBIAN FRIENDS

See [page 40](#) for Colombian flag ideas.



GAME TIME FOR PRESCHOOLERS

Some of the games found on pages 47-51 can be used with preschoolers.

- Bubble blowing
- Sidewalk chalk drawing (The older children may be making chalk for the younger children to use. Check with the person doing crafts for your VBS.)
- Painting concrete surfaces with water
 - Give each child a bucket of water and a large paint brush.
- Circle songs and games.

MUSIC TIME FOR PRESCHOOLERS

See [Appendix H](#) for music ideas and CDs.



APPENDIX A:

Sample Schedules

EVENING

Time	Group A	Group B	Group C	Group D (preschool)
6:00–6:20	Opening	Opening	Opening	Opening
6:25–6:55	Family Group	Family Group	Family Group	Family Group
7:00–7:20	Crafts	Music	Games/Snack	Family Group
7:25–7:45	Music	Games/Snacks	Crafts	Family Group
7:50–8:10	Games/Snacks	Crafts	Music	Family Group
8:15–8:30	Closing	Closing	Closing	Closing

MORNING

Time	Group A	Group B	Group C	Group D (preschool)
9:00–9:20	Opening	Opening	Opening	Opening
9:25–9:55	Family Group	Family Group	Family Group	Family Group
10:00–10:20	Crafts	Music	Games/Snack	Family Group
10:25–10:45	Music	Games/Snacks	Crafts	Family Group
10:50–11:10	Games/Snacks	Crafts	Music	Family Group
11:15–11:30	Closing	Closing	Closing	Closing



APPENDIX B:

Registration Form & Passport Name Tag



JOURNEY TO COLOMBIA VBS

REGISTRATION FORM

Name(s) and Age(s): _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Telephone: (____) _____ Cell Phone: (____) _____

Home E-mail Address: _____

Number of family members participating: _____

Will parents be helping? ____ yes ____ no Where? _____

In case of emergency, contact: _____

Allergies or other medical conditions: _____

Home Church: _____

Name of special friend your child might like to be with: _____

I give my permission for my child(ren) to be photographed and the images used for local and general church promotion in print and online.

Signature of parent or guardian

Date

FAMILY GROUP ASSIGNMENT (FOR CHURCH USE ONLY)



PASSPORT TO COLOMBIA NAME TAG EXAMPLE

PASSPORT TO COLOMBIA




PHOTO
HERE

NAME

PASSPORT STAMPS



APPENDIX C:

Map of Colombia



Source: <http://www.yourchildlearns.com/online-atlas-south-america.htm>



APPENDIX D:

Dramas for Family Group

DAY 1 — FEEDING FIVE THOUSAND

As you tell the story have the students copy your motions

John 6 (CEV) (Matthew 14.13-21; Mark 6.30-44; Luke 9.10-17)

Jesus crossed Lake Galilee, which was also known as Lake Tiberius (*rowing motions*).

A large crowd had seen him work miracles to heal the sick, and those people went with him (*jogging motions*).

It was almost time for the Jewish festival of Passover, and Jesus went up on a mountain with his disciples (*large steps walking up a hill*).

And sat down (*everyone sits*).

When Jesus saw the large crowd coming toward him (*put hand up to eyes like looking at a distance*).

He asked Philip, “Where will we get enough food to feed all these people (*shrug shoulders like asking question*)?”

Philip answered, “Don’t you know that it would take almost a year’s wages just to buy only a little bread for each of these people (*act like you are counting out money*)?”

Andrew, the brother of Simon Peter, was one of the disciples. He spoke up and said, “There is a boy here who has five small loaves of barley bread (*hold up 5 fingers*) and two fish (*hold up 2 fingers*). But what good is that with all these people (*shrug shoulders*)?”

The ground was covered with grass. Jesus told his disciples to have everyone sit down.

About five thousand men were in the crowd.

Jesus took the bread in his hands and gave thanks to God (*Cup hands like holding bread and lift up*).

Then he passed the bread to the people, and he did the same with the fish, until everyone had plenty to eat (*make motions like passing items to others*).

The people ate all they wanted (*make eating motions and rub tummy with a satisfied smile*) and Jesus told his disciples to gather up the leftovers, so that nothing would be wasted (*make gathering motions like putting items in a basket*).

The disciples gathered them up and filled twelve large baskets with what was left over from the five barley loaves (*point to imaginary baskets and count to twelve*).



DAY 2 — ELIJAH AND THE WIDOW

(1 Kings 17: 1-15)

Characters: Narrator 1 and 2, God, Elijah (strong to carry son), Widow, Son (no speaking), King Ahab, Queen Jezebel (No speaking)

Props: Food (loaf of bread and package of jerky), 2 crowns, sticks, robe for Elijah, black scarf for widow, flour, oil, stretcher/bed

Narrator 2: Our story today is about Elijah and the widow. It comes to us from I Kings chapter 17.

Narrator 1: Way back in the days of Elijah, there was a king named Ahab and his queen Jezebel. (Pause while Ahab and Jezebel walk onto stage) They disobeyed God. They built a temple and an altar to Baal. God sent the prophet Elijah to talk to the bad king and queen.

Elijah: The God, whom I serve, says there shall be no dew or rain for 2 or 3 years.

King Ahab: What? That's not fair!

Narrator 1: Then Ahab got angry. (Exit Ahab and Jezebel) Elijah was afraid and ran away. (Elijah runs a short distance and sits down with head in hands.)

Narrator 2: Then God spoke to Elijah.

God: I will take care of you. Arise and go to Zarephath (ZAIR-uh-fath) and live there. I have told a widow to provide for you. (Elijah stands and walks toward widow)

Narrator 2: (Widow gathering sticks) So Elijah went to the city and found a widow at the gate gathering sticks.

Elijah: (turning to the widow) Excuse me, ma'am. Would you please bring me some water to drink? (She turns to leave) Oh, and some bread, too?

Widow: (looking sad) Sir, as God lives, I only have a handful of flour and a bit of olive oil left. I am going to bake it for my son and me. (Enter son to stand by his mother) This is all we have. Then we will starve to death.

Elijah: Don't worry. God will provide for us. Go and prepare the meal. Make a small loaf of bread for me, and then fix the rest for you and your son. For thus says the Lord:

God: The bowl will not run out of flour, nor will the jar run out of oil before the day that I, the Lord, send the rain.

Narrator 2: The widow did as Elijah told her. She baked the bread and shared it with Elijah. (Widow gives Elijah a loaf of bread.) They all had enough to eat for many days. The flour and the oil never ran out. (Widow and son need to be standing close together.)

Narrator 1: There is much more to this story and you may want to read it sometime. For now, let me say, "The End."

Adapted from a script by Rachel Haugland (www.rotation.org). Permission given for non-profit use only.



DAY 3 — ROLE PLAY SCENARIOS

Scene 1

Group 1: Have a few children dress up in the shabby clothes and take off their shoes.

Group 2: Have other children put out the table cloth and dishes and pretend to be sitting around a table happily eating a meal together.

Group 1: Walks over to Group 2, rubbing their tummies and whispering how hungry they are. They come to the “diners” and tell them how hungry they are.

Group 2: Listens politely and then whisper to each other about what they should do. Then they say to the hungry people: “God bless you. We’ll pray for you. God loves you and God will provide for you.”

Group 1: Wanders off sad and hungry.

Scene 2

Group 1: Have a few children dress up in the shabby clothes and take off their shoes.

Group 2: Have some other children dress up in pretty, new looking clothes.

Group 1: Walks over to Group 2 and admires their new clothes.

Group 2: Notices them, steps back and whispers and pointing to the bare feet and responds with: “God bless you. We’ll pray for you. God loves you and will provide for you.”

DAY 5

Paul and Silas Are Put in Jail (adapted from CEV)

One day on the way to the place of prayer, Paul and Silas were met by a slave girl. She had a spirit in her that gave her the power to tell the future. By doing this she made a lot of money for her owners. (*Rub hands together and say, “Money, money, money”*)

The girl followed Paul, Silas and others and kept yelling at them. (*Shout “Listen to these men!”*)

This went on for several days. Finally, Paul got so upset that he turned and said to the spirit, “In the name of Jesus Christ, I order you to leave this girl alone!” At once the evil spirit left her. (*Adios! I’m leaving!*)

When the girl’s owners realized that they had lost all chances for making more money, (*Shake head and moan, “No more money.”*) they grabbed Paul and Silas and dragged them into court.

They told the officials, “These Jews are upsetting our city! They are telling us to do things we Romans are not allowed to do.” The crowd joined in the attack on Paul and Silas. (*Chant “throw ‘em in jail!”*)

Then the officials tore the clothes off the two men and ordered them to be beaten with a whip. (*Moan, “ooh ooohhh.”*)

After they had been badly beaten, they were put in jail, and the jailer was told to guard them carefully. The jailer did as he was told. He put them deep inside the jail and chained their feet to heavy blocks of wood. (*Clap hands and say, “Lock the door!”*)

There is a lot more to this story from the Bible. About midnight Paul and Silas were praying to God and singing their praises to God. Then, because of an earthquake (*Stomp your feet to make a lot of noise*), the prison doors opened and the chains fell away from Paul and Silas and other prisoners. Then Paul and Silas really sang their praises to God!



INFORMATION ON LOCAL AGENCY DONATIONS

Each day the children are not only asked to bring a money donation that will be sent to your chosen mission project, but also a tangible donation for a local non-profit agency.

It is important that information about all of the offerings is communicated to parents well ahead of time. Be sure that the whole congregation is aware of the offerings being collected during Journey to Colombia VBS, and is invited to contribute.

The first day's theme is "I was hungry and thirsty . . ." This theme lends itself to having the children bring donations of needed food items for a food pantry or soup kitchen. Be sure to ask the food pantry or soup kitchen what kinds of food are most needed.

The second day's theme is "I was a stranger . . ." You might contact a shelter for abused women and their children, a homeless shelter, or a foster care agency. Ask what is most needed by the children they serve (other than clothing since clothing will be collected on a different day). Perhaps they could use toys, books, puzzles, art materials or school supplies.

The third day's theme is, "I needed clothes . . ." You could continue to give to one of the agencies that you have identified for the second day's donation or pick a different agency that serves children. Perhaps there is a group home or other facility that takes care of children who cannot live at home because of severe behavior problems or disabilities. Ask what kind of clothing is most needed, such as underwear, pajamas, socks, tee shirts.

The fourth day's theme is "I was sick . . ." On this day collect receiving blankets or diapers for a hospital. If you have made Comfort Quilts during this week, they could be displayed during the Opening and Closing Time.

Day five, "I was in prison . . ." On this last day you could dedicate the money offerings for Smile Parties. If other donations have not already been picked-up, you could dedicate these donation offerings as well.

You might also contact an organization that works with juvenile offenders to see if there are things they need for the children they serve.



SAMPLE DONATION INFORMATION FOR REGISTRANTS

JOURNEY TO COLOMBIA

VACATION BIBLE SCHOOL

[LOCATION AND DATES]

OPPORTUNITIES FOR GIVING

During each day of our Journey to Colombia we will have the opportunity to support a Colombia, South America mission project and some service agencies in our local community.

The overall scripture for Journey to Colombia is Matthew 25: 34-36; 40. In this Bible scripture Jesus teaches about our serving him when we feed those who are hungry and thirsty; when we welcome strangers; when we give people clothing; when we visit the sick and those in prison. Each day our offering and our Bible study will focus on a different part of this scripture.

Please talk with your children about giving to others. Encourage them to save a portion of their allowance or do jobs to earn money that can be given as an offering.



APPENDIX F

It's Easy Being Green!

Here are some suggestions for making Journey to Colombia as green as possible:

1. Have kids make cloth napkins and napkin holders as a first day activity in their Family Groups.
 - a. Buy ready made napkins and let the children decorate with fabric markers.
 - b. Provide wooden napkin rings that the children can individualize with markers or paint.
 - c. Let children make individual napkin rings by cutting up toilet paper and paper towel cardboard rolls, covering with contact paper, construction paper or wall paper.
2. As much as possible use recycled materials for decorations and crafts.

GREEN CHALICE

<http://www.discipleshomemissions.org/pages/Env-Resources>

The mission Green Chalice is to connect Christian faith, spiritual practice and creation consciousness in order to demonstrate the fullness of God's shalom. You will find many useful resources on these pages.

THE GREEN SEASON

<http://www.ucc.org/vitality/ready-set-grow/the-green-season/>

The Green Season is a similar resource from the UCC.



APPENDIX G

All About Colombia Fact Sheet

GEOGRAPHY AND CLIMATE

Colombia is about the size of California and Texas combined (about 401,044 square miles). It is located at the northern part of South America, at the juncture between Central and South America and features an extremely diverse landscape.

Divided by three branches of the Andes Mountains, Colombia has low coastal plains on the Caribbean Sea and the Pacific Ocean; mountain plateaus, valleys, and active volcanoes in the central region Andina; and an eastern region with plains in the north and tropical jungle in the south. The country also includes several islands.

Colombia's climate stays pretty much the same throughout the year. It is usually hot in the valleys and cool in the mountains. Colombia does get a great deal of rain.



POPULATION

Colombia's population of about 46 million is growing at 1.4 percent annually. The majority of Colombians live in the west. Much of the southeast is covered by jungle. In recent years, the growth rate has slowed as Colombians flee the country because of drugs and violence. Approximately 75 percent of the population lives in urban areas like, Bogota, Medellin, Baranquilla, and Cali. Colombia has a fairly young population.

HISTORY

Colombia was a colony of Spain since the 1500s. Independence was won from the Spanish under the leadership of Simon Bolivar. From 1819 to 1830, the Gran Colombia Republic included Colombia and Venezuela, as well as Ecuador and Panama. The countries were separated soon after Simon Bolivar's death.

Today, Colombia suffers from a great deal of violence related to drug trafficking and control of the country's vast natural resources. It is quite a complicated situation. But basically, there are three different military groups that fight one another. Civilians often get caught in the middle of the fighting. One military group is related to the government; one is related to owners of large industries and land holdings. The third group was originally organized around trying to gain greater rights for the poorer people of Colombia. However, this military group is as big a threat to local citizens as the other two. Different groups will fight each other for control of certain regions of the country. Once they have control they will demand loyalty from the local citizens. Unemployment is widespread and often young men feel that they have no choice but to join one of these warring groups.

GOVERNMENT

The official name of Colombia is Republic of Colombia. The capital city is Bogota. Colombia is considered a republic. Colombians vote for a president and a vice president. The president and vice presidents serve for four years. A cabinet helps the president run the country. There is a National Congress that makes the country's laws. It has a Senate and a House of Representatives. Senators represent the whole country. Representatives represent different regions of the country. The Congress meets twice a year. There are two main political parties, the Liberal Party and the Conservative Party.



CULTURE

The language of Colombia is Spanish. The money is the peso. The flag of Colombia has stripes of yellow, blue and red. The yellow stands for Colombia's independence. The blue stands for the Atlantic and the Pacific Oceans. The red stands for the blood that was shed when the country fought for independence from Spain.

Christmas and Easter are very important holidays. Most Colombians are Roman Catholic (about 90%) and they celebrate these holidays with processions and by going to church. Carnival celebrations take place right before Lent. Carnival in Barranquilla is one of the top five carnivals in the world. It lasts for four days! There are parades with floats and there are dance contests.

Colombia's Independence Day is July 20. It is celebrated with parades, dancers, fireworks, and a beauty contest.

Dancing and music are enjoyed everywhere in Colombia. Salsa and Cumbia are the names of popular dances.

Colombian foods are rich and spicy. Colombians eat mostly locally grown food so the foods are as varied as the landscapes. Depending on the region of the country you will find people eating a variety of meats. If people live near the coasts they will eat a lot of fish. If they live inland they will eat more pork and beef. Chicken is eaten most everywhere. They eat many vegetables and lots of fruit. Yuca is a favorite vegetable. It is much like sweet potatoes in North America. Plantain is a popular fruit that closely resembles bananas.

Colombia has both public and private schools. Colombian children are required to attend school from age 5 to 14. There are two years of kindergarten and five years of elementary school. They may go to high school for two to six years. Only those who finish high school can go to a university or college. Many Colombian children do not get to finish school because they have to work to help their families.

Soccer is a favorite sport in Colombia. As in most South American countries, you will find children of all ages playing soccer in the streets and in the fields. Bullfights are also popular in Colombia.



INDUSTRY

Farming is big in Colombia. Coffee is the country's main crop. Bananas, corn, flowers, and sugarcane are also raised.

Colombia is rich in natural resources — coal, copper, gold and iron ore. Emerald mines are the largest in the world. Cloth and clothing are two products made in Colombia that are exported.

HELPFUL WEBSITES

<http://www.everyculture.com/Bo-Co/Colombia.html>

Culture of Colombia. This site has information about culture, history and ethnic relations, urbanism, architecture, food and economy, social stratification, political life, social welfare, gender roles, marriage and family, religion, healthcare, arts and humanities.

<http://en.wikipedia.org/wiki/Colombia> has a very good condensed history of the Republic of Colombia.



APPENDIX H

Music Resources

CD ORDERING

The Journey to India by David Edwards, has three songs that can be used with *Journey to Colombia* — “Children Welcome!,” “I Have So Much,” and “I Can Love.”

The cost is \$12. The proceeds from the sale of this CD benefit the KIDS to KIDS program. All of the songs are sung by children so you can play it along with your children’s voices. You can listen to “I Can Love” at <http://www.davidledwardsmusic.com/CD-What.htm>

This CD can be ordered by calling DHM toll free, 888-346-2631 or ordering online, http://www.discipleshomemissions.org/pages/FCM_General_Catalog.

Even the Wind and Waves CD was recorded and mixed by Dave Seely. There are a total of 18 songs on this album.

The cost is \$6. The proceeds from the sale of this CD benefit children on the island of Andros in the Bahamas.

This CD can be ordered directly from Dave Seely, seelyfam@dkajz.win.net. It is also available on iTunes & rhapsody & CDbaby websites.

Colombia is one of the many Putumayo World Music albums.

Visit the Putumayo website, www.putumayo.com, to order *Colombia* (\$14.98) and browse through the large selection of additional CDs and other resources. It is highly recommended that you purchase this CD.

SPANISH LANGUAGE SONGS FROM THE CHALICE HYMNAL

Chalice Hymnal

- Alabare (chorus) – p. 29
(O, I Will Praise)
- Amarte Solo a Ti, Señor (1st verse) – p. 522
- Cantemos al Señor (chorus – p. 60
(Let’s Sing unto the Lord)
- Jesucristo Es el Señor – p. 107
(Jesus Christ Is Lord of All)
- Miren Que Bueno! (3rd verse) – p. 292
(O Look and Wonder)
- Pues Si Vivimos – (2nd and 4th verses) – p. 536
(When We Are Living)
- Santo, Santo, Santo – p. 111
(Holy, Holy, Holy)
- Sois la Semilla – p. 478
(You Are the Seed)
- Yo Quiero Ser – p. 520
(I Want to Be)



ENGLISH LANGUAGE SONG FROM THE CHALICE HYMNAL AND THE NEW CENTURY HYMNAL

	<i>Chalice</i>	<i>New Century</i>
For the Beauty of the Earth – (1st verse).....	p. 56	p. 28
Go Now in Peace	p. 437	
Halle-Halle-Hallelujah	p. 41	
Into My Heart.....	p. 304	
Jesus Loves Me	p. 113	p. 327
Kum ba Yah	p. 590	
Lead Me, Guide Me	p. 583	
Live in Charity	p. 523	
This is the Day.....	p. 286	p. 84
Weave.....	p. 495	

DANZAS TRADICIONALES DE COLOMBIA (TRADITIONAL DANCES OF COLOMBIA)

<http://youtu.be/m9Js3QCweQc>

One of the best videos I found. It shows a little of the many different dances and the quality of the filming is pretty good. You will see that many of the dances tell the stories of the daily life of the people. Some of the dances are filmed in a village square and these are the best quality.

<http://youtu.be/PFkKFuU6KMo>

A good video to show how beautiful and colorful are some of the costumes.

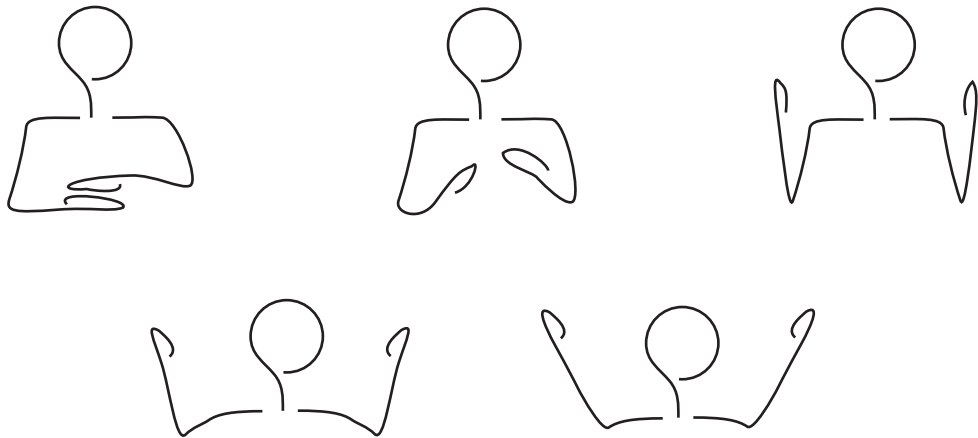
<http://youtu.be/CsUr9n37ea0>

This YouTube video is of children dancing a very simple Colombian folk dance that would be easy to teach a group of children.

SONGS FROM *JOURNEY TO INDIA* CD

"I HAVE SO MUCH"

There is no sheet music for "I Have So Much." If you are interested in teaching this song to the children, you will need to purchase the *Journey to India* CD. See [page 81](#) for ordering information. There are fun motions that go with this song. During the chorus have the children put one hand on top of the other, open palms facing each other. Move the palms farther and farther apart as you sing the words, "so much, so much, so much. . ." On the last "so much" their arms straighten out to make a wide V over their heads.. As they sing, "To thank God for," they bring their hands together, under their chins, as if they are praying. During the singing of the verses the children clap their hands to the rhythm. You can add as many verses as you want to this song. It is fun to ask the children what they are most thankful for and to add those thanksgivings to the song.





Children Welcome

Words and Music by
David L. Edwards

C G C F G C G

Chil - dren wel - come in the name of Je - sus. Chil - dren wel - come

7 Dm G C G C

in the name of love. All are wel - come in the name of

12 F G C G Dm G C

Je - sus. All are wel - come in the name of love.

17 Am Em F G C Am Em D

1. We have some-thing to give to chil-dren, a beau-ti-ful world where they can
2. Chil-dren of-fer us gifts for liv-ing with hearts o-penedwide, clear eyes to
3. Seeds and flow-ers to make a gar-den. The win-ter and spring to make one

24 G Am Em F G C

grow, heal - ing for hurt and hope for to - mor - row,
see, minds full of won - der, hands full of help - ing,
year. Hands small and large to join in one cir - cle,

29 Am Em D G G7

sto - ries to guide them as they go.
joy as we fol - low where they lead.
wel - com - ing peo - ple far and near.


Copyright 2001 David L. Edwards

I Can Love

Words and Music by
David L. Edwards


1 John 4

D Em A F#m Em A




I can love, I can love, I can give to o - ther peo - ple. I can

6 D Em A F#m A D D




love, I can love, be - cause God first loved me. _____

11 D Em A7 F#m




1. How strong am I? How strong am I? Can I lift up a moun - tain or
2. How strong am I? How strong am I? Do I have to make some - bo - dy else

15 Em A7 D Em A7



touch the sky? I may not be the big - gest, and I may not be the best, but
lose or cry? I don't have to be the big - gest, I don't have to be the best, 'cause

18 F#m Em A A7



there's a kind of strong that's strong - er than the rest. _____ I can
there's a kind of strong that's strong - er than the rest. _____

Copyright 1983 David L. Edwards



APPENDIX I

Resources

BOOKS:

ABOUT COLOMBIA:

DK Publishing. *My World, My Story: Life Stories from Teens from Around the World*. Dorling Kindersley, 2011.

Teens from many countries around the world, including Colombia, talk about their lives.

Molano, Alfredo. *The Dispossessed: Chronicles of the Desterrados of Colombia*. Chicago: Haymarket Books, 2005 (translated by Daniel Bland).

This is an extremely difficult read because of the violence revealed in the stories. Much of the blame for the displacement and resulting poverty and violence is laid at the feet of United States businesses and political policies. Whether or not we agree with the political orientation of this book, it is a book that anyone who is interested in understanding Colombia needs to read. This would be a good book for an adult study group.

Mulder, Michelle. *Yeny and the Children for Peace (A Kids' Power Book)*. Toronto, Canada: Second Story Press, 2008.

This is a story of Yeny and her family who escape violence in their mountain village only to find themselves surrounded by danger in the city. Yeny and her new city friends build a campaign for peace. The story shows a group of kids making a difference in their community. This would be a good book for middle school age youth to read and discuss.

Spengler, Kremena. *Colombia: A Question and Answer Book*. Mankato, Minnesota: Capstone Press, 2006.

A simple book about Colombia – location, history, culture, business, and various other facts. Simple enough for elementary children to read.

Winter, Jeanette. *Biblioburro: A True Story from Colombia*. New York: Beach Lane Books, 2010.

A delightful story that is true! Children and adults will love this book about a man who travels around the country on his burro, delivering books to children who have no other access to books. Look for Biblioburro on YouTube.

GENERAL:

Duckert, Mary. *A World of Children's Games*. New York: Friendship Press, 1993.

New Games and More New Games (our of print, used copies at Amazon.com). New Games Foundation. Mainstreet Books, 1976. www.inewgames.com/morenewgames.htm.

Pellowski, Anne. *A World of Children's Stories*. New York: Friendship Press, 1993.

Walker, Mary Lu. *A World of Children's Songs*. New York: Friendship Press, 1993.



DENOMINATIONAL ORGANIZATIONS:

GLOBAL MINISTRIES

Global Ministries is a group of almost 10,000 churches (including yours!) from the United Church of Christ and The Christian Church (Disciples of Christ) in the United States and Canada. We all work together to share the Good News of God's love around the world.

There are about 125 missionaries who are working right now in 70 countries. Did you know that there are also missionaries who come from other countries to work in the United States? Sharing God's love means being a friend with others, especially children and their families. There are people right next door and people in other parts of the world who need food, a home, and medical care. They also might need to learn new ways to grow crops or dig a well or run a store. And many people need and want to know about Jesus and the Bible.

Global Ministries is working in partnership with 270 churches or organizations from all over the world. Below are some websites where you will find more information on Global Ministries, the three Colombian mission projects and other ways your church can serve others.

<http://globalministries.org/about-us/>

<http://globalministries.org/lac/countries/colombia/>

WEB ADDRESSES FOR OTHER CHURCH AGENCIES FROM BOTH DENOMINATIONS THAT ARE INVOLVED IN MISSION WORK AND MINISTRY WITH CHILDREN AND THEIR FAMILIES.

United Church of Christ Sites:

Wider Church Ministries and One Great Hour of Sharing - <http://www.ucc.org/oghs/>

Refugees - <http://www.ucc.org/refugees/>

Volunteer opportunities - <http://www.ucc.org/volunteer/>

Disasters near at home - <http://www.ucc.org/disaster/>

Local Church Ministries –

Minister for Children & Families

Congregational Vitality and Discipleship Ministry Team

Ph: 216-736-3863

Christian Church (Disciples of Christ) in the United States and Canada Sites:

Disciples Home Missions – <http://www.discipleshomemissions.org>

Office of Family and Children's Ministries

Director of Family and Children's Ministries

434-832-1119

Wilma Shuffitt, Administrative Assistant

wshuffitt@dhm.disciples.org

888-346-2631

Office of Refugee and Immigration

Office of Volunteering

Week of Compassion – <http://www.weekofcompassion.org>



WEBSITES:

GENERAL

<http://www.discipleshomemissions.org/pages/Env-Resources>

Resources to help your VBS be green.

<http://www.enchantedlearning.com/books/spanish/picturedictionary/>

English – Spanish picture dictionary. There are only limited pages available to “nonsubscribers.”

<http://www.everyculture.com/Bo-Co/Colombia.html>

Culture of Colombia. This site has information about culture, history, ethnic relations, urbanism, architecture, food and economy, social stratification, political life, social welfare, gender roles, marriage and family, religion, healthcare, arts and humanities.

<http://en.wikipedia.org/wiki/Colombia>

Good condensed history of the Republic of Colombia.

CRAFTS

<http://www.discountsschoolsupply.com>

Good site for all kinds of craft resources. (See craft section, pages 31 , for additional sites.)

DECORATIONS AND GIFTS

<http://www.tenthousandvillages.com/>

<http://www.globalgiftsindy.com/>

FOOD

<http://www.food.com/recipe-finder/all/colombian> — Tested Colombian food recipes.

<http://www.mycolombianrecipes.com/> — Good and varied recipes.

MUSIC

<http://www.davidledwardsmusic.com/CD-What.htm> Hear music by David Edwards.

http://www.discipleshomemissions.org/pages/FCM_General_Catalog

Order Journey to India CD.

<http://youtu.be/m9Js3QCweQc>

Shows different dances and the quality of the filming is pretty good. You will see that many of the dances tell the stories of the daily life of the people. Some of the dances are filmed in a village square and these are the best quality.

<http://youtu.be/PFkKFuU6KMo>

Video shows the beautiful and colorful dance costumes.

<http://youtu.be/CsUr9n37ea0>

Video of children dancing a very simple Colombian folk dance that would be easy to teach a group of children.

<http://www.putumayo.com>

Large selection resources including a CD of Colombian music, “Colombia,” that is highly recommended.

MISCELLANEOUS

seelyfam@dkajz.win.net — Ordering contact for “Even the Wind and Waves” music CD.

“The Gift of Seeing Things Anew: Reflections on a Visit to Colombia and Venezuela,” An article by Waleska Acevendo, who participated in the 2009 Woman to Woman Worldwide. KIDS to KIDS is grateful to *Just Women Magazine* for the use of this article. **Kaye: NEED LINK**