

“At the Table”

VACATION BIBLE SCHOOL

SUPPLEMENTAL MATERIALS



ELCA World Hunger

SAFETY

Prioritizing child safety and well-being is paramount in preventing child sexual abuse in churches. If your church already has a child sexual abuse prevention policy, follow it closely during this VBS. Proactive measures protect vulnerable youth and promote trust and accountability within organizations, ultimately ensuring a nurturing and secure environment for all participants.

1. Implement a robust screening process for staff and volunteers. The best predictor of future behavior is past behavior. The screening process is your opportunity to gather information about a volunteer or job applicant's past and whether they are safe with children. (See "Volunteer Screening Checklist" on next page for reproducible information to give potential volunteers.) A robust screening process for volunteers and staff would include:
 - A written application.
 - References.
 - A criminal background check.
 - An interview.
 - An employment and/or volunteer history with a signed release.

2. Provide regular training on recognizing and reporting signs of abuse. Training equips staff members and volunteers to understand the facts and misconceptions related to child sexual abuse, including basic characteristics of an abuser, the grooming process of the offender and key indicators of child sexual abuse. Trainings can be found through:
 - Your local child protection office or department of social services.
 - Ministry Safe, ministriesafe.com.
 - Darkness to Light, www.d2l.org.
 - National Children's Advocacy Center, www.nationalcac.org.

3. Foster a culture of open communication. Open communication between caregivers and children can help prevent child sexual abuse by building strong bonds and helping children feel comfortable discussing their feelings and questions. Open communication between volunteers and church staff is also crucial to volunteers feeling comfortable to speak up about something contentious. Ways to keep communication open:
 - Regular reminders in newsletters and bulletins of the responsibility to keep children safe.
 - Periodic statements from organizational leadership about the ongoing commitment to protect children.

- Checklists for every volunteer to remind them what to have in place to protect children.
- A safety award or recognition for the volunteer who best ensured the safety of children/youth at church.
- Evaluation or creation of church policies for child safety.

Church Mutual Insurance Company recommends the following screening procedures and safety policies for Vacation Bible School volunteers.

VOLUNTEER SCREENING CHECKLIST

The volunteer will:

- Be a church member for at least six months.
- Complete a volunteer application.
- Submit a complete set of fingerprints to keep on file.
- Submit a copy of their driver's license to keep on file.

Church staff will:

- Contact references and employers listed on volunteer applications.
- Maintain a file of these contacts and what transpired.
- Interview prospective volunteers only after contacting references.
- Have two staff members participate in all interviews.
- Routinely check for arrest and conviction records.
- Check volunteer motor vehicle records every three years if they drive on behalf of the church.

Activity Safety Checklist

- Establish a written standard of conduct for adult-child relationships during and after normal activity hours.
- Establish a written standard for adult conduct and contact with children and youth online, including email and social networking sites.
- Ensure that at least two adults are present in any teaching or recreational situation involving children.
- Conduct youth activities in an open area or room, not in a private office.
- Fully inform parents about the activities in which their children will be involved.
- Identify personnel with emergency or first aid training.

CHILDREN'S LITERATURE

Often the work of explaining difficult issues to children has already been done through picture books that highlight themes of resilience. Picture books also give kids a mental image of what other countries look like and how their cultural stories are told.

Recommended picture books about Middle Eastern refugees and asylees:

- Nicola Davies, *The Day War Came* (Walker Books, 2019)
- Patricia De Arias, *Marwan's Journey* (minedition, 2018)
- Susanne Del Rizzo, *My Beautiful Birds* (Pajama Press, 2017)
- Marie-Louise Gay, *Mustafa* (Groundwood Books, 2018)
- Rukhsana Khan, *The Roses in My Carpets* (Holiday House, 1998)
- Karen Lynn Williams, *Four Feet, Two Sandals* (Eerdmans, 2007)

Recommended picture books about Cambodian refugees:

- Tian Veasna, *Year of the Rabbit* (Drawn and Quarterly, 2020—for children 13 and older)
- Anne Sibley O'Brien, *A Path of Stars* (Penguin Random House, 2012)
- Michelle Lord, *A Song for Cambodia* (Lee & Low Books, 2008)

Recommended picture books about child poverty in developed countries:

- Andrea Wang, *Watercress* (Neal Porter Books, 2021)
- Dianne O'Neill, *Saturday at the Food Pantry* (Albert Whitman & Company, 2021)
- Kate Milner, *It's a No-money Day* (Barrington Stoke, 2019)
- Matt de la Peña, *Last Stop on Market Street* (G.P. Putnam's Sons Books for Young Readers, 2015)

Recommended picture books about the Roma people:

- Richard O'Neill, *Polonius the Pit Pony* (Child's Play International, Ltd., 2018)
- Hristo Kyuchukov, *A History of Romani People* (Boyd's Mills Press, 2005)
- Richard O'Neill, *A Different Kind of Freedom: A Romani Story* (Scholastic, 2023)
- Maggie Smith-Bendell, *Rabbit Stew and a Penny or Two: A Gypsy Family's Hard and Happy Times on the Road in the 1950s* (Little, Brown Book Group, 2010)

Recommended picture books about the United Nations:

- *Frieda Makes a Difference: The Sustainable Development Goals and How You Too Can Change the World* (United Nations, 2019)
- David J. Smith, *This Child, Every Child: A Book About the World's Children* (Kids Can Press, 2011)
- Caroline Castle, *For Every Child* (Phyllis Fogelman Books, 2001)
- David Small, *Ruby Mae Has Something to Say* (Dragonfly Books, 1999)
- Deborah Hopkinson, *Small Places, Close to Home: A Child's Declaration of Rights* (Balzer + Bray, 2023)
- Reza Dalvand, *I Have the Right: An Affirmation of the United Nations Convention on the Rights of the Child* (Scribble US, 2023)

CHILDREN'S SONGS

To make song selection accessible to all congregations, we've found applicable songs for this Vacation Bible School from several Lutheran hymnals. Our VBS song recommendations come from these resources:

- *All Creation Sings* (ACS), 2020.
- *Evangelical Lutheran Worship* (ELW), 2006.
- *Libro de Liturgia y Cántico* (LLC), 1998.
- *This Far by Faith: An African American Resource for Worship* (TFbF), 1999.

Songs About the Table

- "As We Gather at Your Table" (ELW 522)
- "Come, Let Us Eat" (ELW 491; TFbF 119)
- "Come to the Table" (ELW 481)
- "Come to the Table" (ACS 961)
- "Welcome Table" (ACS 969; TFbF 263)
- "La mesa del Señor" (LLC 395)
- "Toma mi mano, hermano" (LLC 390)
- "United at the Table" / "Unidos en la fiesta" (ELW 498; LLC 408)
- "Lety Us Go Now to the Banquet" / "Vamos todos al banquete" (ELW 523; LLC 410)
- "We Come Now to Your Table" (ACS 970)

Songs About Wheat and Bread

- “As the Grains of Wheat” (ELW 465)
- “Bread of Life, Our Host and Meal” (ELW 464)
- “Donde hay caridad” (LLC 337)
- “Eat This Bread” (ELW 472, TFbF 125)
- “God Bless to Us Our Bread”/“Bendice, Señor, nuestro pan” (ACS 1056)
- “For the Fruit of All Creation” (ELW 679)
- “Hallelujah! We Sing Your Praises”/“¡Aleluya! te bendecemos” (ELW 535; LLC 420; TFbF 158)
- “Here Is Bread” (ELW 483)
- “Let Us Break Bread Together” (ELW 471; TFbF 123)
- “Loaves Were Broken, Words Were Spoken” (ACS 966)
- “One Bread, One Body” (ELW 496; TFbF 122)
- “Por la fecunda tierra” (LLC 495)
- “Sois la semilla / You Are the Seed” (LLC 486; TFbF 226)
- “Una Espiga / Grains of Wheat” (LLC 392)
- “We Plow the Fields and Scatter”/“Aramos nuestros campos” (ELW 680; LLC 492)

Songs About Stories

- “Blessed Assurance” (ELW 638; TFbF 118)
- “Celebrando lo que Dios ha hecho” (LLC 483)
- “Gracias, Tata Dios” (LLC 616)
- “I Love to Tell the Story” (ELW 661, TFbF 228)
- “Shine, Jesus, Shine” (ELW 671; TFbF 64)
- “We Are Often Tossed and Driven” (TFbF 206)

More Songs

- “Go, My Children, With My Blessing” (ELW 543; TFbF 161)
- “God Is So Good” (TFbF 275)
- “God, We Gather as Your People” (ACS 1038)
- “Jesus Loves Me!”/“Cristo me ama” (ELW 595; LLC 614; TFbF 249)
- “Jesús bendice a los niños” (LLC 619)
- “Lord, Listen to your Children Praying” (TFbF 257)
- “This Little Light of Mine” (ELW 677; TFbF 65)
- “Wash, O God, Our Sons and Daughters” (TFbF 112)

SONG LICENSING INFORMATION

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Many ELCA congregations purchase collective licenses — such as One License or Christian Copyright Licensing, Inc. (CCLI) — on an annual basis. For that reason, we have noted which licenses apply to the songs we’re recommending:

1. Licensed under One License: www.onelicense.net.
2. Licensed under CCLI: www.CCLI.com.

Some songs are available under multiple licenses. Most songbooks list copyright holders at the bottom of each title page or in an appendix.

AFGHANISTAN

- Afghanistan is a landlocked country at the crossroads of Central Asia and South Asia. It is about the size of Texas.
- Afghanistan has been at war since 1979 — over 45 years. First it was at war with Russia, then its people were at war with each other. From 2001 to 2021, it was at war with the United States.
- There are many mountains in Afghanistan, which means that only 20% of the land can be used as fields to grow food.
- Afghanistan is rich in lapis lazuli, a vibrant blue stone used to decorate the tombs of the Egyptian pharaohs.

CAMBODIA

- Cambodia was a French colony for 90 years, from 1863 until 1953. Much of the food Cambodians eat is influenced by the French, including their bread!
- From 1975 until 1979, Cambodia was ruled by the Khmer Rouge, a violent group that killed more than 25% of Cambodia’s population.
- Cambodia is home to the world’s largest religious structure, Angkor Wat. It’s a Hindu temple with over a thousand buildings, built between 1110 and 1150.
- The Cambodian flag is the only flag in the world that features a building. The flag is red and blue, with a picture of Angkor Wat.

COLORADO

- The first people to call Colorado home were the Indigenous Ute, Cheyenne and Arapaho tribes.
- The name “Colorado” means “colored red” in Spanish and comes from the first Spanish explorers, who arrived and saw a muddy, red river.
- Colorado has the highest average elevation of any U.S. state. Its capital, Denver, is nicknamed the “Mile-high City” because it sits at 5,280 feet above sea level — exactly one mile.
- Colorado’s top food product is beef. In fact, the cheeseburger was invented in Colorado!

UKRAINE

- Ukraine is known as “the breadbasket of the world” because of its rich soil and the large amount of wheat it sends to other countries.
- Before Russia invaded Ukraine, 57% of the land in Ukraine was used for growing crops, which made it one of the most highly cultivated countries in the world. That same year, only 17% of the land in the United States was used for crops.
- More than 8% of the world’s wheat and one-third of the world’s sunflower oil comes from Ukraine.
- Ukraine’s flag has a blue stripe at the top and a yellow stripe at the bottom, representing grain fields under a blue sky.

UNITED NATIONS

- The United Nations started in 1945, after World War II, to prevent another world war.
- In 2024, the United Nations had representatives from 193 countries around the world.
- As the world’s only global organization, the United Nations is where we address issues that cross national boundaries and cannot be resolved by any one country acting alone.
- The United Nations has 17 “Sustainable Development Goals” that it hopes the whole world can achieve by 2030. These include ending poverty and hunger, providing clean water and sanitation for all, and ensuring that all have good health, well-being and inclusive, high-quality education.

Day 1: Do You Recognize Me?

Age range: 6 years and younger

DIRECTIONS

Tell the kids that in the story of the Road to Emmaus, two people cannot recognize Jesus, but then their eyes are opened. Like these people, we sometimes can't see what is right in front of us, and we need to use all our senses to recognize what God is doing. To help us understand, we will play a game in which we try to guess a series of items, using only our sense of touch.

The adult leader discreetly places an item in the dark bag, then brings it into the circle, allowing each child to touch the item inside. Ask the children to hold their guesses until everyone has had a chance to touch the item. When everyone has gotten a chance, discuss what the item could be, reach a consensus, then pull the item out of the bag. Were the children right? Do they recognize the item now?

This is a great game for exploring the sense of touch and also perception, prediction and analysis skills. This game also encourages trust. Children will have to "risk" putting their hand into a bag to touch and feel unknown items, which builds a sense of trust and security.

MATERIALS NEEDED

- A dark bag, preferably with a drawstring so there is no way to see inside. A pillowcase will work too.
- Odd or everyday items with a variety of textures. Examples include:
 - Banana.
 - Slime.
 - Ice.
 - Hairbrush.
 - Toy animals.
 - Steel wool.
 - Sponge.
 - Pinecone.
 - Wooden spoon.
 - Coin purse.

Oqaab (Afghan tag) Pronounced: o-kwa-ab

Age range: All ages

This is a popular children's game in Afghanistan. It's similar to tag but with a twist — everyone is a bird!

Designate one large, marked area to be the eagle's nest. Across the field or play area, mark two smaller spaces to be pigeon roosts. These are safe bases, whereas the eagle's nest is where pigeons are taken after they are tagged.

Choose one child to be the eagle or oqaab. The other kids are pigeons. The eagle's job is to capture all the pigeons by tagging them outside the safe bases of the pigeon roosts. After catching a pigeon, the eagle must walk the pigeon back to the eagle's nest, where that pigeon is "out" until the next round.

The game continues until all the pigeons have been captured. The first or last pigeon caught becomes the eagle for the next round.

Day 2: Wait and Go (also known as Red Light, Green Light)

Age range: Preschool to age 8

Leader: During our Bible story today, we learned that Abraham and Sarah had to wait a long time to have a baby. In our Cambodian story, Yun waited a long time to find a job and a safe home for her family. Have you ever had to wait for something? [Listen and affirm responses.] Sometimes waiting can be very hard when we really want something. Today we'll practice waiting by playing a game called Wait and Go. Have you ever played the game Red Light, Green Light? This is the same game!

Play for as long as you like, then talk about how it felt to wait for the leader of the game to say "wait" and how it felt when the leader said "go."

MATERIALS NEEDED

- A large, open space

Leang Cheu Sbai-cheung (Cambodian Shoe-kicking Game)

Age range: All ages

The quintessential Cambodian children's street game is a group of kids kicking their flip-flops at a pile of money. The game is called *leang cheu* ("play-kick", the kicking game), or *leang cheu sbai-cheung* ("play-kick-shoe," the shoe-kicking game). Normally the game is played with real money and the shoe closest to the money but not touching it takes all the money. However, we've revised the rules to be a bit more cooperative.

DIRECTIONS

Place a hula hoop, a large bucket or a string circle about 20 paces away from a marked starting point.

Inside the hula hoop, large bucket or string circle, place something that all the children would want but that won't cause too much envy (see materials). Make sure there are enough for each child to have one.

From a marked starting point, each child gets two chances (one per shoe) to kick their shoe from their foot into the hoop, bucket or circle.

Once every child has gotten a chance, the children whose shoes landed inside the hoop, bucket or circle take one prize. Play as many times as you have prizes, asking children who have won a prize to watch the game and cheer on the others.

MATERIALS NEEDED

- A hula hoop (or a large bucket, or enough string to make a circle)
- A large field or open, indoor space
- Small rewards (stickers, pennies, gummy bears)

Day 3: Build the Church

Age range: All ages

The first Christians worked together to build the church. The children pretend to be those first Christians, building a church together. How can they make sure everyone has what they need? If you have multiple groups in a rotation, leave time at the end for them to take down their church and put the materials away, or have each group build one room of the church.

MATERIALS NEEDED

- Old sheets, blankets and towels
- Pillows
- Chairs, tables, sticks, curtain rods, hula hoops — anything that can be used as supports

Wacky Relays

Age range: All ages

People in the early church had to work together, communicate and be patient with one another. Today's church is the same. This relay teaches all those skills.

Pair up the children and give them each an object to carry. Tell them they must work together to get this object from the starting line to the finish line. There's one catch: both must be touching the object the whole time, and they can touch it only with the body parts noted on the piece of paper they've drawn. To make the relay more competitive, have multiple pairs of children start and end in the same "heat" and designate a winner. To make it more cooperative, let each pair compete on their own with a different object and body-part combo, asking the other children to cheer them on.

MATERIALS NEEDED

- A way to mark a starting line and a finish line
- Pieces of paper with the following written on them, to draw out of a hat or cup:
 - Elbow to elbow
 - Shoulder to shoulder
 - Chin to chin
 - Knee to knee
 - Finger to finger
 - Palm to palm
 - Back to back
 - Forehead to forehead
 - Cheek to cheek
 - Hip to hip
- An object to carry
 - For younger children: A larger object like a ball or stuffed animal
 - For older children: A smaller object, such as a pencil, to make the game more challenging



Day 4: Impossible “Mother May I?”

Age range: 8 years and younger

DIRECTIONS

Play a few rounds of a normal game of Mother May I? One child plays the mother, and the other children stand 10 to 20 feet away from her. The goal of the game is to be the first person to reach the mother. The children take turns asking the mother a question, which must start with the phrase “Mother, may I ...?” Each child fills in the end of the question with a suggested movement. For example: “Mother, may I take three steps forward?” If a child forgets to begin with “Mother, may I ...?”, they must return to the starting line. The mother can answer the question with “Yes, you may” or “No, you may not.” The first child to reach the mother becomes the mother for the next round.

Once the children understand the game, appoint an adult to be the mother. The new twist is that the mother will add difficult stipulations when they say yes.

For example: “Mother, may I take six bunny hops forward?”

Mother: “Yes, you may, but only if you pay me \$100.”

With each turn, the requests of the mother will frustrate the children. When they are all frustrated, stop and reflect.

Leader: What does it feel like to not be able to make progress in this game? How is this similar to when you feel like your story is not being heard? [It’s unfair, and frustrating. It makes us mad.] How can we make the game fair again? [Affirm answers. Play one more round with their new, fair rules.]

Zmiyka

(Ukrainian ‘Little Snake’ Game)

Age range: 8 years and younger

DIRECTIONS

1. The children stand in a wide circle. One child is chosen to be the snake.
2. The snake approaches another child and says, “Do you want to be my tail?” If the child says yes, then that child crawls through the snake’s legs and places their hands on the snake’s waist to become its tail.
3. The snake is now two children long and moves to find another child for the tail.
4. The game continues until all children are gathered into one long snake.
5. To complicate the game for older children, once every child is part of the snake, the snake’s head tries to catch the end of the snake’s tail while the rest of the children hold on to keep the snake intact.

Day 5: Good Samaritan Tag

Age range: All ages

DIRECTIONS

Two people are assigned to be robbers, and one is assigned to be the Good Samaritan. Everyone else is “on the road from Jerusalem to Jericho” and runs where they want. Whenever the robbers tag someone, the person tagged must hold a bandage (their hand) on the spot where they

were tagged. The game continues. When someone is tagged for a third time and runs out of bandages, they are frozen until the Good Samaritan comes to help them. Let the game continue for as long as it remains fun. Switch around the robbers and Good Samaritan often.

Teamwork Wall Moving

Age range: All ages

Leader: In our story today, Willie, Brianna, Kitty and Calla worked together with their communities to remove big barriers, each described as “a wall made of problem-pebbles.” We are going to make our own wall of problem-pebbles out of these building blocks and then figure out the best way to move the wall.

DIRECTIONS

1. Give each child a few sticky notes and ask them to write or draw problems they see in their community.
2. Give each child a building block for every sticky note they wrote and ask them to place a note on each block.
3. Have the children work together to make the tallest, widest wall they can with their problem blocks.
4. Step back and ask the children how they feel when looking at this wall of problems. Overwhelmed? Frustrated?
5. Now ask, “What would be the best way to move this problem wall? One person moving all the blocks? Or the whole group, each taking a few blocks and putting them away?”
6. Test their theory. Time one child moving each block back to the block box. Reset the wall and time how long it takes when everyone works together to put the blocks away and remove the problem wall.
7. Ask the child who moved the blocks alone, “How did it feel to move that whole wall by yourself?” Then ask the group, “What did it feel like to work together to move this problem wall?” Reflect on how teamwork makes problems feel less daunting.

MATERIALS NEEDED

- Building blocks
- Sticky notes
- A pencil or pen
- A timer or stopwatch

Optional: To increase the difficulty of the game for older children, tell them that they can remove a problem block only when they think of a solution to the problem. If a sticky note reads “bullies,” the children can’t move that block from the wall until someone thinks of a solution to bullying, such as “classes that teach kindness.”

Day 1: Woven Mini-Rug

Craft Connection: Weaving rugs is an ancient tradition in Afghanistan that goes back thousands of years. Afghans make beautiful rugs with complicated, colorful, geometric designs. Every year, Afghanistan exports over 10 million square feet of rugs and carpets to countries such as Russia and China.

MATERIALS NEEDED

- A piece of cardboard for each child, measuring approximately 8 by 10 inches
- Kitchen twine, string or yarn
- Fabric strips, approximately 1/2 inch wide by 40 inches long
- Safety pin
- Sharp scissors
- Ruler
- Pencil

DIRECTIONS

1. Draw an even number of lines, 1/2 inch apart, across the length of the cardboard.
2. Using scissors, cut approximately 1/2 inch into each line, at both ends of the cardboard. This piece of cardboard will be your loom.
3. Leaving a 4-inch tail, tuck the twine into the first cut, then stretch it down to the opposite cut and tuck it through, front to back. Loop the twine behind the first cut and the second cut, then stretch the twine across the front of the cardboard again and tuck it through the second cut on the opposite end. The twine should be taut but not overly tight.
4. Once you've looped the twine through all the cuts, trim the end, leaving another 4-inch tail. Tie the two tails together on the back of the loom.

Video directions: youtu.be/bCrGqUbi40o?si=wpYoTLxBFns3CAn

5. Tie one end of your first fabric strip to the twine, near a corner. Attach a safety pin to the other end of the strip. Weave a skewer or a pencil through the twine, over one strand and under the next.
6. Feed the safety pin through the gap created by the skewer and pull the fabric through until it's snug.
7. Starting where you just finished, weave the skewer through again, reversing the pattern from the first row. Pull the fabric through the gap created by the skewer, and continue weaving back and forth until you approach the end of the strip.
8. To add a second strip, fold the end of the first strip over about 1/2 inch, then use sharp scissors to cut into the fold, creating a slit in the fabric (do not cut through to the end!). Do the same to one end of your second strip.
9. Guide the slit end of the new strip through the slit on the first strip.
10. Guide the opposite end of the new strip through the slit in the new strip to create a loop. Tighten the loop until the two ends form a knot.
11. Continue weaving with the new strip. Add new strips when needed, weave them across the entire loom and tighten them, leaving at least 1-1/2 inches of string open at each end.
12. From the back side of the loom, cut the first loop. On the front side, tie the cut end and the 4-inch tail in a knot, securing the first strip of the weave. Work across the loom, cutting the loops and knotting the loose ends. Trim away the excess twine.
13. Repeat this process at the opposite end of the loom until your rug is done!

Day 2: Khmer Pot

Craft Connection: The tradition of ceramics is one of the oldest in Cambodia, going back to 3,000 B.C. Kbach-style ceramics are decorated with a variety of shapes found in nature, such as lotus petals, leaves, flames and water, each of which has a particular meaning and can be used to tell a story. Kbach ornamentation is found all over Cambodia's most famous landmark, Angkor Wat. Kbach art is a great tie-in to both our global story of Yun Chamroeun and today's theme, "What's Your Story?"

Note: These bowls are decorative and **not safe** for food.

Leader: Think of a favorite story from your life that takes place outside. What surrounded you during that story? Plants? Flowers? Bushes? Animals? Rocks or river? What about a campfire? In this activity, we'll each create a bowl that tells our story.

DIRECTIONS

1. Adult leaders will take a large piece of wax paper and enough clay to make a small bowl. Knead the clay until it's soft and pliable.
2. With a rolling pin, adults will roll out the clay on the wax paper until it's about 1/4 inch thick.
3. Take a small glass or plastic bowl and turn it upside down onto the slab of clay.
4. Use the pointed end of the skewer to cut around the edge of the bowl.
5. Peel away the remaining clay to leave only the disc of clay that will form the bowl. With your wetted fingers, smooth out any rough edges or creases in the clay.
6. With your glass or plastic bowl still upside down, carefully lift your clay disc and place it on the outside of your bowl. With your thumbs, press the clay down gently around the bottom of the bowl, using it to mold the clay.
7. Once the clay is pressed onto the bowl, use the pointed end of the skewer to draw images from nature that tell your story. Press softly so the skewer tip doesn't go through the clay.
8. Let the clay dry overnight.
9. When the clay is dry, use sandpaper to sand off any rough edges. Your bowl is ready to take home!

MATERIALS NEEDED

- Air-dry clay (you can buy large quantities affordably online)
- One small bowl for each child (a glass or plastic bowl is ideal)
- Rolling pins (or empty wine bottles with the labels removed)
- Wax paper
- One wooden kabob skewer for each child
- Sandpaper
- Pencil

Day 3: My Own House

Craft Connection: In today's story, we heard about how important it was to Oscar to have a safe and affordable place to live so he could focus on school. Everyone deserves a safe place to live. If you could create your own house, what would it look like?

DIRECTIONS

1. Each child gets one box to make into their own house. Encourage them to think of all the things a house needs — windows, doors, a kitchen, a bathroom, etc.
2. Let the creativity flow! This activity can get very involved, so make sure the children know how much time they have.

MATERIALS NEEDED

- Cardboard boxes of any kind
- Paint and paintbrushes
- Samples from home goods stores (paint swatches, wallpaper samples, carpet samples, etc.)
- Home decor magazines
- Construction paper
- Scissors
- Glue

Day 4: Weave a Basket

Craft Connection: The Roma people are nomadic, which means they move from town to town frequently. They have jobs they can pick up and take with them. They are well known for the baskets they weave from the reeds they find on weeping willow trees. Try your own hand at basket weaving!

DIRECTIONS

1. Print the basket-weaving template on card stock located on page 15. If you don't have card stock, use the template like a stencil and trace it onto a thin piece of cardboard. Cut out a cardboard star for each child.
2. Hot-glue one end of the yarn to the center of the star. Bend up the arms of the star until they form a small bowl. Weave the yarn in and out of the bowl, going over one arm and under the next.
3. To change colors, cut the yarn inside the bowl, knot it to the yarn of the new color and continue weaving where you left off.
4. With the hot-glue gun, fasten the final length of yarn to the inside center of the star. Trim all the loose yarn inside.

MATERIALS NEEDED

- A computer printer and card stock OR thin cardboard and a pen to trace your own template
- Template for the baskets (see reproducible art on page 15)
- Yarn
- Scissors
- Hot-glue gun

Day 5: Boo-boo Buddies

Age range: 8 years and older

Craft Connection: In today's story, the Good Samaritan cleans and bandages the wounds of the hurt man. We're going to make Boo-boo Bunnies that we can give to people when they are hurt. Not only do they look cute and make people smile, but also you can put ice in their bellies and use them to numb a wound.

Optional: Use this activity as a service opportunity and donate the Boo-boo Bunnies to a local children's hospital.

DIRECTIONS

1. Fold the square washcloth once, into a triangle.
2. Roll up the folded washcloth as tightly as you can, from the folded edge to the top corner.
3. Fold this roll in half. The loose ends are the bunny ears.
4. Fold the loose ends back toward the middle and secure them with a rubber band. Place your rubber band about 2 inches in from the fold to create the bunny's head.
5. Cover the rubber band with a cut length of ribbon.
6. With the hot-glue gun, secure the ribbon and attach a cotton-ball tail and googly eyes.
7. An ice cube can be added to the middle section of your bunny when you need to put ice on a boo-boo.

MATERIALS NEEDED

- Hot-glue gun
- Square washcloths
- Rubber bands
- Googly eyes
- Cotton balls
- Ribbons

TEMPLATE FOR THE BASKETS

