

WHO IS my neighbor?



DAY ONE SAMPLE



ELCA World Hunger
Evangelical Lutheran Church in America
God's work. Our hands.

V A C A T I O N B I B L E S C H O O L

Overview



Daily schedule

Feel free to adapt this schedule to fit your needs. Below are some customizable grids you can fill out and copy for leaders.

TIME	ACTIVITY
9 – 9:20	Large group opening
9:20 – 9:35	Family time
9:35 – 10	Rotation 1
10 – 10:25	Rotation 2
10:25 – 10:50	Rotation 3
10:50 – 11:15	Rotation 4
11:15 – 11:40	Rotation 5
11:40 – 12	Large group closing

TIME	ACTIVITY
	Large group opening
	Family time
	Rotation 1
	Rotation 2
	Rotation 3
	Rotation 4
	Rotation 5
	Large group closing

TIME	ACTIVITY
	Large group opening
	Family time
	Rotation 1
	Rotation 2
	Rotation 3
	Rotation 4
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TIME	ACTIVITY
	Large group opening
	Family time
	Rotation 1
	Rotation 2
	Rotation 3
	Rotation 4
	Rotation 5
	Large group closing

DAY 1: God loves us

Overview of daily activities

LARGE GROUP OPENING

- **Welcome and prayer**
- **Theme song**
- **Opening skit***
- **Reiterate the daily theme and theme verse**
- **More songs**
- **Sending***

ROTATIONS

- **Storytime** – This is a time for an adult to share with the children a story of a ministry supported by ELCA World Hunger. Included in storytime are photos to share, facts about the featured country and a script for the storyteller.
- **Games** – Every vacation Bible school needs time for play! We've included some ideas for fun activities you can plan based on the size of your group and your available space.
- **Snack** – Recipes are included for each day, related to the country highlighted in storytime. Some are fairly simple, while others may require a bit more planning. All will give the children a "taste" of the country or region highlighted in the story.
- **Crafts** – Directions for each craft are included in the daily rotations. Like the other rotations, crafts are related to the country from storytime.
- **Simulation station** – The simulation station is a chance to take a closer look at hunger and poverty and how our faith calls us to respond to both.

LARGE GROUP CLOSING

- **Theme song and music**
- **Talking together – a review of the day**
- **Return to memory verse**
- **Prayer and sending**

* Songs located in index

Including everyone

The games and activities for each day can be adapted for children with diverse ability levels. To help your vacation Bible school include children of all abilities, follow these general guidelines to adapt activities:

- 1) Talk with the child or the child's parents about strategies for helping the child feel comfortable.
- 2) Make adjustments only when necessary, and when you do, be sure to aim at increasing the child's participation, success and enjoyment. Help them feel like they have a say in making adjustments – or not making them.
- 3) Be fair in adapting activities. Certainly, try to make every child feel included, but be careful not to stigmatize or single out a child with a different ability level than others.
- 4) Plan ahead. Talk with parents about any special equipment that might be needed before the activity begins so that the child can participate from the beginning.
- 5) If a child has dietary restrictions, do your best to make adjustments that help the child feel included rather than singled out.

(Adapted from CIRA Ontario.)



DAY 1
God loves us

THEME VERSE

"We love because God first loved us."

1 John 4:19

Welcome and prayer

Welcome the children (and adults!) to the first day of “Who Is My Neighbor?” You can use this time to introduce any information about the building or grounds, safety or other helpful tips that visitors might need.

During this time, introduce the theme of the program and give a brief overview of the day. For this first day, be sure to note the following things:

- 1) The theme of the week is “Who Is My Neighbor?” Together, we will learn about some of the people around the world who are our neighbors in the kingdom of God. We will also learn about ELCA World Hunger, an important ministry of our church. ELCA World Hunger works with people in the United States and in over 60 other countries to ensure that everyone has enough food to eat, a safe place to live, and the things they need for a healthy life.
- 2) The week is based on Jesus’ conversation with a lawyer in Luke 10:25-37. Each day we will hear a new part of the story, meet a new character and see how they answered the question “Who is my neighbor?”
- 3) Each day, we will also learn about a new country where ELCA World Hunger works. We will learn about our neighbors in that country and some of the projects ELCA World Hunger supports to help our neighbors.
- 4) The schedule: Each day, we will gather as a large group before going to our small groups. Most of the day, you will be with your small group and we will come back together at the end.



OPENING PRAYER

Good and gracious God, thank you for bringing us together to learn more about you and about our neighbors around the world. Help us this week make new friends and become neighbors to each other as we learn about our neighbors around the world. Amen.

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OPENING SKIT

A note about costumes and characters

To keep the characters relatable, consider dressing them in modern-day outfits. The modern setting also allows the characters to be played by any gender. In the first century, lawyers and priests would have been men, but today they can be men or women. So, too, with the characters in the skits.

The conflict in the story is between the insiders who do not help and the outsider Samaritan who does. In Day 4, that conflict will be demonstrated between cat people and dog people. To start to highlight that, you may want dress all of the characters in shirts with pictures of dogs on them. The cat people/dog people conflict is meant to be generic. If there is a different insider/outsider dynamic that works in your setting, feel free to insert it. For example, if you live in Michigan, you might picture Sage, the priest, and the Levite wearing University of Michigan apparel, while on Day 4, the Samaritan would be cloaked in gear from Ohio State University.

Character: Sage

Emcee (E): Hello everyone! Welcome to the first day of “Who Is My Neighbor?” vacation Bible school. This week, we’re going to learn all about what it means to be a neighbor. Throughout this week, we will have a special guest with us. This man asked Jesus the same question we are asking, “Who is my neighbor?” But before we hear from our special guest, how about you? What do you think it means to be a neighbor?

(Invite responses. Affirm all ideas)

Those are some great ideas! You all already know a lot about what it means to be a neighbor. Maybe you can help explain to my friend, Sage [*gestures off stage*]. Come on out here, Sage!

Sage (S): Hello there! Good to see you all. You look like a pretty smart crowd! Glad to see it. I like smart crowds!

E: They are a smart crowd. We were talking before you got here about what a neighbor is, and they came up with some great responses. Things like [*mention a few of the ideas*].

S: Those are some good ideas! Of course, I knew all of those already.

E: You knew that already? But then, why are you here? Why did you ask Jesus who your neighbor is, if you already knew?

S: Ah, good question. Another good question, I love good questions. I was testing him, you see. To see if HE knew the answer.

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E: You were testing Jesus by asking him to tell you who your neighbor is?

S: Yep! *[looks proud]*

E: *[looks confused]* But what good does that do you?

S: That wasn't the first question I asked. The first question I asked was, "What must I do to inherit eternal life?" Now I, of course, being very smart, knew the answer. But it is a good question, don't you think?

E: It is. And what did Jesus say?

S: He asked me to tell him what is written in the law.

E: And?

S: We've already been over this; I'm super smart. So I totally knew the answer. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and love your neighbor as yourself." I know this was the right answer because Jesus told me, "You have given the right answer; do this and you will live."

E: Let me get this straight. You asked Jesus a question, Jesus answered with another question, and you answered? Sounds like Jesus was the smart one. He got you to answer your own question.

S: Wait, hey... *[looks indignant]*

E: It is a good answer though, and a good starting point for our question of the week: Who is my neighbor? Because it reminds us that all love comes from God. Before we can love our neighbor, or even ourselves, we

were loved by God. "We love because God first loved us."

S: Isn't that your theme verse for the day?

E: It is! On this first day of vacation Bible school, we are going to focus on all the ways that God loves us and how we can show our love to God. God's love is really the best place to start learning about how to love our neighbors. Martin Luther talked a lot about how once you know how much you are loved by God, you cannot help but share that love with others. The love of God just overflows out of you.

S: OK. But can we get back to how great it was that I got you to introduce the theme verse like that? It was like, the perfect lead-in. Wow, I'm just so smart.

E: *[annoyed]* Yes, yes you did. You are very smart. And humble ...

S: *[grins]*

E: Anyway, that's about all the time we have for opening this morning. I'd better let you go so we can get going.

S: OK. Maybe I can come back tomorrow and help you out again. I can tell you the second question I asked Jesus. That one was a real stumper!

E: *[with feigned enthusiasm]* Sure, more help, that would be great.

S: *[Very excited]* Great! See you tomorrow! *[Sage leaves].*

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SMALL GROUP TIME

Lesson focus:

God loves us. All love comes from God. Because God loves us, we can love others.

Opener: My neighbor is ...

To help everyone get to know each other, open with a simple name game. Have the group sit in a circle, and then divide the group into pairs based on whom they are sitting next to. Have the pairs introduce themselves to each other, using one or more of the questions below. After a few minutes, have them end their conversations. Then each person introduces their partner to the group giving the person's name and one fact they learned about them, using the format, "My neighbor is [name]. His/her favorite color is ..." To practice the names, have the whole group respond, "Hi, neighbor [name]."

Question ideas for older children
(choose one or more):

- What is your favorite movie?
- What do you like most about summer?
- If you could be any animal, what would you be and why?

Question ideas for younger children
(choose one):

- What is your favorite color?
- What is your favorite animal?
- What is your favorite toy?

Engaging Scripture:

Luke 10:25-28 and 1 John 4:19

Opening question

- Today's theme is about love. What are some ways to show someone you love them?

Read together Luke 10:25-28.

- What two things does the law say we should love? *[God and our neighbor]*
- Of the two, which one comes first? *[God]*
- Why do you think God comes first? *[Because love comes from God, because God loves us, because God created us, etc. Affirm any answers].*

Our theme verse for today is from 1 John 4:19, "We love because God first loved us." There are lots of ways that God shows us how much God loves us. God shows us love by this beautiful world that God made. God also shows us love by giving us places like "Who Is My Neighbor?" vacation Bible school so we can learn more about God's love and by giving us friends and family who care about us.

- What are some other ways you see God showing God's love?
- What are some ways you show your love of God? *[coming to church, praying, singing songs, etc.]*

One of the ways the Bible says we should show our love for God is by loving other people.

- What are some ways that other people show they love us?
- What are some ways that we show love to other people?

Closing prayer

Dear God, thank you for loving us. And thank you for all the ways you show your love for us. Help us today as we learn more about how you love us and how we can share your love with others. Amen.

ROTATIONS – DAY 1



Where in the world is my neighbor?

A map of the world is on page 11. It can be used for a short opening activity at the start of each storytime rotation. This will help children see the many places in the world where God is at work and will tie together the stories from each day. If you will be seeing different groups in the rotation, you may want to make a copy for each group so that each can have their own map to follow with you during their storytime.

Open your storytime by telling the children that the ELCA works with neighbors all over the world. Holding up the map, ask them to find the country or region on the map. (Most may not be able to do this accurately.) Show them the correct location and then color it in and highlight it with a sticker or mark it in some other way. For older kids, you can share some of the facts about each country or region. If you do this each day, by the end of the week, you will have five countries or regions marked on the map.

Storytime



LOCATION: Malawi

FACTS ABOUT MALAWI

- Just over 18 million people live in Malawi.
- While Malawi is a landlocked country, roughly a fifth of it is water. Lake Malawi is the ninth largest lake in the world and home to more species of fish than any other lake.
- The most popular sport in Malawi is soccer.
- The Evangelical Lutheran Church in Malawi has 102,000 members.

Have you ever cooked a meal? What did you make? Was it a lot of work?

Cooking can be fun, but it can also be a lot of work. It can also be a way to show people we love them, by making sure they have enough good food to eat.

These women (picture #1) are from a village in a country called Malawi, which is in Africa. Their names are Alpha, Kristina, Dorothy, Irene and Martha. Together, they work at a nursery school for kids who are about your age. The nursery school is run by the church in Malawi.

In Malawi, many children don't have enough food to eat, but the church helps make sure that whoever comes to the school can share in the

meals. Every day, Alpha, Kristina, Dorothy, Irene and Martha cook food for almost 70 children at the nursery school. That's a lot! How much food do you think you would need for 70 people? *(Allow time for humorous answers.)*

The food the women cook is all donated by the families of the children. The kids come from 10 villages around the school, to learn and to eat. It's a lot of work – and a lot of food – but the women know that each meal they cook helps make sure the children have the food they need to learn and to grow. Dorothy says this keeps them going, every day. She says, "Each and every child here is everyone's child through the bond of love." Because God loves the children, Alpha, Kristina, Dorothy, Irene, Martha, the church in Malawi, and our church here work together to make sure the children feel loved. And one way to do that is by making sure they get enough to eat. (picture #2)

One of the ways that God shows God's love for us is by providing us with all that we need. We can give thanks to God for all that God gives us by sharing our gifts with others. Because our church works with other churches around the world, we can share our gifts with our neighbors next door or all the way around the world in Malawi. Through people like Alpha, Kristina, Dorothy, Irene and Martha, the children at the nursery school in Malawi can know that they are loved, too.

What are some ways we can show our neighbors that God loves them and that we love them?

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PICTURE #1



PICTURE #2



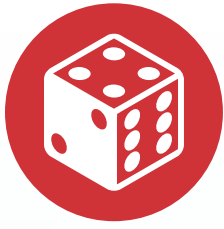
STORYTIME MAP



STORYTIME KEY MAP



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GAMES

Circle of Neighbors

Age range: All

Materials needed:

- List of topics for partners to discuss
- Bell/horn/voice to indicate when to switch

Directions: Have the group form an inner circle and an outer circle with an equal number of children in each facing each other. Space them far enough apart to allow them to hear each other but not everyone else. Choose one of the questions below for them to discuss together. Allow for a brief conversation with both partners having a chance to share freely. After a minute or two, pause the game and ask a few children to share what they learned about their partner. After a few children have had a chance to share, have the inner circle move clockwise so they are lined up with the next person in the outer circle. (For younger children, you can keep the same question. For older children, choose a different question.) After each round, invite a few children to share what they learned. For older children, you can make this a bit more challenging by asking them at the end of the game to remember what they learned about all of their partners.

Question suggestions for younger children:

- Who lives in your house with you?
- What do you want to be when you grow up?
- Who is your best friend?
- What is your favorite TV show?
- What is your favorite food?
- Do you like winter or summer better? Why?

Question suggestions for older children:

- What is your favorite sport? Do you like to watch it or play it?
- What is the best thing you like about church?
- What is your dream vacation?
- What is one thing you don't know how to do that you wish you did?
- When you think of God, how do you picture God?
- If you could get a present right now, anything in the whole world, what would it be?

Debrief: Invite the children to share something they learned from their partners. You can also invite them to point to someone they found something in common with.

Ask:

- What did you learn about someone that surprised you?
- How do we get to know our neighbors? (*By listening to them.*)
- Listening to our neighbors and getting to know them are ways we can show them we love them and care about them. How can we be good neighbors by listening?

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Blanket Game

In this game, children will try to remember each other's names. You can play Circle of Neighbors beforehand to help set this up, or another similar getting-to-know-you game.

Age range: All

Materials needed:

Large opaque blanket (may get dirty)

Directions: Split the group into two teams, with each team sitting on one side of the blanket so that the blanket divides them. The leader and a volunteer hold the blanket, preventing groups from seeing each other. Each group sends up one person to be their representative. This person sits directly in front of the blanket so that when the blanket is dropped, they are squarely in front of a person from the opposing team. On the count of three, the leaders let go of the blanket so that the two representatives from each team can see each other. The first team representative to say the name of the opposing team's representative wins that player over to their team. Once the losing player joins the other team, play continues until all or most people are on one side of the blanket. For an extra challenge (or if you play it again another day), play using last names!

Debrief: You can use the questions below to discuss the game with the children.

- Do names come easily for you?
- Do you notice if people know your name?
- Do you like to be remembered?
- Is it easier to call someone a friend or neighbor if we know their name?

For older children, ask:

- When you don't know someone's name, how do you ask?
- Are you ever embarrassed to ask someone's name?

Parachute Games

Parachutes are colorful and inviting and bring people together. You can make connections with these games related to neighbors or simply to have fun. Below are some ideas, with brief notes about lessons to draw from each.

Age range: K-6th grade, however, a smaller chute would be wiser for kindergartners.

Materials needed:

A 14-foot or 20-foot play parachute (can be purchased online.)

Ideas for games:

- **Pinwheel:** Have children hold the parachute by the edge. Walk in one direction together, Lesson: God's love connects us all, with Christ as the center. Walking together is much easier if we are all working together.
- **Popcorn:** Have children hold the parachute by the edge. Place lightweight balls in the parachute and lift the parachute up and down to make them bounce. Toss the balls into the air with the parachute. Lesson: God's love is like the ball, "bouncing" everywhere (God's love "bounces" everywhere, sometimes in unexpected ways.)
- **Mushroom:** Have children hold the parachute by the edge. Lift the parachute high and then have everyone move under it quickly, bringing the edges toward the ground so that the parachute "mushrooms" up above them. Lesson: We are covered by God's love.
- **Trading places:** Kids holding onto each color area, when named, run under to trade places with those on the other side of the parachute who are in the same color. Lesson: When we trade places with other people, we see things from a different point of view. Who are your new neighbors standing beside you?

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SNACK

SOMETHING TO MAKE

Mgaiwa phala (corn porridge)

Corn is a staple in Malawian cooking. This corn porridge is usually served sweetened and eaten for breakfast.

Yield:

8 half-cup servings

Ingredients:

- 3 cups water
- 1 cup polenta
- Dash of salt

Optional toppings:

- Sugar, honey or other sweetener
- Milk
- Peanut butter (Be aware of anyone with peanut allergies.)
- Fresh or dried fruit (While not all native, bananas, pineapples, mangos, coconuts, papayas and various citrus fruits do well in Malawi's tropical climate.)

Directions:

- 1) Bring water to boil.
- 2) Pour in polenta, while stirring constantly.
- 3) Reduce heat and cook slowly for about five minutes, stirring occasionally.
- 4) Remove from heat, cover, and let stand for a couple of minutes before serving.
- 5) Top with sweetener and optional toppings, if desired.



SOMETHING TO BUY

Mandasi (fried dough)

Fried dough made from flour, eggs, sugar and milk are often sold by women in the marketplace. A plain doughnut hole is not the same thing, but it is close.



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CRAFT

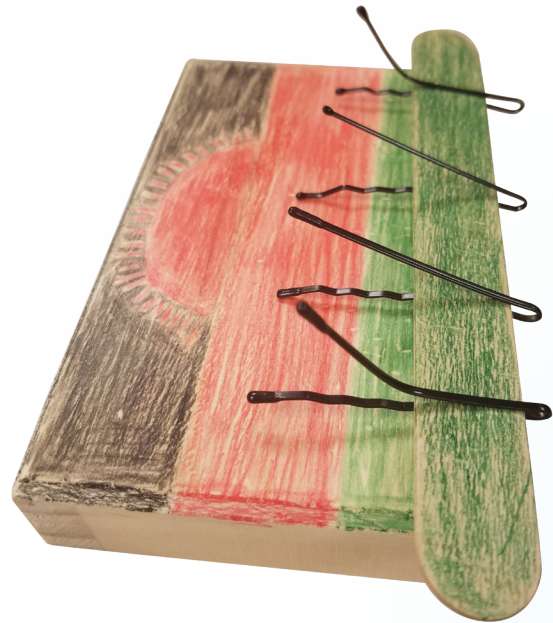
Mbira – thumb piano

Supplies:

- Small pieces of wood (roughly 4 inches by 4 inches)
- Markers or paint (optional)
- Bobby pins
- Craft sticks
- Craft glue or hot glue

Directions:

- 1) Decorate the wood with paint or markers. (Note: Painting will require drying time.)
- 2) Hook four to five bobby pins along the craft stick, equally spaced.
- 3) Glue the craft stick to the decorated wood. (Note: Craft glue will require drying time. Hot glue dries much quicker but will require adult supervision.)
- 4) Bend the top half of the bobby pin up at a 45-degree angle.
- 5) Children can play the mbira by plucking the bobby pins.



CRAFT CONNECTION

The mbira is an ancient instrument that comes from the continent of Africa and has been around for nearly 3,000 years! This instrument was often played at weddings and other special ceremonies and events. It is often called a “thumb piano” because you hold it with two hands and pluck the pins, or tongues, with your thumbs. Even though this instrument has an ancient history, the mbira thumb piano has become popular with many musicians today and can be heard in modern music. Today, we are going to make our own mbiras so that we can play some of that music, too!

For younger children, adults or older youth can make the thumb pianos ahead of time and then invite the younger ones to decorate them. This can be a great youth group project for the week before vacation Bible school!

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Simulation station

NEIGHBORS WITHOUT HOMES

Lesson: Everyone in our community is our neighbor. Some of our neighbors face challenges that may be unfamiliar to us, but God wants us to respond to them in love.

Station overview: In this station, children will construct a shelter out of materials you provide. In the process, they will learn some important facts about homelessness and the challenges our neighbors without secure, stable housing face. There are two options for this station, depending on the age of the children.

Option A: Younger children

Age range: Preschool to 2nd grade

Materials needed:

- Large pieces of cardboard
(a mixture of flattened boxes and scraps)
- Wide masking tape (optional)

Directions: Divide the children into several small groups of two or three members. If you have enough adults, assign an adult to be an assistant to each small group. Use the questions and script below to introduce the activity to the children. Affirm all responses to the questions.

Open the activity by asking the children to describe their homes. How many rooms are there? What does your home look like?

Ask: What would you do if your family could no longer live in your home? (*Affirm all responses.*)

Tell: In the United States, many of our neighbors don't have places to stay every

night. In fact, on any night, more than 500,000 people in our country don't have safe, permanent homes to live in. Many of them are children your age.

Ask: What might be a reason why someone doesn't have a home to live in?

Tell: There are lots of reasons our neighbors don't have homes. Some are unable to work and cannot afford houses or apartments. Some lost their homes to disasters like hurricanes or fires. For some of them, their homes weren't safe, so they had to leave them. In some places, there aren't enough shelters for people who are homeless, so they sleep in their cars if they have them, or they have to find parks or other places to spend the night outside.

Ask: How would you feel if you had to spend the night sleeping on the sidewalk of your town? How would you feel if you had to spend every night sleeping there? Would you feel safe? Would you feel comfortable? Where would you go to take a shower? Where would you go to cook your food? Where would you keep your things (toys, clothes, etc.)?

Tell: Many people who experience homelessness are part of families that include children that are your age. Being homeless makes it hard for them to stay healthy, to go to school or to feel safe. Their families often have to use anything they can find to make a shelter, especially in rainy or cold weather.

Tell: You and your partner are members of a family that does not have a home, and you have to make a shelter for yourselves out of cardboard.

Give the children about 15 minutes to make their shelter. When they are finished, invite them to describe their shelter to the group.

Ask: How would it feel to spend the night in your shelter? Would you stay warm? Would you stay dry if it rained?

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To conclude: There are many reasons why people – even children – don’t have safe places to stay. But no matter where they are, each person is our neighbor, and God wants us to love and care for them. *(If you are doing the simulation station for Day 2 tomorrow, now is a great time to let the children know that tomorrow they will be putting together care packages for people who may be experiencing homelessness or in need.)* Sometimes, loving our neighbors can mean helping them find safe places to live. But loving our neighbors also means realizing the challenges that many of them face every day and remembering that God loves everyone.

Option B: Older children

Age range: 3rd grade and up

Materials needed:

- Large pieces of cardboard (a mixture of flattened boxes and scraps)
- Tarps
- 2 laundry baskets or 2 chairs or 1 camping tent (your choice; see below)
- Wide masking tape

Directions: Divide the children into three groups. Tell the children to imagine that they and their partners are a family, and they have recently lost their home. (For older children, you can make the story more specific – maybe they lost their home in a natural disaster, for instance.)

Open the activity by asking the children to describe their homes. How many rooms are there? What does it look like?

Ask: What would you do if your family could no longer live in your home? *(Affirm all responses.)*

Tell: In the United States, many of our neighbors don’t have a place to stay every night. In fact, on any night, more than 500,000 people in our country don’t have safe, stable

homes to live in. Many of them are children your age.

Ask: What might be a reason why someone doesn’t have a home to live in?

Tell: There are lots of reasons our neighbors don’t have homes. Some are unable to work and cannot afford houses or apartments. Some lost their homes to disasters like hurricanes or fires. For some of them, their homes weren’t safe so they had to leave them. In some places, there aren’t enough shelters for people who are homeless so they sleep in their cars if they have them, or they have to find parks or other places to spend the night outside.

Ask: How would you feel if you had to spend the night sleeping on the sidewalk of your town? How would you feel if you had to spend every night sleeping there? Would you feel safe? Would you feel comfortable? Where would you go to take a shower or bath? Where would you go to cook your food? Where would you keep your things (toys, clothes, etc.)?

Tell: Many people who experience homelessness are part of families that include children that are your age. Not having a home makes it hard for them to stay healthy, to go to school or to feel safe. Their families often have to use anything they can find to make shelter, especially in rainy or cold weather.

Tell: Homelessness occurs everywhere. With your groups, we’re going to imagine what it would be like to make a shelter out of the things you can find. Each group lives in a different area and has different materials to make their shelter.

Activity instructions:

Assign groups to a location:

(You can assign the location of each group or draw out of a hat.)

Group 1: Small, rural farming community.

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Group 2: The downtown of a very large city with mostly apartments and businesses.

Group 3: A medium suburb with lots of big houses and parks. Each group gets different materials to make their shelter.

Group 1: Cardboard and tarps

Group 2: Cardboard only

Group 3: Cardboard, tape and laundry baskets or chairs. This group could also be given a tent to set up.

Allow 15 minutes for the groups to construct their shelter.

At the end of the time, have each group describe their shelter to the other groups. Ask questions about the stability or security of their shelters (Would it hold up in the rain? Would it be warm in the cold?)

Tell: Finding a safe place to stay can be different for people in different communities. Some communities have more shelters or temporary housing. Other communities may have social workers to help people who experience homelessness. Some communities have laws about where people without homes can sleep, which can make it hard for them to find places to go. Finding shelter for one night is often not the end of the journey.

(Optional): You can read these “outcomes” to the groups as possible scenarios for each of them to highlight some of the challenges people in different communities may face.

Group 1: You live in a small, rural area. There aren't a lot of shelters nearby, which can make it hard for people in small towns or rural areas to find safe places to stay. After a few nights sleeping in your shelter, your group was able to find friends to stay with as the weather got colder. You will need to find a more permanent home sometime soon.

Group 2: Most of the people who experience homelessness in the United States live in large cities, like your group. Because of this, there are more services nearby, even though they still don't meet everyone's needs in the community. You were able to find a shelter for your group, with beds, showers and meals. A volunteer at the shelter is helping you find more permanent housing.

Group 3: One of the challenges many people who are without homes face is laws that make it illegal to sleep in your car or outside in places like parks. After spending so much time building your shelter, you were arrested one night, and your shelter was thrown away. Now you must not only find a place to live, but you have to pay a fine.

Ask: How can communities better care for our neighbors who experience homelessness? *(If you are doing the simulation station for Day 2 tomorrow, now is a great time to let the children know that tomorrow they will be putting together care packages for people who are homeless or in need.)*

Sometimes we think that our neighbors are just the people who live next to us. How is every person in our community – even someone who doesn't have a place to live – our neighbor? How can we show love for them?

Large group closing

TALKING TOGETHER – A REVIEW OF THE DAY

Welcome the children (and adults!) to the closing time for “Who Is My Neighbor?” Invite them to share with the group what happened during the day. Questions to ask:

- What was your favorite part of today?
- What was one new thing you learned today?
- Did you meet a new neighbor (or friend!) today?
- What will you share with others when you get home?

REHEARSE THE VERSE

Invite the group to see if anyone can remember all or part of the theme verse for the day.

“We love because God first loved us.”

– 1 John 4:19

Questions to ask:

- What did you learn about God’s love today?
- Where did you see God’s love in action today?
Where did you show God’s love today? *(This is a great place to refer to the story they heard in the storytime rotation today!)*



PRAYER AND SENDING

Loving God, thank you for all of the ways you show us you love us. Thank you for this world, for our friends and family, for churches and schools, and for all the new friends we have met today and we will meet this week. As we go home, help us share all the new things we learned about ELCA World Hunger. And bring us back safely tomorrow for more fun and learning about you. Amen.

Close with any final announcements or reminders.

We hope you’ve enjoyed this sample. Look for the full resource online beginning in November 2018 at ELCA.org/hunger/resources.

DAY ONE SAMPLE



ELCA World Hunger
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God's work. Our hands.