



Show
your kids
another
world!

**Upper Primary Lessons
Teachers Notes**

**www.kids4kids.org
1800 244 986**

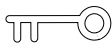


Keys to Teachers Notes

Thank you for choosing to use the **Kids 4 Kids** Classroom Lessons. We hope you and your kids will enjoy the activities, learn a lot and find a range of ways to respond to the challenges of our unequal world.

The **Kids 4 Kids** program is designed to help you to:

- introduce your kids to children who live in poor communities in the Third World
- teach your kids about God's love for all children
- help your kids find ways to respond and bring change for children around the world.



Key Activities

Key activities are critical to achieving the learning outcomes.



Optional activities

Optional activities give you a chance to extend children's learning in interesting and creative ways, provided you have the time.



Questions

Questions for discussion provide a framework for you to help children process what they have learnt.



Video

The Video "The Rag-pickers of Delhi" is a major input source for the lessons. If you are unable to use a video, two information posters are provided, along with an explanatory script. Video runs for 10 minutes.

We hope you and your children enjoy exploring this important topic. Please contact **TEAR Australia** on **1800 244 986** if you have any questions.

Lesson One: Meeting the Neighbours

Knowledge

Children in poor communities face many difficulties (which are not their fault). Poor communities suffer prejudice and stigma from other people in their environment. Jesus teaches us that the command to love our neighbour includes all people. We can all PRAY for people who need help, and for those who are helping.

Feelings

Compassion towards people who struggle to survive.

Skills

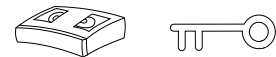
The ability to think through consequences of the problems faced by poor communities.

Introducing the topic (5 minutes)

Linking to prior knowledge: Ask what the children already know or think when they hear the word 'poverty' or 'poor'. Some children may have had some first hand experience that they wish to share.

Show the poster, and ask the children what they notice from the photos.

Video (12 minutes)



You will need:

- ✓ Video player and **Kids4Kids Video**: The Rag-pickers of Delhi OR Poster and Poster Story.

Explain that your group is going to learn about some children who live in a poor community in India. Not every one in India is poor and many people in India live similar lives to ours. However, there are also many poor communities in India, and in other countries in our world. We are going to be learning about their lives and ways that we can be involved.

Watch the video (OR use the poster and poster stories).

Question Game



(Long Version – 20 minutes)

You will need:

- ✓ Papers, each with one of the following questions written at the bottom of the page. One piece of paper is needed for each group.
 - ✓ Pen or pencil for each group.
1. Organise class into groups of three or four. (*Small Groups*: Children could work in pairs or individually).
 2. Give each group a sheet with one of these questions written at the bottom of the page. Select from these questions, considering how much time you have, and the interest level of your students. Note: These questions will require children to think beyond what they saw in the video or the poster, draw implications and apply situations to their own lives.

1st group's answer here	
2nd group's answer here	Fold here
3rd group's answer here	Fold here
4th group's answer here	Fold here
5th group's answer here	Fold here
Question written here	

- What are some differences between your life and the life of the children in the slum?
 - In what ways are you similar to the children in the slum?
 - All these children live in small one-roomed homes. List some difficulties your family would experience if you had to live in a one roomed home.
 - Many of the children in the slum now have an opportunity to go to school. What difference will this make to their future?
 - What problems would your family face if the banks would not let you (and your parents) have a bank account.
 - None of the slum houses have plumbing. These families must walk at least 2–5minutes (and sometimes further) to use the local tap and the government toilets. What are some of the problems associated with this?
3. Each group then has a short time to discuss and come up with a group answer that they write at the top of the sheet. The sheet is then folded to hide the answer. Students need to choose a 'scribe' whose writing is clearly legible!
 4. On an agreed signal, the sheets are rotated and the process is repeated.
 5. Once all groups have answered all questions the sheets are passed back to the original group. (SHORTER TIME: Groups only answer 3 or 4 sheets).
 6. The group unfolds the sheet and reads the range of responses.
 7. In a sharing session the group could report the "best" answer, or a summary of the responses.

Question Game



(Short Version – 10 minutes)

You will need:

- ✓ Four sheets of chart paper, with one of the following questions on it (SMALL GROUPS: sheets of ordinary A4 paper will do)
 - What are the main differences between your life, and the life of the children in the video?
 - What are the difficulties of living with your whole family in a one-roomed house?
 - What do children living in the slum miss out on?
 - What are some of the dangers of earning a living as a rag-picker?
 - ✓ Fat felt pens, two or three for each chart.
1. Put up the four sheets in four corners of the room. Children have to add an answer (not repeating an answer that's already there) to at least two of the charts, within a 5 minute time limit.
 2. As a group, look at all four charts, discuss responses, add others as the group thinks of them.

How much rubbish do you need? (30 minutes)



You will need:

- ✓ Collection of plenty of the rubbish items listed in U1 Resource 1
- ✓ Scales to weigh materials
- ✓ Disposable rubber gloves
- ✓ Price lists for rubbish. (U1: Resources 1 & 2) Enlarge these for a bigger group.
- ✓ How Much Rubbish Do You Need? (U1: Resource 3) One per child, or one per group.

Note: Follow sensible safety precautions in using “rubbish”. Use only clean materials, make sure children handling the rubbish are wearing gloves (which are thrown away after the exercise), and ensure that the children don’t touch their faces while doing the activity.

1. Using a scale, measure various items below to see how much a kilo is. You could divide children into groups, and assign a certain rubbish type to each group. Make a pile of each rubbish item that is one kilogram. Children label how much each pile is worth in rupees, using the price list. Compare the sizes of each pile and discuss which might take longer to collect.
2. Work out how much you would need to collect to buy simple items from the “PRICES YOU PAY” list. Students use the worksheet for this.
3. Discuss the results as a whole group. Points to draw out include...
 - How long it would take to gather all that rubbish.
 - How people have to set priorities. They can’t afford to get everything they want, or even everything they need.
 - How many of the things we don’t pay for at all have to be bought... toilet visits, school books...
 - Often children are responsible for earning enough for their own school supplies and toys. Parents can’t afford to buy them.



Local area – shanty town (20 minutes)

You will need:

- ✓ A map of your local area. This could be copied from a street directory or obtained from the local council. Or BETTER STILL you could draw your own prior to the lesson or with the children as part of the lesson.
1. Using a map of the local area, identify with the children unused spaces where homeless people could set up shanty towns in your location. Have a large map on paper and draw on the shanty houses. Identify parks, under bridges, unused buildings and building sites.
 2. *Discuss:* What would be the problems that these people would face if they tried to do this? What amenities would they be lacking if they did this? *Examples are:* Sewage/toilets, places to wash self and clothing, rubbish collection, an address (if you don’t have an address you can’t join a library and other public services, and it’s hard to enrol in school), a phone number, security–safe places to be and keep possessions
 3. How would the people who already live in that area feel about people living in these places? How do you think the shanty town people would be treated by other people living in the area? Discuss prejudice and stigma and the effect this would have on the children wanting to attend school.

Bible Focus (10 minutes)



The Parable of the Good Samaritan Luke 10:25–37

You will need:

- ✓ Bible. Luke 10: 25– 37 in a simple, clear translation or paraphrase.
1. Introduction: Sometimes people limit the kinds of people they are prepared to love or be friends with. Some times people also limit the kinds of people they will be kind to and care for if they are in need. That is what this story is about.
 2. Read Luke 10:25–29



Discussion questions

What two questions did the man ask Jesus?

What do I need to do to inherit Eternal life?

Who is my neighbour?

Why do you think he asked “Who is my neighbour”?

Luke says it is because he wanted to “justify” himself. He knew there were certain kinds of people that he didn’t want to love, to be kind to and care for. Samaritans belonged to a group like this.

3. Explain the next part of the story mentions a Samaritan. These people belonged to a different ethnic and religious group of people that the Jewish people didn’t get along with because of long historical rivalries.

Continue reading the passage: read Luke 10: 30–37

4. *After the story:* This story is often called “The Good Samaritan”. Why do you think it is called that?

Samaritans were not liked by those listening to the story. They would have been shocked to hear about a Samaritan doing something good. To them, Samaritans were awful people, to be avoided.

Why weren’t the Priest or the Levite called “good”?

They didn’t actually DO anything.

How does the Samaritan in the story “love” his neighbour?

He cares for the man’s physical needs. List what he did.

Who do you think Jesus is telling us that we need to love?

Everybody. The story particularly focuses on people in need, people whom everyone else ignores.



The Parable of the Good Rag-Picker (15 minutes)

You will need

- ✓ Children, to play (without speaking) the following roles:

Bible Story Characters	Modern Day Indian Characters	Props (not essential)
Man going on a journey	Man or Woman going on a trip	
Priest	Politician	Briefcase
Levite	Tourist	Shoulder bag
Samaritan	Ragpicker from under the bridge Need 2 people, father and son	A ragged cloth to wrap around the waist or head
Inn Keeper	Health Clinic	Bandages

You can add 2 extra characters: Taxi driver and Driver for the Politician.

Tell this modern day Indian Story version of the same story as the children act it out (miming).

Now we are going to change this scene of the Good Samaritan Story into modern-day India, where the children from the video (poster) live – Delhi.

A man was going on a journey from Delhi to another city to visit relatives. In the night, he caught a taxi to the railway station, but as he sat in the back of the taxi, he realised he was not being taken to the railway station at all. “Where are you taking me?” he asked. The taxi driver told him that this was a short cut.

After a few minutes, the man started complaining because he didn’t trust the taxi driver anymore. Suddenly, the taxi stopped and the driver started yelling at him to get out. Before he could do anything, the back door opened and the man felt an enormous bang on his head.

No one knows how much time passed. The next thing the man knew, he found himself lying on a 6 lane bridge in the middle of Delhi. Cars drove passed him, auto rickshaws beeped their horns, trucks thundered by, and the occasional cow almost trod on him. The noise pounded in his aching head.

He lay there unable to move. When he tried to shift his left leg, he let out an enormous cry of pain. “It must be broken”, he thought. All his possessions were gone, his pockets were stripped of money. His mobile phone had been taken, so he couldn’t call anyone for help. He fell in and out of sleep in the burning sun.

Many people pass over that bridge everyday. It happened that as that man lay there, beaten and bruised, a Politician came by. He was running a campaign at the time about keeping the city safe from crime. He had an important press conference about his new program that was to be on the news that night. He passed slowly in the traffic jam. From the back of his new car, he saw the man lying in the gutter. He wound the window up and asked the driver to turn on the air conditioning.

A little later a wealthy tourist passed that way. She noticed the man lying there, bleeding. Frightened that the people who did this might be still around, she walked around him, holding on tightly to her bag. She thought, “Thank goodness the hotel is just on the other side of the bridge. I’m nearly there. I’m so looking forward to a hot shower and a good meal.”

Now under that bridge lived a community of rag-pickers. A father and son were crossing the bridge, pushing an old cart full of the rubbish they had spent all day collecting. When they got home, they needed to sort it out to sell it to be recycled. They came across the man lying face down on the bridge. The father stopped and knelt down beside him and put his cheek close to his bleeding head to check that he was still breathing.

He urged his son to quickly get some water. The boy grabbed one of the bottles that he had collected that day, and ran down to the water pump to fill it up. He brought it straight back to his father, who used it with his own shirt to clean the dirt and blood from the man’s face.

The son and father tipped some of their load off their cart to make room for the man. They carefully lifted him on top, and the boy walked beside him to make sure he didn’t fall as the father pushed the heavy weight.

When he awoke the man found himself being carried into a health clinic by these two rag-pickers.

Discussion Questions



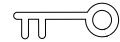
- What do you think the politician could have done to help the man? What would have been the cost to the politician? (Not just money, but time, social status...)
- What could the tourist have done? What would have been the cost to her?
- What was the cost to the rag-pickers, who did help?

Possible answers: They lost time, had to leave behind some of the rubbish they had collected, were late getting home after working since sunrise.

Explain: Rag-pickers are not treated well in India. Many people ignore them because they are “dirty”, they might come from a different cultural and religious group or a lower caste than the more wealthy people. Rag-pickers and other poor people are often not helped at hospitals or banks, and they are continually hassled by police.

In our story the rag-picker father and son were like the Good Samaritan because they loved and cared for the man in need, even though he didn’t belong to their “group”.

Introducing SHARAN (5 minutes)

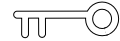


You will need

✓ Set of pictures of SHARAN’s work

1. There is a group of Christians called SHARAN who have been the “good Samaritan” and loved the rag-picking communities. And even though most of the people around discriminate against the rag-pickers, SHARAN staff have been obeying Jesus to love them in very practical ways:
2. SHOW photo collection of the ways that SHARAN are helping.(visiting them in their home, taking them to hospitals, helping them enroll their children in school, setting up a health clinic, helping groups start savings groups). Australian Christians have helped these Christian people in India by sending money to help pay for this community development program to happen. TEAR Australia has been supporting SHARAN for many years.

Response Time (3 minutes)



Although we might think there’s not much we can do, we can ALL pray. Conclude by praying for the children in the video. Pray for SHARAN workers in the slum. Use the photos to help pray—certain children could be given photographs from the collection and asked to pray using these. Spend time thanking God for the work SHARAN does as well as asking God’s help for them.

Lesson Two: It's Not Fair!

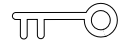
Knowledge

Children have rights which are written in international documents and agreed to by governments. The Bible tells us to speak up for the rights of the poor and needy. TEAR Australia partners are helping to make these rights a reality for children in poor communities. We can GIVE to groups that are working in poor communities. Even small gifts can make a big difference.

Skills

Identify rights of the child protected and denied in given case studies. Create symbols to represent children's rights. Make a display to promote the rights of the child.

Revise Previous Lesson (5 minutes)



Use the poster to revise the previous lesson. Recall the circumstances that the children faced in the video, and the ways that God's people are responding.

Simulation Game



Education Makes a Difference (40 minutes)

You will need:

- ✓ Simulation game instructions and materials. Included in pack
- ✓ Preparation time – photocopying, cutting up identification cards, preparing a few signs, reading instructions
- ✓ Copies of **"Arguably, the World's Most Useful Gift Catalogue"** or **"Gifts4Kids"**.

This simulation game takes about 40 minutes. This time includes the introduction, playing and debriefing. The roles in the game are based on the real children in the rag-picking community who feature in the video. The game is helpful in helping the children understand the importance of education in the lives of poor communities, and the consequences of missing out on an education. After the game, children can look through TEAR's **"Arguably, the World's Most Useful Gift Catalogue"** or **"Gifts 4 Kids"** and find the items that are helping children access their right to an education.

Children's Rights (15 minutes)



You will need:

- ✓ 'Rights or Wrong Grid' (U2: Resource 1). Copy on an overhead, enlarge, or provide copies for each child to see.

1. Introduce the topic of children's rights.
On 20th November 1959 the United Nations proclaimed a declaration of the rights of the child. What do you think some "Rights of the Child" might be? (Allow children to suggest some ideas without correction at this stage. The ideas may be recorded to refer to after the game.) We are going to play a game to help us identify the Rights of the Child.
2. Rights or Wrong? Display "Rights or Wrong?" grid. Children are divided in teams. Groups takes turns reading out one of the rights they think is genuine from the grid. If it is a genuine right, they get a point. Circle the correct ones read out. If they read out a non-right, put a cross on it. They don't get a point. The team with the most points wins.

These are the NON-RIGHTS from the above grid.

- The right to have a bank account.
- The right to learn a sport, musical instrument, dance or art making.
- The right to live in a home with a bathroom and running water.
- The right to have adequate toys and books.
- The right to have a birthday celebration every year
- The right to have access to telephone, television and radio.
- The right to have regular family holidays.
- The right to the most up to date technology and media.
- The right to a new change of clothes and shoes every year.

Discussion Questions



- Why do you think ...[one of the rights]... is a right?
- Which ones surprised you?
- Why were you surprised?
- Are there rights you are denied?
- Are there rights that the children in video are denied?
- In what ways are TEAR partners (SHARAN) helping the children in the rag-picking community have their rights?

Case Studies (15 minutes)



You will need:

- ✓ Case Studies: Copies for the children to read. (U2 Resources 2–5)
 - ✓ Retrieval chart (U2 Resource 6) on overhead transparency or copied onto a chart for children to see. Suggestion: Large classes could do this activity in small groups.
1. Fill in the retrieval chart to indicate which children's rights each child receives.
 2. Discuss. Is this fair?

What If? (10 minutes)



You will need:

- ✓ Rights of the Child (U2 Resource 7) – enlarged or copied for each group.
 - ✓ Paper and pens for each group
 - ✓ Copies of **“Arguably, the World’s Most Useful Gift Catalogue”** or **“Gifts4Kids”**.
1. Divide children into small groups. (SMALL CLASSES: Work in pairs or as individuals)
Assign each group 2 of the rights of the child.
 2. Each group is to copy the right on their paper and brainstorm the implications of children not having this right met.
“What will happen to the child if they don’t get this right?”
“What difference will it make to their life when they grow up?”
Children record their ideas on the paper.
 3. Share with the large group. Link discussion back to the children in the video.



Parents Education Survey

(This activity could be used for follow up after the simulation game or in preparation for it. It could be given to the children as a between-lesson exercise.)

Survey parents and grandparents or the adults in your church or school about the importance of education. Ask these questions:

- What are the differences that having an education has made in your life?
- Why do you think an education is important for children today?
- If you couldn't read, what are some of the things you wouldn't be able to do?

If some of the people in your community were born overseas, speaking a different language, ask them:

- What problems did you have, coming to Australia and not being able to speak English well?

Discuss the results with the children, asking:



- Which answers from the people you surveyed would the families in the video agree with?
- What difference will it make to Azizul when he grows up if he continues in school?
- What then are some of the reasons for groups like SHARAN wanting to help children get an education?

Bible Focus (15 minutes)



Defend the rights of the poor and needy

You will need:

- ✓ Enlarged Bible verse (see below) written on a piece of chart paper, or on a blackboard.
- ✓ Rights of the Child (U2 Resource 7) – overhead or enough copies for each child to see one.
- ✓ 24 pieces of A4 paper (or light card) for display with enlarged letters D E F E N D T H E R I G H T S O F T H E P O O R. One letter on each piece of paper or card.
- ✓ Coloured pencils/textas
- ✓ Blu-tac to hang up as a display (or string and paper clips)

For a shorter lesson, delete Steps 2 & 3.

Proverbs 31: 8–9

“Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly: defend the rights of the poor and needy.”

1. Display and read out the verses, and discuss:
 - Who might the verse mean “cannot speak for themselves”?
 - Who is destitute in the community in the video? Who is destitute in our community?
 - Point out that, when you have rights, you also have responsibilities. We have seen that here, in Australia, we have most of our rights met. Others don't. What does the Bible say about our responsibility to those who don't have their rights met?
 - What does it mean to “speak up”? Are there things that we can do that would be ‘speaking up’?
 - What does it mean to “defend the rights”? How might you do this?

2. Share the letter sheets out among the children.
Using the “Rights of the Child” sheet as a reference, students create pictures/symbols to represent one or more of the rights of the child. (For example: a *book* for the right to education, a *family* for the right to love and understanding etc). Decorate each letter with these symbols/pictures.
3. Display these in the classroom, library, foyer or church.

Response Time (10 minutes)



You will need:

- ✓ Set of pictures of SHARAN's work
 - ✓ Copies of “**Arguably, the World's Most Useful Gift Catalogue**” and/or “**Gifts 4 Kids**”
1. Use the pictures to identify how activities SHARAN is undertaking in the slum are helping children achieve their rights.
 2. Point out that in the last lesson, we learned that we can PRAY for people who are poor, and we can PRAY for groups like SHARAN working with them. Another thing we can do is GIVE. Use TEAR's “**Arguably, the World's Most Useful Gift Catalogue**” or “**Gifts 4 Kids**” to find items that help people receive some of their rights.
 3. PRAY. Have the children thank God for the rights they have, and pray for children who don't have their rights met.

You may want to take this issue of giving further, and encourage children to set some goals and raise money from their families, church or school, or commit themselves to a percentage of their own pocket money.

Lesson Three: Speak Out!

Knowledge

It is possible, and necessary, to SPEAK OUT as part of our civic and spiritual life. Children have been involved in effective international child rights campaigns, and can make a difference.

Feelings

Empowered, knowing that they can make a difference

Energised and motivated to speak up on behalf of children in poverty.

Skills

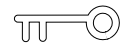
Express (visually and verbally) ways they believe children should be treated, and what actions should be taken to improve the situation for children in poor communities.

Revise Previous Lesson (5 minutes)



Refer to the display made in last lesson to remind children of the rights of the child. In the last lesson, we learned that God expects us to “speak out” and “defend”. We’ll be learning more about that today. Also, we are going to be thinking of what dreams children in poverty might have for their future. We will also do some dreaming ourselves, and think about what our hopes are for their future.

Real Life Reads



Three Children Who Have Used their Voices for Others

(15 minutes) For a short lesson, just use Samuel’s story

You will need:

- ✓ Samuel chapters 1–4, in a simple paraphrase version. The Good News Bible is good.
- ✓ “Children in Poverty” (U3 Resource 1) copied for each group (or enlarged or copied onto an overhead.)

1. Ask group if they can think of people who have made a difference in the world?

List, and comment on how many of these people are children. Ask if they can think of examples of children who have made a difference?

We are going to learn about three children who have spoken up and made a difference.

2. Meet Samuel

Tell, read or remind the group of 1 Samuel Chapters 1–4.

Main points:

- Samuel was a special child, given to his mother because she prayed so hard for him. She was so grateful, she gave him back to God. That’s why he was living in the temple (church). [1 Sam 2: 21. The boy Samuel grew up in the service of the Lord..]
- Things were not good in the temple. Eli the priest was very old, and his sons were not following God. They were greedy, selfish and sinful. [1 Sam 2:17 The sin of Eli’s sons was extremely serious in the Lord’s sight.]
- God called Samuel three times. Samuel didn’t know what was happening until the third time, when Eli told him to answer: “Speak, Lord. Your servant is listening.” [1 Sam 3:8]
- God told Samuel he was going to punish Eli’s sons, and punish Eli, because he hadn’t controlled them. This was a tough message. [1 Sam 3:12 I am going to punish his family forever because his sons have spoken evil things against me.]

- The next morning, Eli wanted to know what God had said to Samuel. Samuel didn't want to give him the bad news, but he had to. It was God's message, not his. [1 Sam 3:18 Samuel told him everything: he did not keep anything back.]
- God continued to give Samuel messages for his people. He became a great leader. [1 Sam 19, 21. As Samuel grew up, the Lord was with him... When Samuel spoke, all Israel listened.



Discussion questions

- What was God angry about?
- Why do you think God gave the message to Samuel, not Eli?
- Why was it hard for Samuel to pass the message on?
- How do you think Eli felt when he heard this?

3. Meet Iqbal

Iqbal was born 20 years ago (1983) in Pakistan. When he was 4 years old, he was sold to a carpet factory owner who chained him to a heavy loom and forced him to work 13 hours a day for 6 days a week. Many children are in a similar situation today in carpet factories, firework factories, brick kilns, factories that make glass beads, steel works, leather tanneries and many others. Your family has probably bought things that have been made using child labour.

When Iqbal was 10 years old, he escaped the factory and went to a "Freedom Day" celebration. There he learnt about children's rights, and was able to tell the crowd his story.

After that, Iqbal was sent to school and started to speak up to let others know about what was still happening to other children. He became an excellent speaker and travelled to other parts of the world. People became aware of the slavery that many children suffered. With the help of various organisations, 1000s of children were rescued. He received human rights awards for his work. When he returned home to Pakistan, Iqbal was shot to death at 12 years of age.

4. Meet Craig Kielburger

Craig is from Canada, and was the same age as Iqbal. When he heard about Iqbal's death, he was shocked. So he and a group of friends set up a group called "Free the Children". Craig's group helps to raise funds. Craig travelled to India and Pakistan and heard stories from children working in these situations. He gave speeches to governments asking them to stop this from happening. Many people became aware of child labour and started to take notice. Craig even met with his Prime Minister, and convinced him to start to do what his country could to address the problem. With Craig, other children spoke to the council in their city, and convinced them not to buy fireworks made using child labour.

You can read more about these two boys, and other children who have made a stand, in "Listen to Us: The World's Working Children" Jane Springer, 2000, Allen and Unwin. Information from the text above comes from this book. A good book for all school and public libraries.

5. There are messages that we need to hear from God today. Children from around the world suffer hunger, disease, lack of education, poor water, even though there are enough resources in the world.

Show the Children in Poverty OHT or chart. (If you have more time, children could do some research to find out more about the situation of children in other countries. A list of useful websites is included in this pack.)

What message do you think God has for us today?

How Could it be? (10 minutes)



You will need

- ✓ "How Could it Be?" worksheet (U3 Resource 2)
- ✓ Pencils, coloured pencils, textas

1. Remind the children of the verses they read last week...

Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy.
Proverbs 31:8–9

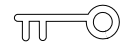
2. Small buzz group (3 or 4 children): (SMALL CLASSES: Do this together)

Think about the message in Proverbs about speaking out for the poor.

Use the "How could it be?" worksheet to record some of your concerns for children in poverty, and some of your wishes for these children.

Share some of the ideas with the large group.

Response Time (15 minutes)



Speaking Out Together. The Kids 4 Kids Campaign

See 'The Kids 4 Kids Campaign' sheet for information on how to submit children's work for publication. See 'Art Ideas' and 'Writing ideas' to help you decide how you would like your children to respond.

(If you can extend this time into an extra lesson, it will give the children time to do better quality work. Alternatively you could start this during the lesson time, and have children complete the work at home or in their own time. You will need to make sure you follow this up in the next lesson.) Make sure you follow this up and collect the work, along with the parent letters, from the children in the next lesson.

You will need:

- ✓ A4 paper for each child
- ✓ Art materials – whatever you choose to use (See Artwork suggestion sheet)
- ✓ Kids 4 Kids entry forms, one for each child.

1. Introduction. Remind the children that they've learned two ways they can help children in poor communities. They can PRAY, and they can GIVE. Today they'll have a chance to SPEAK OUT.
2. Explain the Kids 4 Kids Project.
 - It's a way of showing our concern about injustice
 - It's a way of speaking out for kids like the ones in the video
 - Doing it together with lots of other kids around Australia makes the voice stronger
 - Having kids speaking out for kids is very powerful
3. Invite the children to express in artwork, in words, or a combination (however you want to frame it for your group) — "WHAT I WANT FOR THE CHILDREN OF THE WORLD" Use the Artwork Suggestions sheet, and/or the Writing Suggestions sheet. Explain the three ways in which their work may be published;
 - On the Kids 4 Kids Website
 - In a huge scrapbook to be presented to the Australian government
 - Selected items in a book to be published.
4. Once the work is finished, it would be great to present it to the whole school at an assembly, or to the church, or display it in a public place – a local library, a shopping centre.