

Introduction to this VBS

Living Waters for the World is the mission project of the Synod of Living Waters, Presbyterian Church (USA). Believing Jesus Christ to be living water for our bodies and our souls, we are called to serve people of the world who need safe drinking water. *Living Waters for the World* provides training and equipment to establish water purification systems throughout the world, in partnership with the communities in need of safe water. Part of the process is also to conduct educational programs with the people who will be using the water. These partnerships usually take place in places where no safe water is available, or where safe water is too expensive for the poor to buy. And the need grows larger each year! So, it's very important for people in the US, including our children, to learn about this mission and how to participate in it.

Water All Around the World is designed to enable children to understand the importance of access to clean water for health, and to make them aware of the way in which this access (or lack of access!) affects the lives of children in other countries. It also teaches the value of water in our own lives and encourages conservative use. This material can simply raise awareness in children of the world's great need for access to safe water, or it may educate a church preparing to send a Living Waters team on an international mission trip.

The curriculum emphasizes student and teacher creativity and is open to modification for various age groups. Participation by the congregation and governing body is encouraged through offerings to be used to purchase water purification equipment or to sponsor a mission team to engage in this mission.

Each day of this five-day VBS includes an opening time which focuses on a different country, a Bible story, a mission story, activities and crafts, recreation and snacks, music, reflection, and a closing time. A "bonus section" is included as well (Water Magic), which illustrates some of the surprising characteristics of water. The VBS is easily adapted for use by very large or very small congregations.

This VBS is not flashy or expensive, but it is thoughtful and respectful of our children's ability to be sensitive to the needs of others. It is designed to expose them to lifestyles far different from ours, and to give them an opportunity to reflect on a deeper level about the significance of the selected Bible stories and the ways in which they might be able to share the love of Jesus with children around the world, in spite of differences in nationality, language and culture.

Millions of people die every year from *preventable* water-related diseases. And most of them are children under the age of 5! *Tens* of millions more are living with chronic illnesses caused by unsafe water - children who will never reach their God-given potential due to the toll that chronic illness takes on their developing bodies and brains. What better way for *our* healthy children to begin to do mission than to participate in this Bible School and look toward the goal of clean water for *all* God's children everywhere!

For more information, visit www.livingwatersfortheworld.org
or contact: info@livingwatersfortheworld.org
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Daily Content and Emphasis

	Day 1	Day 2	Day 3	Day 4	Day 5
Focus Country	Honduras	Cuba	Mexico	Haiti	Ghana
Opening	Honduras information	Cuba information	Mexico information	Haiti information	Ghana information
Bible Story	Hagar and Ishmael Genesis 21	Water from a Rock Exodus 17	Noah and the Flood Genesis 8	Baptism of Jesus Matthew 3	Samaritan Woman at the Well – John 4
Mission Story	Rosa's story - Honduras	Luis's story - Cuba	Maria's story - Mexico	Evens' story - Haiti	Afua's story - Ghana
Crafts	Coffee Bean Maracas - Honduras	Coffee Filter Butterflies - Cuba	Piñata - Mexico	Metal Tape Cross - Haiti	Paper beads - Ghana
Rec/Snacks	Goldfish/popsicles Water balloons	Fish in the sea Water relay	Animal crackers Germ tag	Watermelon/orange Hoola hoop toss	Chocobananas Clean water catch
Music	Jesus Loves Me If You're Happy Yo Tengo un Amigo	Jesus Loves the Little Children Deep and Wide	Arky, Arky This is the Day	Praise Ye the Lord He's Got the Whole World in His Hands	Siyahamba Afua Put the Fu-fu On



Sample Schedule – Option 1 (5 age groupings, 5 activity stations)

	Group 1	Group 2	Group 3	Group 4	Group 5
9:00 - 9:15	Opening Assembly				
9:20 - 9:40	Bible Story	Mission Story	Crafts	Magic & Music	Rec/Snack
9:45 - 10:05	Rec/Snack	Bible Story	Mission Story	Crafts	Music
10:10 - 10:30	Music	Rec/Snack	Bible Story	Mission Story	Crafts
10:35 - 10:55	Crafts	Music	Rec/Snack	Bible Story	Mission Story
11:00 - 11:20	Mission Story	Crafts	Music	Rec/Snack	Bible Story
11:25 - 11:45	Reflection Time	Reflection Time	Reflection Time	Reflection Time	Reflection Time
11:50 - 12:00	Closing Assembly (on Day 5 only: 11:50 - 12:30 – Closing Program)				



Sample Schedule – Option 2 (3 age groupings, 4 activity stations, music all together)

	Group 1	Group 2	Group 3
9:00 - 9:15	Opening Assembly		
9:20 - 9:40	Bible Story	Crafts	Mission Story
9:45 - 10:05	Rec/Snack	Bible Story	Crafts
10:10 - 10:30	Mission Story	Rec/Snack	Bible Story
10:35 - 10:55	Crafts	Mission Story	Rec/Snack
11:00 - 11:20	Reflection Time	Reflection Time	Reflection Time
11:25 - 11:45	Music		
11:50 - 12:00	Closing Assembly (on Day 5 only: 11:50 - 12:30 – Closing Program)		



General Instructions: Opening and Closing Assembly

The **Opening Assembly** is designed to introduce children to the way in which children in various countries typically access and use water. This time can, of course, be tailored to fit your situation, but should include a daily welcome to the children and the presentation of information about the featured country of the day. If you wish to use projection equipment to enhance this time, you will find the powerpoint presentation for Opening Assembly helpful - it is contained on the flashdrive that accompanies this manual..

This time is designed as a dialogue between the VBS director (script in black) and a "travel guide" (script in blue) who talks about the day's country. Be dramatic! It makes the time come alive for the children!

A map of the world and flags of the featured nations also make the room interesting and colorful. Other props – use your imagination! Perhaps members of your congregation have traveled to these places, and have interesting articles with which to decorate the room.

The **Closing Assembly** is designed to teach the children about the problems with water around the world, and to demonstrate the ways in which [Living Waters for the World](#) is helping to improve access to safe water in the featured countries. The director may wish to wear a costume from the day's country while he/she tells of the problem of unsafe water there, and what is being done about it, encouraging the children to bring offerings to help. Photographs of Living Waters purification systems in that country may be shown to help students see the good results of this work. The goal of this time is for the children to understand the importance of getting clean water to all of God's children everywhere. Photos in the file may be printed and displayed around the room as well. If you wish to use projection equipment to enhance this time, you will find the powerpoint presentation for Closing Assembly helpful - it is contained on the flashdrive that accompanies this manual. The final day's closing is a presentation of some of the activities of the week, especially singing, to which parents and friends may be invited. The design of this final closing is entirely yours!

Countries that will be "visited" each day:

	Opening	Closing
Day 1	Children in Honduras	Water is necessary to life - Honduras
Day 2	Children in Cuba	Water is sometimes very scarce - Cuba
Day 3	Children in Mexico	Water can be dangerous! - Mexico
Day 4	Children in Haiti	Water is a sign of grace - Haiti
Day 5	Children in Ghana	(closing program)



Opening Assembly: Day 1 Honduras



props: Powerpoint for Opening Day 1 OR very large map of the world and Honduras flag (or poster of flag); 5-gallon water bottle

Good morning, and welcome to Vacation Bible School! We're going to have fun together this week as we let our imaginations travel to countries far, far away from here, and learn about how boys and girls in those places live and play, and about what they must do to have safe, clean water to drink (hold up water bottle).

We are happy to have a Travel Guide ([Travel Guide waves to the group](#)) who knows all about the countries we'll visit, and he'll (she'll) tell us lots of interesting things as we go along. Where are we going today, Travel Guide?

Hoy, viajamos a Honduras! (pronounced: Oy, vee-a-ha'mos a Honduras!) That's Spanish for "Today, we're going to Honduras"

Honduras? Where in the world is that?

(pointing to map or powerpoint) It's right here, in Central America (that's the part of the world between Mexico and South America) - see it? It's not very big, just about the size of the state of Tennessee.

Is it far from here?

Yes, very far! About (determine how far from you) miles away. On an airplane, it would take you about (x) hours to fly there!

Wow, that IS far. What's it like there?

There are beautiful mountains and lakes and forests, and many, many small farms and a few big cities. Honduras has a rainy season for several months, but the summers are very, very hot! The children there are called "niños" (neen'yoes) when they are very small, and they are called "muchachos" (moo-cha'choes) when they are about your age.

What do they grow on their farms?

Honduras grows rice, beans, and fruits, and a lot of coffee, as well as fresh fruit. Even the children drink coffee there!

Do they go to Bible School, too?

Oh, yes - there are many small churches, and Vacation Bible School is one of their favorite weeks of the year.

How is the water there?

Not very good.. The water in the rivers and streams is contaminated with germs, and even the water from the wells can make the children very sick. Some even get worms in their stomachs.

Boys and girls, we're going to pretend that we're *all* going to Honduras today! We'll hear a story about children in Honduras, and we'll make something that children play with in Honduras, and we'll even eat some food like the children there would eat. Are you ready to go?

OK, fasten your seat belts, boys and girls - put your arms out like an airplane, and follow your group leader who'll take you to your first visiting area. Ready? Let's go!



General Instructions for Bible Storyteller

All of the parts of this curriculum elaborate upon the daily Bible story; each one relates a way in which our extraordinary God has used ordinary water to create, to save, to cleanse, to bless, and to sustain the people. These stories and the mission stories of contemporary children in other countries are the core of this Bible School curriculum.

As the storyteller, then, your task is pivotal! If the children understand the story, they will be able to sense the many ways in which water affects our lives. Please note that we use the word 'storyteller', implying that these stories are to be *told* more than read - stories are always much more effective that way! So, you should practice telling each of these stories until you can do it with ease, with conviction, and with enthusiasm! The more dramatic, the better!

Stories are also more effective if the listeners are given a visual picture. Props to set a context for the story can be very helpful. Suggestions for props are included with each story. Use your imagination here, as well.

Above all, know your story! This material will give you a bit of context and some ideas for interaction, but the effectiveness depends upon your own conviction. Pray for the Spirit to speak through you, and you will be amazed at the results!

At the end of each story, you'll find several discussion questions. These are designed to reinforce the important points in the story, and give the children an opportunity to respond.

Just before the children leave, you will want to reiterate the focus of the day, as it appears at the end of the discussion questions.

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Day 1: Bible Story

God sends water to Hagar and Ishmael (Genesis 21)

Focus: Water is necessary to life

Context:

In this story, we see that God understands our need for water. All living things will die if deprived of water. Here, Hagar, the servant of Abraham (with whom he had a son, Ishmael) is forced into the desert by Abraham's jealous wife, Sarah. Seeing that the boy will die without water, God leads Hagar to a well, and they are saved. This story is most effective if told using a sandbox to represent the desert, with figures to represent the characters and representation of a tent, a well and a bush (in the style of "Godly Play")

Story:

About 4,000 years ago, in the area that is now near the country of Egypt, a man named Abraham lived with his wife Sarah. God had promised them that they would have a child. But the years went by, and no baby was born to them. This made them very sad, and they prayed to God to give them a child. But still, nothing happened!

One day, because they no longer believed that God would keep the promise, Abraham and Sarah devised a plan - Abraham took another woman into his household, whose name was Hagar. In those days, it was permitted and very common for a man to have more than one wife. Soon, Hagar had a child! Everyone was happy, and they named the boy Ishmael.

But when Ishmael was about 13 years old, what do you think? Sarah became pregnant, and she and Abraham had a son, whom they named Isaac. This was a great surprise to both of them, because Sarah was very, very old, and Abraham was 100 years old! They were amazed, and a little ashamed that they had doubted that God would keep the promise to them that they would have a son.

Anyway, as the years passed, Sarah became very jealous of Hagar and Ishmael. She wanted *all* of Abraham's attention for herself and her son Isaac. She didn't want to share Abraham's love and his fortunes with Hagar and Ishmael. So, she convinced Abraham to throw Hagar and Ishmael out of the house, into the desert, where it was very hot, and very, very dry. In fact, it was SO dry that the little bit of water they were able to carry with them lasted only a few days. Then, they became very, very thirsty.

Ishmael begged his mother for water, but she had nothing to give him. She saw that her precious son was dying because he had no water to drink. So she put him under a bush, because she could not bear to watch him die.

The boy began to cry.

Just then, God *heard* the cries of the boy! He said to Hagar, "Do not be sad! I will show you a well, from which you will be able to draw all the water you need." God led Hagar to the well, and she brought water to her son. He drank deeply of the cool water, and soon, he was healthy again.

Discussion:

1. What did God promise to Abraham and Sarah? (a child)
2. And what did God promise to Hagar in the desert? (water)
3. Did God keep the promises? (yes)
4. Have you ever been thirsty? What happens to a living thing - a boy or girl or dog or bird or any living thing - when they have no water to drink?

Reminder of today's focus: *Water is Necessary to all life!*





General Instructions: Recreation/Snacks Leaders

Your tasks as recreation/snack leaders are:

- To give children a time for active play, while reinforcing the 'water' focus of the day
- To provide a snack typical of the day's focus.

Recreation leader:

Included here are some suggestions for activities that reinforce the daily themes. Children love to play with water, so you'll have no trouble engaging them! However, you may want to consider having only one or two 'wet days' on which children may get soaked, and let parents and teachers know ahead of time, so that they can wear/bring suitable clothes. Use your imagination – these are only suggestions!

Be sure to have all your materials ready, and enough for all the groups. Remember that you'll have only a few minutes between groups to 'reset.'

A note of caution: remember that some children may not want to get wet, or may not want to participate at all. These games should be optional – be creative in ways to include any 'observer' children.

Snack leader:

You may want to consider offering *nothing to drink* on the 2nd day – a reminder to the children that there are many children who have no good water to drink! (Be sure to discuss this with your VBS team!) Take the opportunity to reinforce handwashing by asking children to wash hands before eating their snacks.



Idea!

You may want to consider cutting holes in garbage bags for heads and arms, creating a 'raincoat' for each child! (Use caution, however, with children and any plastic bags!)



Idea!

You may want to make tiny toothpick flags of the "country of the day" to put in/on the children's snacks. This might be a great project for someone who wants to help but cannot attend for the week.



Day 1: Recreation/Snacks

Water is necessary for life

Suggested games:

1. Children love to play with water balloons. Have plenty of balloons ready, and play a game with them (like 'Monkey in the Middle', or dodgeball, or another of your preference). When the balloons break, remind the children that the water that is now on their bodies and clothes is OK because it's *clean* water – aren't we lucky that our water is clean; many children cannot play this game without risk of disease.
2. Create an obstacle course with chairs. Place a doll at the end of the course, to represent a very thirsty person. Set a timer for 15 seconds (or whatever the course requires). Give each child a cup of water, and tell them they must (one at a time!) deliver the water to the thirsty person before the timer (life!) runs out. (Be sure to allow enough time that ALL the children can perform the task in the allotted time.)

Snack suggestion:

"goldfish" crackers (a reminder that water is home to many of God's creatures, and *all* God's creatures need water to live); and popsicles (remember that 2/3 of the earth's available fresh water is *frozen!*)



General Instructions: Music Leader

As music leader, you have the privilege of teaching the children simple, memorable songs, often from the day's country of focus. Each day includes two appropriate songs. At the end of this section, there are additional songs that you may select .

Also, you will probably be the person with major responsibility for designing and implementing the final program for parents and students on Day 5, so you'll want to keep that in mind as you proceed.

The CD included with this manual contains all of the songs in the curriculum, performed by the children's choir of First Presbyterian Church, Tuscaloosa, Alabama. Each song is also on the CD with accompaniment only, so that you may use it as the background for your own children's voices, if you do not have live accompaniment.

Because they are often familiar to children all around the world, the songs suggested in this VBS include many classic Christian children's songs. Some are provided with words in English, Spanish and Haitian Creole. It would be good reinforcement of our mission focus to teach the children one or more songs in those languages.



Day 1: Music - Honduras

Suggested Songs: *Children in Honduras and all over the world love these:*

Jesus Loves Me *(the words to this song are "the most important spiritual concept we will ever learn!" - this statement is from theologian Karl Barth)*

Jesus loves me! This I know, For the Bible tells me so.
Little ones to Him belong; they are weak, but He is strong.

Refrain:

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

Jesus loves me! This I know, As He loved so long ago,
Taking children on His knee, Saying, "Let them come to Me"

Refrain

in Spanish (Cristo me ama): *(you may choose to teach them only the refrain in Spanish)*

Cristo me ama, bien lo sé.
Pues la Biblia dice así.
Desde el cielo El me ve
Y me dice "ven a mí".

Cristo me ama, Cristo me ama,
Cristo me ama; la Biblia dice así.

If You're Happy and You Know It

(This song is fun and easy).

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, then your face will surely show it;
If you're happy and you know it, clap your hands (clap, clap)

If you're happy and you know it, stomp your feet (stomp, stomp)...

If you're happy and you know it, say "Amen". (Amen!)

If you're happy and you know it, do all three (clap, clap, stomp,
stomp, "Amen")

Yo Tengo un Amigo que Me Ama (I have a friend who loves me)

(expressing the same idea as "Jesus Loves Me", this song is a favorite of Honduran children, very easy to teach)

Yo tengo un amigo que me ama, me ama, me ama;
Yo tengo un amigo que me ama, Su nombre es Jesús.
Que me ama, que me ama, sí con tierno amor,
Que me ama, que me ama, Su nombre es Jesús.

Tu tienes un amigo que te ama, que te ama, que te ama; (*you have a friend...*)
Tu tienes un amigo que te ama, Su nombre es Jesús.
Que te ama, que te ama, sí con tierno amor,
Que te ama, que te ama, Su nombre es Jesús.

Tenemos un amigo que nos ama, que nos ama, que nos ama; (*we have a friend..*)
Tenemos un amigo que nos ama, Su nombre es Jesús.
Que nos ama, que nos ama, sí con tierno amor,
Que nos ama, que nos ama, Su nombre es Jesús.

Note: the performance is not on the flashdrive. However, it is a very easy melody - you can find it on www.youtube.com at:

<https://www.youtube.com/watch?v=VGnAXNsFAA8>



Day 1: Crafts Water Bottle Maracas (Honduras)

Materials needed:

- Empty plastic water bottles
- Craft tape in bright colors
- Markers
- Coffee beans
- colorful ribbons, cut in 12" lengths

Instructions:

1. Before students arrive, make a hole about the size of a hole-punch in the water bottle caps.
2. Going horizontally, wrap the water bottle from top to bottom with different colors of craft tape, alternating the colors to make a bright design.
3. If there is extra time, decorate the maraca by drawing or painting designs on the masking tape with markers.
4. Fill the water bottle about 1/3 full with coffee beans.
5. Pull several colors of ribbon through the hole in the cap; knot ribbons inside the cap.
6. Replace bottle cap and shake!



(shown here without the colorful tape, to show beans inside bottle)



General Instructions: Mission Storyteller

Your task is to tell the story of a child living in a country where access to clean water is problematic in some way, causing hardship, disease and reduced quality of life. Note that we use the word 'storyteller', implying that these stories are to be *told* more than read! Stories are always much more effective that way! So, you should practice telling each of these stories until you can do it with ease, with conviction, and with enthusiasm. The more dramatic, the better!

Each day's story has a "storybook" for you to use. Each story includes questions for the children; evoking their responses is very important, and helps them understand the world water situation.

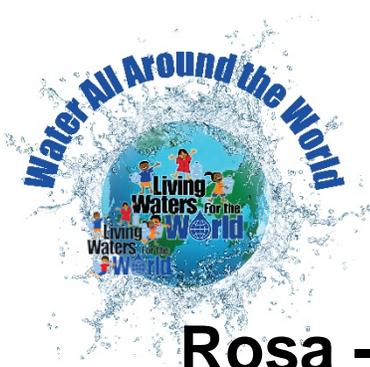
The storybooks are constructed so that you can easily fold back the page from which you are reading, so that the pictures appear on the side facing the children. Alternatively, you may wish to project the pictures using the powerpoint on the flashdrive that accompanies this manual. The powerpoint contains all of the pictures in each of the books

Your focus for each day is:

Day 1: Honduras - Rosa's story	- water is necessary for life
Day 2: Cuba - Luis's story	- water is scarce in many places
Day 3: Mexico - Maria's story	- water can be dangerous!
Day 4: Haiti - Evens' story	- water is a sign of grace
Day 5: Ghana - Afua's story	- Jesus offers us living water

Be sure to determine if there are any props you will need - several of the stories have suggestions for activities for the children during or after the story. For example, on day 3 (Mexico) you'll need a 5 gallon water bottle, filled and capped, for the children to see how heavy it is! Also, you may want to place appropriate, colorful items in the room that remind the children of the country of focus for the day.

The closing assembly time will introduce a way in which the problem discussed in your story is being addressed by [Living Waters for the World](#).

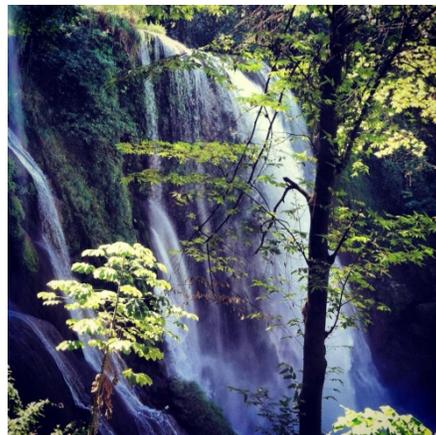


Mission Story - Day 1
Focus: All living things need water

Rosa - a young girl in Honduras



Honduras is a beautiful country in Central America



Honduras is a land with beautiful birds, and much natural beauty

Rosa's story - Honduras

Bienvenidos a Honduras! That's "Welcome to Honduras" in Spanish. Can you say that with me? "Bienvenidos a Honduras!"

Today we're going to visit a young girl named Rosa. Rosa lives with her family in the small village of Las Quebradas ("Las Kay-bra-das"), in Honduras. It is up a steep mountain with a narrow, twisty road.

Rosa's house has one big room, with a blanket dividing it into a kitchen and a room where Rosa, her parents and her 3 brothers and sisters live and sleep. The floor is very hard dirt.

In Honduras, children are expected to begin to help with household chores and child care at a very young age. Rosa often takes care of her younger brothers and sisters so her mother can get her housework done.

**Rosa lives
in Honduras**



**This is
Rosa's
house**

There is a pila (“pee-lah”) outside of Rosa’s house. Do you know what that is? The pila is a cement tub. Rain water fills the pila, and that is where Rosa’s family bathes. They stand beside the pila and pour water over their heads, then soap and rinse. Is that different from the way you take a bath?

The water in the pila is used for bathing, washing clothes, and washing dishes. Some villages in the mountains only get water for their pilas one or two days each week. They have to be careful with their water so they will have enough!

**The pila
at Rosa's
house**



**Rosa's neighbor washes clothes
in her pila**

Rosa's mother likes to grow things. She has a little garden beside the house. She grows some vegetables for the family to eat. She also has many pretty flowers that she plants in the back of an old TV set, and in a motorcycle helmet! Can you see those in the picture? She is very clever!

The plants need water to grow. But sometimes there is not enough water, and the flowers and vegetables cannot grow.



Rosa's mother's garden

When Rosa was younger, she went to the school in her village. It has only 2 teachers for 6 grades! Now Rosa has to travel down the mountain every day to go to school because her village does not have a school for older children. It takes 30 minutes each way, and she rides in a pick-up truck. It is very bumpy! How do you get to school?

Rosa wears a white shirt and a navy blue skirt to school. School is required for only six years in Honduras, but many children are needed at home to help with farming or household chores, so they stop going to school. Rosa likes school! Do you?



**Some of Rosa's school classmates
(the umbrella protects them from the hot sun!)**

Today, Rosa will miss school. She will go with her father and brother to pick coffee beans. Do you know anyone who likes to drink coffee? Picking coffee is hard work! After they pick the beans, they will dry them and sell the coffee beans to a large coffee company. The coffee needs water to grow, too. If there is not enough rain, the coffee plants will not yield very many coffee beans.

Rosa and her family will receive only about \$2.00 for a 5-gallon bucket of beans! They will be tired tonight! They will pick coffee beans for many days. The school year stops in November and doesn't start again until February because that is coffee-picking season.



Coffee beans growing on a coffee plant



Coffee beans look like this

Coffee beans drying on the ground



The water in Rosa's pila is not safe for drinking for Rosa and her family. It is OK for washing clothes and bathing, but not for drinking, cooking, brushing teeth and caring for Rosa's baby brother. For those things, they use the bottles of water from the Living Waters for the World water purification system that came to their village last year.

When the water purification system was built, Rosa and her mother went to a class to learn about using the purified water properly, and about washing their hands. Using purified water for all the things that go in our mouths, and washing our hands often are two good ways to stay healthy, no matter where you live!



**Rosa and others
learn about using
clean water**

**Everyone in Rosa's
village is happier and
healthier now
because of the new
purified water system**



**"Adios, Rosa!" We enjoyed visiting with you
today in Honduras!**



Rosa goes back to school



General Instructions: Reflection Leader

Your tasks as reflection leader are:

- To help the children to settle down after an active morning!
- To ask questions that will make the children think more deeply about the meaning of the day's stories and activities.
- To *listen* to the children as they express their feelings.

The children will be reflecting on both the Bible story that they heard that day, and the mission story for the country of focus for the day. So, you should be sure to read the Bible lesson AND the mission lesson from the VBS manual. (Get copies from your VBS director)

Remember, reflection time is not intended as instruction, but rather as a time for the children to ponder what they have learned and experienced. Try not to direct their thoughts, but rather to affirm their willingness to think deeply about the meaning of the day. This is a time for the children to feel free to express themselves, so active listening is important, affirming and free of judgment.

The first two questions are the same each day. Question #1 ("What was your favorite part of today's story?") should not be rephrased (as, "What was the *most important* part of the story?") – children may have a favorite part that they feel is not really the most important! This is a time for self-expression, even if it seems unconventional!



Day 1: Reflection

Hagar and Ishmael; Rosa's story - water is necessary for life

Teacher's Background:

Today's Bible Story (from Genesis 21) tells us of God's faithfulness in keeping promises. God promised a child to Abraham and Sarah, and God promised water to Hagar in the desert. But we often do not believe that God will keep promises. In this case, Abraham and Sarah made an "alternative plan", resulting in the birth of Ishmael to Hagar, with the subsequent jealousy of Sarah (who seemed to hold great power over Abraham!), and the exile of Hagar and Ishmael. Hagar, too, did not believe God would take care of them, and she abandoned her son beneath a bush, knowing that he would die without water.

Reflection time is not intended as instruction, but rather as a time for the children to ponder what they have learned and experienced. Try not to direct their thoughts, but rather to affirm their willingness to think deeply about the meaning of the day.

For Student Reflection:

Ask the children to think about the following, giving each an opportunity to respond.

1. What was your favorite part of today's Bible story about Hagar and Ishmael in the desert?
2. What was your favorite part of the story about Rosa, who lives in Honduras?
3. Ishmael needed water to live; Rosa needs water to live. Do you? What other things in God's world need water to live?
4. What do you think God wants us to learn from today's story?
5. Do you believe that God keeps promises? Does God want us to also keep our promises to others?

Reminder of today's focus: *water is necessary for life*

Prayer: (children repeat after teacher)

God, we thank you for the pure, clean water
that we have to drink every day.
Please help us to make clean water available
for children everywhere in the world.
We thank you for keeping your promises to us.
Help us to keep our promises, too.
In Jesus' name, Amen.



Day 1: Closing Hagar and Ishmael; Rosa (Honduras) Water is necessary to life!

Props: Powerpoint for Closing Day 1 OR picture of Rosa and picture of the *Living Waters for the World* water purification system; empty 5-gallon water bottle for collection; pitcher of clean water, a concrete block,

Do you think the boys and girls had a good day today?

It was amazing! They travelled back in time about 4,000 years to hear the story of Hagar and Ishmael. Wow, that was a close call - Ishmael almost died without water!

Yes, indeed - ALL living things need water to live!

And we heard the story of Rosa who lives in a small village in Honduras where the water that she had to drink from the village well was full of germs. Rosa and the other children had to learn to use clean water for drinking and cooking and caring for the baby, and use the water in the pila (pee-lah) only for washing.

So, where does Rosa get the water?

The pila collects rain water, but the clean water comes from a purification system like this one (show picture of system) that was built there last year by a group of people from their village, with the help of people from a church in the United States who came to Rosa's village. They had heard that there was no clean water for the children there, and they wanted to help.

How did they do it?

First, they had to build a room out of concrete blocks like this one (hold up the block, groan), with a concrete roof. That was hard work! They had to carry those heavy blocks, and lift them very high, all the way up to the roof. Then they put together the parts of the system – the pipes and the pumps and the filters – and in a few days, Rosa and her village had clean water to drink. They were so happy! That's why Rosa has that big smile on her face!

Jesus has told us to care for our neighbors, even our neighbors far, far away, like in Honduras. This is one way we can do what Jesus has asked us to do. And *all* of us can help, by bringing in money from allowance, or from doing work around the house, or maybe your mom and dad want to help, too. Then we'll put our coins into this big water bottle, and try to fill it *all the way up* by the end of the week, so more children can smile like Rosa because they have clean water to drink. (*hold up pitcher of clean water*)

(follow with offering and closing prayer, farewell and dismissal)





General Instructions: Water Magic Leader

This is a "bonus" section to this curriculum. It is not essential to the VBS message, but it can be lots of fun, and even instructional for the children. Your VBS director will decide if and when this section will be used in the course of the week.

Your task as leader of Water Magic is to give a short demonstration of some of the "magical" properties of water. **BE SURE TO PRACTICE** these "tricks" until you can do them easily every time!

All the supplies you will need are listed, and a short explanation of the physics of the demonstration is included, most of which will not be appropriate for small children; so, use your own judgment about whether or not to include that.

Have fun! You may want to have a cape and a magic wand to make it even more fun!



Day 1: Water Magic - "Reversing Direction"

Materials needed:

- large clear glass tumbler full of water
- copy of attached page with arrows, in a plastic holder

Performing the magic:

- ask students to point to the wall that the arrows are pointing to;
- slide the glass of water in front of the arrows, about 6-8" in front;
- which way are the arrows pointing now? !!!

Explanation:

You have just demonstrated a physics concept called **refraction**, the bending of light. To explain this, you must think about the glass of water as if it were a magnifying glass. When light goes through a magnifying glass the light bends toward the center. Where the light all comes together is called the focal point, but beyond the focal point the image appears to reverse because the light rays that were bent pass each other and the light that was on the right side is now on the left and the left on the right, which makes the arrow appear to be reversed. The diagram explains this better.

