

Primary School - Boundless Plains To Share?

3 lesson series

Based on the structure of Scott Higgins "Boundless Plains to Share".

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Lesson 1: The Good Australian

1. Welcome: chat to the kids about their weeks. A connected icebreaker would be to ask whether anyone has helped them this week/whether they have helped someone.
2. Memory Verse: Lev 19:33-34 ³³ *Suppose an outsider lives with you in your land. Then do not treat them badly. ³⁴ Treat them as if they were one of your own people. Love them as you love yourself. Remember that all of you were outsiders in Egypt. I am THE LORD YOUR God.*

This will be the memory verse for the 3 weeks. If you like you can continue it into the rest of the term. Try to use different fun ways of learning it, there are many online, like here <http://fervr.net/youth-group/16-games-and-ideas-to-help-memorise-the-bible>

3. Game: stuck in the mud (connection is that we can rescue those who are stuck)
OR love your neighbour game from here
<http://www.barnabasinschools.org.uk/the-good-samaritan-showing-compassion/>
4. Bible lesson: Read Luke 10:25-37/act it out as a mini drama/ or use a short video – here is a free one <https://www.youtube.com/watch?v=hGdqKWTSXdU>

It would be good to explain who each character is for the kids, as the characters are very important to the meaning of the parable.

Questions to ask:

- Why did Jesus tell the story?
- Who helped? Who didn't help?
- Why didn't the priest and the Levite help?
- Why would this story have shocked people?
- What is Jesus' point?

Application: In this story we see someone in great need, and also someone who was an outsider, but still helped. Jesus was telling them that we show we love God in loving others – no matter who they are.

Can you think of people in great need in our world that get ignored?

Can you think of any outsiders in our society?

See whether any kids raise refugees and asylum seekers. If not, you will need to give that example yourself, and tell them that this series we are doing is about how we can best love the refugees as Australians. Give them a simple definition of a refugee. Upper Primary could be given the UN definition.

Something like: **Refugee** : a person who flees for safety, especially to another country, due to danger or trouble. More info:

<http://www.racismnoway.com.au/teaching-resources/factsheets/44.html>

5. Story: Anh Do author of *WeirDo* and *The Little Refugee*. Kids might have read his book *WeirDo* or sequels, but he also wrote a book about his own experience as a child refugee, called *The Little Refugee*.

You could show them a copy of weirDo or show this quick reminder about the book weirDo <https://www.youtube.com/watch?v=SLuh7FopX34>

Little refugee: If you have the book, you can read that to the kids. Otherwise use one of the many introductions on youtube, like this one:

<https://www.youtube.com/watch?v=M4er-rjUseE>

Ask why Anh and his family came to Australia? Ask how Anh would have felt on his journey on the boat. Ask how his life might have been different if he hadn't come to Australia.

6. Illustration: Many people are scared of refugees coming to Australia, why do you think that is? (answers like scared they are terrorists, afraid they will end up being a burden in society, afraid they won't be good citizens of Australia)

Did you know that many famous Australians who have given a lot to our society, were refugees? One is Anh Do, another his brother Khoa. His brother was actually named young Australian of the year, for helping poor kids in Sydney. https://en.wikipedia.org/wiki/Khoa_Do or see

<https://www.youtube.com/watch?v=PhRDFQMBidk> up to 1:48 mins about famous australian refugees

Jesus' hearers didn't expect a Samaritan to do something worthwhile, we often don't expect refugees to be "good Australians" But many of them are.

7. Craft for k-2: make a bandaid person scene from the story
<http://adventuresinchildlife.com/2013/03/27/i-was-recently-inspired-by-one-of-my-previous/>
8. Prayer
9. Morning Tea – one nice idea for this series might be to find snacks from the countries from which many refugees come

Lesson 2: Deut 10:17-22 God loves the refugee

Note: in lessons 2 and 3 I use videos from the abc kids show, behind the news. This is a show used in primary schools. Thus it presents the news in a way that is more child appropriate, avoiding disturbing images for example. But it is worth sharing with kids some of the advice from the Behind the News itself, about what kids should do if upset by news:

<http://www.abc.net.au/btn/resources/story/UpsettingNews.pdf> - to which we would add pray with your church and family.

1. Welcome: engage with kids about their lives. A connected icebreaker could be to ask who they love
2. Memory Verse: Lev 19:33-34
3. Game: a game that shows differences between people. The connection will be to say that God loves all the different types of people. Suggestion 1: Using hula hoops or corners of the room get kids to sort themselves into categories. You could make it timed. You could use eye colour/hair colour/food likes/clothes. Finish by having a group "God loves me". OR play name bingo, like this one <http://studenthandouts.com/01-Web-Pages/2014-02/getting-to-know-you-bingo-game-primary-kids.html> . Make one of the categories "someone God loves"
4. Illustration 1: overview on refugees video
<http://www.abc.net.au/btn/story/s4252953.htm>
5. Story: Bashir's success story from Afghanistan to the HSC at Holroyd High. Kids version from BTN <http://www.abc.net.au/btn/story/s3639711.htm>

Longer older version from 7:30 report

<http://www.abc.net.au/7.30/content/2012/s3636257.htm>

6. Bible lesson: read Deut 10:17-22. With older kids, take turns reading around the circle. With younger kids, look for an easy read bible translation beforehand (such as Nlrv) to make this passage easier.

Ask: has anyone ever felt like someone was playing favourites? How did you feel if you weren't the favourite?

What do we mean when we say God doesn't play favourites?

Who does God love in this passage? What kind of people are these? What types of people are like this in Australia today?

How does God love them? (provides for their needs)

What did God do for them (Exodus), and why does this mean they should love foreigners?

What has God done for us? (Jesus) How should that affect how we love? (eg, Jesus died for all, we love all, Jesus gave his life in love, we can make sacrifices in our love etc.)

What does this mean for how we view refugees?

7. Craft for k-2: paper refugee doll chains. There are various templates available online. They can draw on the people after cutting them out. A reminder that God loves everybody.

8. Prayer

9. Morning Tea

Lesson 3: Matthew 25:31-46 How we love Jesus

1. Welcome: engage with kids about their lives. A connected icebreaker would be to ask kids what people need to live.
2. Memory Verse: Lev 19:33-34
3. Game The balloon game – a juggling game to help understand the needs of refugees <http://www.unhcr.org/46a07f8c4.html>
4. Illustration: inside detention: <http://www.abc.net.au/btn/story/s3749309.htm>. Since this video is 2 years old, it is good to give updated stats by checking a reputable source (such as here http://www.chilout.org/stats_reports which references the govt website).
5. Refugee story: create a powerpoint or show on the website, the drawings of children in detention. Be sensitive with which ones you show dependent on age, as some images may be disturbing <https://www.humanrights.gov.au/news/photos/drawings-children-immigration-detention>. To explain the images you could share that children in detention often can't get out of the centre much, if at all, and have inadequate clothing/footwear/play options/education resources. If sharing with youth, you could go into the mental health issues of child detainees, but for younger kids focus more on material lack and emotions.

Ask the kids: how would you feel if you were in detention? (they could have positive e.g. glad to be out of the danger of the country they left or negative eg sad to be locked up)
6. Bible lesson: Ideas for telling the story: for younger kids, get them to baa, or maa as either sheep or goats is said. Or act it out with toy sheep and goats.

For older kids, see whether they know the differences between sheep and goats in nature (see here <http://www.sheep101.info/sheepandgoats.html>). Have pictures of the 2 animals. After that, read the passage together.

Questions to ask:

What did the sheep do?

What did the goats do?

What is the difference?

Who are the sheep and goats in the story?

When we help others, who are we also helping?

We know that we are saved through faith in Christ and what he has done. But this story is about what we do – how do we make sense of that? (need for faith and love for Christ to be real and shown by actions which show love for others)

What types of help do we see here?

How can we help others in our time?

7. Response: How could we help refugees? we can:

Find out more: read the little refugee or another similar book. Or each come with a fact to share next week in Sunday school.

Raise money to go to refugee aid work by a biblethon (or other athon), bake stall, an offering, odd jobs

Pray – in Sunday school, in church, at home

Speak up – add our names and voices to advocacy we do as a church through Just Cause

Spread the news – speak to your school or other group you belong to about doing something about this issue

Serve – we could make friends with a refugee family with our family

Here is an example of something that some people have done for kids in refugees, which is like Operation Christmas Child: many groups have done the same for the kids in detention. An example with teddies – cute pics here!
<https://teddybearswithoutborders.wordpress.com/>

8. Craft for k-2: helping handprints – you could use template like this
<https://www.teacherspayteachers.com/Product/Martin-Luther-King-writingart-project-467170>, getting kids to write down how we can help refugees

9. Prayer

10. Morning Tea