

Introduction

This resource is a result of the Sudan Action Team of Holston Conference desiring to raise awareness about Sudanese children who survived the civil war between North and South Sudan and the importance of being peacemakers. It is intended to be used following the reading of *Brothers in Hope: The Story of the Lost Boys of Sudan* written by Mary Williams and illustrated by R. Gregory Christie. We anticipate that children who have read the storybook and participate in the multi-sensory activities contained in this material will gain knowledge about

- culture in Sudan, Africa
- refugee children
- courage and perseverance
- the importance of caring for one another
- how to be peacemakers in the world

In addition to the storybook, Bible verses from the 25th chapter of Matthew's gospel describing the Kingdom of God have provided a foundation for many of the activities. Verses 35 and 36 specifically reflect basic concepts important for peacemaking and growth as Christian disciples. Children will discover that

- Jesus **asks** us to be kind and to care for others
- Jesus **shows** us how to care for others
- One way to **show our love for Jesus** is **by doing good deeds** like He did
- We **can be like Jesus** by caring for and loving people who look, speak, act, and live differently than we do

Why does this material focus on Sudan to help teach children these principles?

For more than thirty years in the African nation of Sudan, a war was fought over religion, politics, economics, and power. More than two million people died. In comparison, an estimated 87,000 people were killed by the tsunami in December 2004 and approximately 1,300 souls perished due to hurricane Katrina in the summer of 2005. Those in Sudan who suffered greatly were the children. They witnessed their parents being murdered. They escaped from village fires set to destroy their homes. They walked more than a thousand miles to refugee camps in neighboring countries in search of safety, food, water, and anyone willing to offer a helping hand. Many died from the long, arduous journey through desert sand and jungle terrain. Surviving children, mostly young boys, became known as the "Lost Boys of Sudan."

A *Comprehensive Peace Agreement (CPA)* between North and South Sudan was signed in January 2005. The lives of surviving children – many now young adults – remain fragile. They dream of and dare to hope for – sustaining peace.

Holston Conference has mobilized to help rebuild South Sudan, often referred to as "New Sudan" since the signing of the CPA. We believe this is an effort in which even our youngest Holstonians may lead the way. By learning at an early age about peace, mission, and ministry, we predict our children will be integral in sustaining harmony in our global village. Working with partners throughout United Methodism, we pray for peace and desire to offer "**Hope for the Children of Sudan.**"

On behalf of the Sudan Action Team,
Jaymie Derden
Anita Henderlight
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June 2006

INSTRUCTIONS

1. Read *Brothers in Hope: The Story of the Lost Boys of Sudan*
2. Read Matthew 25 – *The Parable of the Kingdom*
3. Read Leader Information
4. Select activities for learning

How to Use This Resource

The multi-sensory activities in this material may be used with elementary children in the following ways:

- Short-term study
- Rotational learning
- Supplemental material to other curriculum on peace
- VBS mission focus

Educational concepts are taught through the following activities:

- Storytelling and Drama
- Art and Crafts
- Music
- Cooking
- Games
- Computers
- Advocacy & Mission

This material is written primarily for older elementary children - Grades 3, 4, and 5. It may be adapted at the discretion of the teacher.

Primary Resources:

1. Bible
2. *Brothers in Hope: The Story of the Lost Boys of Sudan*, Mary Williams, Lee & Low Books, 2005.

Note: *Brothers in Hope* is recommended for 3rd grade and up. Contents may not be suitable for younger children. However, leaders may modify the story to make it age appropriate.

Alternate books for younger children (ages 4 – 8):

Somewhere Today: A Book of Peace by Shelley Moore Thomas, Albert Whitman & Company, 1998.
Peace by Todd Parr, Little, Brown & Company, 2004.

LEADER INFORMATION

Biblical Foundation and Commentary for Leaders

KEY BIBLE VERSES

...for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.

Matthew 25:35-36

Matthew 25 has been referred to as “The Parable of the Kingdom,” or the “Kingdom Parable.” It causes readers to reflect on the nature of God’s Kingdom and how the Kingdom is discovered in practical ways. For the purpose of this study, focus is given to verses 35 – 40.

‘...for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’ Then the righteous will answer him, ‘Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?’ And the king will answer them, ‘Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.’

These verses imply that the Kingdom of God is active. The passage suggests that the Kingdom can be more fully recognized through acts of charity, hospitality, and justice. It helps readers to understand that the Kingdom is not a place or geographic destination, rather it is a relationship. Jesus is calling us into a faithful relationship with God through simple acts incorporated into our daily living. These include providing food, clothing, and housing to strangers, vulnerable members of the community and non-believers, and also visiting the sick. These actions serve to evangelize and proclaim that the Kingdom of God is among us, in this day and time, through our connection with and service to others.

Jesus is not playing a game of hide-and-seek in these verses. He is telling us how to find Him; how to let “thy kingdom come on earth as it is in heaven.” It is no great mystery that this ethical, non-verbal language of love breaks down barriers and leads God’s faithful people to live in peace with justice and in right relationship with Him.

To believers, these verses become both a challenge and a choice. One may choose to accept or reject these holy acts. Acting in such ways requires time, energy, space, land, and money. Sacrifices are to be anticipated. However, it does not require a special skill-set to share food or drink or sit with those in need. It does require a desire to be like Jesus, to make acts of love a priority. In doing so, Jesus’ public ministry is continued through the community of faith, and God’s Kingdom is manifested in an imperfect world.

Relating to Africa and Theological Issues

Rev. Edward Poling, one of the co-authors for *Peace Talks* writes:

“Archbishop Desmond Tutu introduced the concept of *Ubuntu* (oo-BOON-too) to the world at large. *Ubuntu* is a South African word for peace that has its setting in community.

“We must describe it as a culture of peacemaking rather than one of violence and brutality. Often the word reconciliation comes to mind. *Ubuntu* societies are not based on self-interest, accumulation of wealth, and the competitive drive for power and resources. There are five stages in this peacemaking process: ‘acknowledgement of guilt, showing remorse and repenting, asking for and giving forgiveness, and paying compensation or reparation as a prelude to reconciliation.’

“The church, born of the Holy Spirit, is a new community of reconciliation; and it is also the first fruits of God’s desire for the reconciliation of the human family. Luke described the early Christian church as a spiritual community that manifests life together as God intended it to be lived. It is created by God’s Spirit rather than by human effort. God’s reconciling love creates a people who are freed to live together in mutuality, justice, compassion, and peace. And to the extent that this is manifest, it offers a model for the whole human family. While the church has not always chosen to live out faithfully this reconciled and reconciling life, the church challenges the world to move in this direction.

Excerpt from “Peace Talks”
2006 edition of *New Earth: Christian Resources for the Outdoors*. Used by permission.
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A similar concept to *Ubuntu* is *Cieng* (chee-yeng). According to Francis M. Deng, a Senior Fellow at the Brookings Institute in Foreign Policy Studies and Co-Director of the The Brookings-SAIS Project on Internal Displacement, *Cieng* comes from the culture of the Dinka tribe in Sudan. He writes:

“*Cieng* literally means ‘to live together,’ ‘to look after,’ or ‘to inhabit.’ At the core of *cieng* are the ideals of human relations, family and community, dignity and integrity, honor and respect, loyalty and piety and the power of the word.

“*Cieng* has the sanctity of a moral order not only inherited from the ancestors, who had in turn received it from God, but is fortified and policed by them. Failure to adhere to its principles is not only disapproved of as antisocial, but more importantly, as a violation of the moral code...”

Source: *Lost Boys of Sudan – Educational Study Guide*. www.LostBoysFilm.com

About Sudan

A variety of books and websites recount stories of the Lost Boys, the Sudanese civil war, and cultural information. Influential to the Sudan Action Team has been *They Poured Fire on Us From the Sky* by Benson Deng, Alephonsion Deng, and Benjamin Ajak with Judy A. Bernstein. *Brothers in Hope* is appropriate for younger readers; *They Poured Fire on Us From the Sky* is for advanced readers – teens and adults. A study guide for *They Poured Fire on Us From the Sky* written by the authors is available at www.theypouredfire.com. An additional guide written specifically for small groups by Holston pastor, Mat Merker, along with Judy A. Bernstein, is located at our Holston Conference “Hope for the Children of Sudan” website:

www.sudanhope.holston.org

Numerous website links providing brief summaries and detailed information about Sudan are also available at the site above.

FAST FACTS

Capital: Khartoum

Population: Over 40 million

Languages: Arabic, English, and hundreds of tribal languages

Geography: Largest country in Africa (about the same size as the United States east of the Mississippi River). Lush, tropical, and mountainous in the southern region.

Religions: Muslim, African traditional religions, and Christian. New Sudan is primarily Christian. As of April 2006, ten (10) United Methodist congregations exist in New Sudan with a membership of 3,600+ people.

Sources: UMCOR, Church World Vision, Oxfam, and East Africa Conference

Holston in Sudan

August 2005	Development of Sudan Action Team
September 2005	“Stop Genocide” petitions sent to America’s leaders Advocacy work began with General Board of Global Ministries (GBGM) and United Methodist Committee on Relief (UMCOR)
October 2005	Relationship established with District Superintendent of Sudan
November 2005	“Hope for the Children of Sudan” established
December 2005	Educational pamphlet produced
January 2006	Web site launched – www.sudanhope.holston.org Sudan mobile display developed Educational DVD produced “Have a Ball” soccer ball collection by Holston youth and young adults
February 2006	“Clothe Yourself in Love” study guide produced “Hope for the Children of Sudan” Conference Advance Special number assigned - #537
March 2006	Bishop Swanson promoted “They Poured Fire on Us From the Sky” at March Forth for Children
April 2006	Sudan Action Team members accompanied GBGM and UMCOR delegates to Sudan
June 2006	“One Conference One Book” launched promoting <i>They Poured Fire on Us From the Sky</i> and <i>Brothers in Hope</i> for younger readers

Coming in 2007 and 2008 Holston work teams to Sudan

Reading *Brothers in Hope* and Discussion

Before reading the story aloud, ask the children:

- What does the word **courage** mean to you?
- What does it mean to **care for one another**?

Introduce the word **refugee**.

A refugee is a person who is forced from his or her home to seek safety or protection – often in another country – to escape danger or persecution (suffering or attacks).

Read the story aloud.

After reading the story, ask:

- What is the longest trip you have been on? How did you get there?
- Have you ever been forced to leave your home?
- What do you think it feels like to be forced to leave your home and walk to another country?
- How did the boys help one another as they walked to Ethiopia and Kenya?
- Do you think life in the refugee camp was easy or hard? Why?
- How do you think it felt to be hungry and thirsty in the refugee camp?

- What do you think the refugee camp looked like? How do you think it smelled? What sounds do you imagine were in the camp?
- How do you think the boys felt when Tom returned and told them he had not forgotten them?
- What do you think surprised the boys about living in the United States?
- Before this story, had you ever heard of the “Lost Boys” or Sudan? What did you know about them?
- Have you ever met one? Tell about your experience with him.

Remind the children of Garang’s statement, “I am not lost. God knows where I am.” Reassure the children that God does know each of them and cares about what happens to them. His love is shown through our actions of caring for one another – like the boys cared for one another.

Ask the children: What do you think the Kingdom of God is like?

Some children will remember learning that the Kingdom of God is like a mustard seed, or a hidden treasure, or other such descriptions found in Matthew 13. They would be correct in responding with these answers. However, a *practical* description of God’s Kingdom is found in Matthew 25.

Read aloud, or ask the children to read, Matthew 25:35-40. Tell them that this is called the *Parable of the Kingdom*. Challenge the children to learn by heart verses 35 and 36:

...for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.

Matthew 25:35-36

Explain that when we help one another, we help create the Kingdom of God. Tell them that in these Bible verses,

- Jesus **asks** us to be kind and to care for others
- Jesus **shows** us how to care for others
- One way to **show our love for Jesus** is **by doing good deeds** like He did
- We **can be like Jesus** by caring for and loving people who look, speak, act, and live differently than we do.

Ask for examples of good deeds that show how they care for one another at home, at school, at church, and in their community.

Introduce new words **Ubuntu** (oo-boon-too) and **Cieng** (chee-yeng)

Tell the children that these are special African words used to describe how we are connected as God's family and how God wants us to get along with one another. Ubuntu is a South African word and Cieng is a word from Sudan. These words mean that God wants us to live in peace and harmony with one another. We call this "living in community."

Discuss **community**.

What is community?

- Talk about living in harmony
- Working together
- Helping each other
- Playing together
- Learning together
- Worshiping together

What communities are we a part of?

- Family
- School
- Church
- Neighborhood
- Community

Discuss **peace**.

What is peace?

What does peace look like?

How can we help there to be peace on earth?

What are some symbols of peace?

Pray: Dear God, give us courage to be peacemakers. Help us to be like Jesus by loving one another and by getting along with our friends and families. We remember the children in Sudan and hope that they feel Your love and peace. Amen.

ACTIVITIES FOR LEARNING

Use the following ideas for reading comprehension and to promote the development of Christian discipleship and peace.

STORYTELLING and DRAMA

Create a Mud-and-Thatch Home

Cover a small tent with materials such as straw, corn stalks, or a grass table skirt to make a home – like a hut – to represent Gurang’s village home. Supplies may come from a party supply store or catalog retailer such as Oriental Trading. Allow time for children to talk about the differences and similarities of homes in the United States and Sudan.

Journey of Hope, Living as Community

Arrange a room in such a way that listeners can move on the journey along with the story. Outline Sudan, Ethiopia, and Kenya on carpet remnants, three different fabrics, or colored butcher paper. Create a map of the three countries on the floor. Instruct children to move together to each location as they hear them named during the reading of the story. Or, the story reader may move from one country to another while reading. *If cutting carpet, carefully use a sturdy carpet knife prior to the children’s arrival.*

Grand Journey

The Lost Boys walked 1000 miles to a refugee camp in Ethiopia. Create a trail with footprints that will go to two separate locations. One trail will represent the walk to the refugee camp in Ethiopia; the other trail will represent the walk to Kenya. Simulate the forest by using butcher paper to create murals on the walls. Add some dimension by placing a few artificial trees in front of the murals. Simulate the river the boys crossed by putting wide blue masking tape on the floor, or by using an inexpensive blue carpet runner, carpet squares, or remnants to create the effect of water. Consider playing sound effects to simulate the forest and river.

Imaginary Journey

Prior to reading the story, ask children to stand and walk with you into an imaginary forest. Help them visualize the forest.

What do they see?

Is it dark or light?

Are there animals? What kind?

What do they hear?

What do they smell?

Take them down the imaginary road to Ethiopia.

Is it a long or short road?

Is it a dirt road?

Is it dusty or wet?

Rough or smooth?

Hot or cold?

Straight or curvy?

Wide or narrow?

Say, “Look at all the boys up ahead? I wonder who they are and where they are going? Let’s find out.” Begin reading.

Chant

Invite children to respond at appropriate times with a chant relating to the story. For example “*Gurang, Gurang be brave. Your heart and mind are strong.*” Practice before beginning the story and create a signal for the children to know when to chant. Pick appropriate places in the story to have children respond.

Readers Theater

Have advanced readers use their voices to act out the story as different characters. To “warm up” for inflection in the voice, ask “How does a scared voice sound?” “How does a worried voice sound?” “How does a tired voice sound?” etc. This can also be done for facial expressions and body language.

ART and CRAFTS***Ubuntu* or *Cieng* collage**

Supplies: magazines, scissors, glue, poster board for each child.

Cut magazine pictures in advance. Allow children to choose pictures to make a collage representing community or peace. Older students may cut their own pictures from magazines for their collages. Invite the children to tell why they chose each picture. Review the meanings of *Ubuntu* and *Cieng* as the children work.

Supplies for Portrait of Peace, Peace Chain, & Banner of Hope:

butcher paper, tempera paint, 2” paint brushes

Portrait of Peace

Ask children to draw a picture of what they believe peace looks like using markers, crayons, or finger-paints.

Peace Chain

Use newsprint or butcher paper and tempera paint to create a “Peace Chain” banner with each child’s handprint in varying colors.

Banner of Hope

Use tempera paint on butcher paper to make the children’s footprints as if they are walking down a road. Add words to the banner such as peace, hope, *Ubuntu*, *Cieng*, and community.

***Cieng* Village Mural**

Collectively create a mural on butcher paper of what a village of peace might look like.

Clay Cows

Use air drying modeling clay, such as *Crayola Model Magic*, of various colors to have children sculpt cattle. The Dinka and Nuer tribes of Sudan have revered their cattle for hundreds of years. In *Brothers in Hope*, Gurang’s father was considered wealthy because he had lots of cattle. As young children, the Lost Boys sculpted cattle as they guarded their family’s herds. These sculptures were a source of joy and pride to the young men who crafted them.

Origami Peace Doves

Use a computer search engine to find an origami dove pattern. Provide students with 4” squares of white paper. Create doves to give away at church. Explain that the dove is a universal symbol of peace. It is also a Christian symbol for the Holy Spirit.

Peace Pole – www.worldpeace.org/peacepoles.html

A Peace pole is a hand-crafted monument that displays the message and prayer *May Peace Prevail on Earth* on each of its four or six sides, usually in different languages. There are more than 200,000 Peace Poles in 180 countries all over the world dedicated as monuments to peace. They serve as constant reminders for us to visualize and pray for world peace.

A typical Peace Pole is 8' high and is set in the ground. The World Peace Prayer Society website has details and more information. If you create a full-sized Peace Pole consider finding an appropriate place outside to display the pole. You may even want to plant a Peace Garden around it. Check with the church trustees or property committee for approval. The web site gives ideas for dedication ceremonies.

For a smaller project have the children make individual peace poles. They could be made from cardboard paper towel holders, potato chip cans, or pvc pipes. Invite church members who speak other languages to write down the words *May Peace Prevail on Earth*. Have children paint the words in various languages on their poles. Hold a dedication ceremony for all the Peace Poles.

Source: *The World Peace Prayer Society* www.worldpeace.org/peacepoles.html

Giant Peace Dove Puppet– <http://Janegoodall.org/peace-day/index.asp>

The Jane Goodall Institute has a pattern for a Giant Peace Dove Puppet. The dove could be created over several weeks with various age groups contributing to the construction. When assembly of the dove is completed, bring children together to fly the dove. Visit the Jane Goodall web-site for detailed instructions or for additional ideas.

MUSIC

Music can be a way of connecting to people who are different from us. Music can be healing. Music can encourage. Music can motivate. Music can teach. As you introduce a song, talk about how that song might create community or promote peace. Research the history of songs to see if there is a story to be shared that will reflect themes of peace, community, or hope.

Song List

United Methodist Hymnal

- #178 Hope of the World
- #376 Dona Nobis Pacem
- #431 Let There Be Peace On Earth
- #533 We Shall Overcome

The Faith We Sing

- #2171 Make Me a Channel of Your Peace
- #2185 For One Great Peace
- #2186 Song of Hope
- #2194 O Freedom

African Peace Band

Use rhythm instruments such as sticks, or bongo-type drum to have children keep time while they sing.

Peace Bells

Have children ring bells while they sing. Refer to them as "Peace Bells."

Make a Motion for Peace

Make-up or teach children motions to a song, such as *Peace Like a River*.

Signs of Hope

Teach children to sign the words to a song of peace. Incorporate the song into a service of worship.

Signing Resources

Sign & Say: Bible Verses for Children, Daphna Flegal, Abingdon Press, 1999.

Signing Illustrated: The Complete Learning Guide, Mickey Flodin, Berley Publishing Group, 1994;

Religious Signing: A Comprehensive Guide for All Faiths, Elaine Costello, Bantam Books, 1986.

I Will Be Your Friend- Songs and Activities for Young Peacemakers, 2003, Southern Poverty Law Center, Montgomery, Alabama.

COOKING

In New Sudan, meats include beef, goat, and chicken. Rice is a staple starch. Beans, cassava, mangoes, and bananas are plentiful. The okra, which incidentally came to the United States from Africa, is a popular vegetable.

Grinding Grain

In *Brothers in Hope*, when Gurang arrived in the Ethiopian refugee camp, he ate lentils and flour. Grain is a staple food all over the world. Grain can be cooked into cereal (such as oatmeal) or crushed to form a powdery substance – flour. Flour can be combined with water, milk, oil and seasonings and baked or fried to form bread.

Supplies:

- ❑ Variety of grain (millet, barley, buckwheat, oats, wheat)
- ❑ Several large cutting boards or large flat stones such as concrete garden stepping stones
- ❑ Clean, fist-sized stones – one per child

Directions

Place the different types of grain in bowls.

Invite children to take a spoonful of grain, placing it on the cutting board or stone.

Demonstrate how to crush the grain by grinding it with the stone.

Continue pressing and grinding the grain until flour is formed.

Place the ground grain into small plastic baggies for children to take home.

Peace Bread

Ingredients and Supplies:

1/3 cup butter (one third)

1/4 cup sugar (one fourth)

1/8 teaspoon salt (one eighth)

1/2 cup milk (one half)

1/2 teaspoon baking powder (one half)

1/8 teaspoon baking soda (one eighth)

2 cups flour

Flour for kneading

Toothpicks

Parchment paper

Baking pans

Directions

Preheat oven to 350 degrees. Cream together butter and sugar. Add remaining ingredients and mix well. Sprinkle a small amount of flour on the wooden boards and on the children's hands. Give children a 2-inch ball of dough. Have them shape the dough into a small flat loaf. Use the toothpicks to create a peace design (dove, peace sign, heart, cross) by poking into the top of the loaves. Place loaves on a baking sheet covered with parchment paper. Bake at 350 degrees for 10-15 minutes. Allow to cool. Makes 12 small loaves.

Source: adapted from a recipe in *Touch the Water, Taste the Bread*, Cokesbury, 1998

Lentil Stew

Make Lentil Stew and serve to the congregation for lunch, after an inter-generational peace event, or to take to a local soup kitchen.

Ingredients:

1 cup dried yellow lentils
 4 large carrots sliced
 2 stalks celery, diced
 1 to 2 large onions, chopped
 2-3 pinches of fresh parsley or 1 tablespoon dried
 1 large can tomatoes or 8 to 10 fresh ones chopped
 Salt and pepper to taste
 Small amount of oil
 Water

Directions:

Heat just enough oil to cover bottom of stew pot. Add carrots and onions. Cook until onions are translucent. Rinse lentils in cold water and drain. Add lentils and tomatoes to stock mixture. Simmer until lentils are tender (about 1 hour). Add water as needed. The mixture should be very thick. Add parsley about 15 minutes before serving.

Serves: 4

Source: Adapted from a recipe at www.cooks.com

COMPUTER

Visit some of the following web sites to learn more about Sudan and the Lost Boys or do a search for "Lost Boys of Sudan":

Church World Service <http://www.churchworldservice.org/FactsHaveFaces/sudanfs.html>
 <http://www.churchworldservice.org/betterworld2/lost-boys2.html>
 <http://www.churchworldservice.org/betterworld2/sudan/extend.html>

Alliance for the Lost Boys
 of Sudan <http://www.alliancefortheLostBoys.com/Frameset.html>

Red Cross <http://www.redcross.org/news/in/africa/0108lostboyspage.html>

PBS <http://www.pbs.org/pov/pov2004/lostboysofsudan/>

United Nations Refugee
Committee <http://www.unrefugees.org>

Africa Action www.africaaction.org

Review some of the information on the webs sites about Sudan and the experiences of the Lost Boys. Try some of the activities below:

- Have older children create a power point about Sudan and the Lost Boys. Be sure to include pictures and maps. Present this to the congregation or at a special event.
- Create flyers or posters about the Lost Boys.
- Write Peace Prayers and send to your elected officials and the president.
- Write letters or postcards to the president asking for intervention in Darfur, Sudan.

Contact Information for President George Bush

Web Site: www.whitehouse.gov

E-mail: president@whitehouse.gov

Washington Office:

1600 Pennsylvania Ave., NW

Washington, D.C. 20500

Phone: (202) 456-1414

Fax: (202) 456-2461

Poetry

After reading or researching about the Lost Boys, talk about their experiences. Poetry can be a powerful way to share feelings and emotions with others. Try some of the following ideas for writing poetry:

Create and illustrate peace poems.

Write about specific parts of the Lost Boys' experience such as their long walks, being hungry, missing their families or coming to America.

Compile the poems into a booklet and send to a Lost Boy.

Consider selling the booklets to your congregation or community to raise funds for the Lost Boys.

Shape or Visual Poetry

In shape poems the words are placed on the page so that the subject of the poem is actually drawn. For example: if your subject is an apple, the words of the poem would curve around to form the shape of an apple. Draw a light pencil line of the shape and then follow the line as you write the words of the poem.

Visual poetry uses the wording in the poem to enhance the effect of the words. For example, in a visual poem, words can go

D
O
W
N

Five Senses Poetry

This style of poetry uses the five senses to help children emotionally connect with a topic.

For example:

Peace looks like...
 Peace smells like...
 Peace tastes like...
 Peace sounds like...
 Peace feels like...

Haiku

Haiku is a Japanese form of un-rhymed poetry with three lines.

Line 1: Five syllables
 Line 2: Seven syllables
 Line 3: Five syllables

ABC Poetry

ABC Poetry is written in short form to express strong emotion. The first letters in the four lines are written alphabetically. (The first line doesn't have to begin with "A")

Cinquain Poetry

A cinquain poem consists of five lines.

Line 1: Name
 Line 2: Two words to describe line 1
 Line 3: Three action words about line 1
 Line 4: Four feeling words about line 1
 Line 5: One word that refers to line 1

GAMES

The African concepts of *Ubuntu* and *Cieng* emphasize peace and community, relationships and connectedness. The villages of the Lost Boys were peaceful places where families worked and played together. Friends and neighbors helped one another. When the Lost Boys were forced to flee their villages, they stuck together. The older boys helped the younger boys. Even though many of the Lost Boys are away from their homes, *Ubuntu* and *Cieng* are an important part of who they are.

A great way to experience *Ubuntu* is through games! Emphasize non-competitive and group-building games whenever possible.

Dominoes

Many of the Lost Boys enjoy playing Dominoes. They gather together to play and talk about their experiences and memories of home. Teach your class to play dominoes.

Scavenger Hunt

This game would be helpful as a review after spending some time studying the Lost Boys.

Supplies:

Index cards, 3 X 5 inches – 16 cards

Pencils, markers or crayons

Advanced Preparation:

Use the list below to prepare Clue Cards. Add clip art or a simple drawing to illustrate each card.

Write the text onto the card. Prepare one extra card to show as an example.

Hide Clue Cards around your classroom or church building before children arrive.

Directions:

Show children the sample card. Tell them that 15 Clue Cards are hidden in the classroom.

Have children work together to locate all 15 of the Clue Cards.

Once children find a Clue Card, ask them to help other children who have not found a card.

Once all the Clue Cards are located, bring the cards to a central area.

Have the children use the Clue Cards to re-tell the story of the Lost Boys.

Option: Have children create the cards for the game – drawing the items, coloring and cutting out the pictures and text and gluing to the cards.

Possible clues:

1. Map of Sudan – Sudan is the largest country in Africa. Before war came, the people of New Sudan lived in peaceful villages, growing crops and raising cattle.
2. Cows – In Sudan, having many cows means you are wealthy. Young boys took care of the family's cows. They shaped little cows from clay made from mud.
3. Guns – War came to the villages of Sudan, killing many of the adults in the villages. The boys who were in the fields taking care of the cows were forced to run and hide from the soldiers.
4. Boys – Thousands of young boys (some as young as 5, but not generally older than 15) lost their families during the attacks. Without their parents they were lost. The boys learned to take care of one another. The older boys took care of the younger boys.
5. 1000 Miles – the boys of Sudan were forced to run away from their homes. They walked 1000 miles to Ethiopia, another country in Africa.
6. Night – The Lost Boys often traveled at night and slept during the day.
7. Lions – Lions and other wild animals hunted for food at night when the Lost Boys traveled.
8. Nile River – One of the most dangerous parts of the Lost Boys' journey was crossing the Nile River. Many boys drowned in the rushing waters of the river.
9. Crocodiles – Crocodiles were always a danger to the Lost Boys when they were near the river.
10. Food – The lost boys tried to find fruit and berries to eat. But many times they had no food and they were very hungry. They were thirsty, too.
11. Tent – The lost boys walked 1000 miles to another country called Ethiopia. They stayed in a refugee camp there.
12. School – The lost boys went to school in the camps. They learned English, writing and other lessons. Many times their lessons were held outside under a tree!
13. Church – The lost boys went to church in the refugee camp, too. They learned to pray and worship. They trusted in God to help them – to give them hope and strength. The lost boys said, "We are not lost. God knows just where we are!"
14. Map of US – Many of the Lost Boys have come to America to live. Many are going to college and someday they hope to return to their homes in Sudan and help bring peace to their country.
15. Map of the World – Other Lost Boys have gone to other places in the world such as Australia and Europe.

Group-Building Games

Group-building games help children recognize their similarities and appreciate their differences. By cooperating, children build community and express *Ubuntu*.

Mirroring

In this game two children try to imitate each other's actions simultaneously.

Divide children into pairs and have them sit facing each other. First person begins to move hand, arms or body slowly and smoothly (while remaining seated). Choppy, fast motions are more difficult to follow. Partner should follow the lead of the first person, "mirroring" the actions. After a few moments, switch roles. End with neither person leading, just simultaneous movement by both people. Discuss with the children how it felt to participate in this game. What helped you follow your partner? What helped you "get in tune with" your partner? How could really paying attention to others help bring peace?

Source: Adapted from *The Friendly Classroom for a Small Planet*, Priscilla Prutzman, Lee Stern, M. Leonard Burger, Gretchen Bodenhamer, Children's Creative Response to Conflict, 1987

Cieng (Chee-yeng)

The Dinka tribe, from southern Sudan, describes *Ubuntu* using a different word -- *Cieng* (Chee-yeng). *Cieng* means living in peace and harmony and reflect the ideals of integrity, dignity, respect, family relations and community.

This game is a great cooperative game for large groups (15 or more). All participants close their eyes and place their hands in front of their chest, palms facing outward. The leader whispers into one person's ear, "You're the Ci-eng." Everyone, including the Ci-eng moves around the room, keeping eyes shut the whole time. As participants find one another, they must shake each other's hand and ask, "Ci-eng?" If the other person also says, "Ci-eng" they move on to someone else. Everyone except the Ci-eng mingles in the crowd, all the while asking "Ci-eng?" except the Ci-eng who remains silent. If a person shakes the hand of someone who remains silent, he or she knows the Ci-eng has been found. That person now holds onto the Ci-eng and also becomes silent, becoming part of the Ci-eng. As other people find the Ci-eng, the Ci-eng becomes larger and larger and the cries of "Ci-eng?" become less and less. Eventually everyone in the room will be holding hands and the room will be silent. Then all participants are asked to open their eyes and experience the meaning of Cieng!

Source: Adapted from "Pru-ee," an activity from *A Manual on Non-Violence and Children*, ed. Stephanie Judson, Religious Society of Friends Peace Committee, New Society Publishers, 1984

Robots

In this game children will learn about conformity and the value of diversity. Explain to the children that they will all become Robots. Robots must all do the same things, though not necessarily at the same time.

Have the children brainstorm five things a Robot can do. (For example: stand up, sit down, march in place, erase the board, tie shoes, "moo" like a cow, etc.)

Once the five things are chosen, emphasize that these are the only five things a Robot can do.

Teacher acts as the "Robot Patrol." Anytime a Robot is caught doing something not on the Robot list, blow a whistle and call "Freeze." All Robots must freeze while you count to 15.

Play the game for 10-15 minutes then discuss:

What was it like at first being a Robot?

What did you like about being a Robot?

After a while how did it feel to only be allowed to do the same thing?

How does diversity make life more interesting?

What does the Bible teach us about differences?

Source: Adapted from *Creative Conflict Resolution*, William J. Kreidler, Scott, Foresman and Company, 1984

ADVOCACY & MISSION

“When we pray, we move our feet.” -*African Proverb*
 “What good is faith if it is not translated into action?” –*Mahatma Gandhi*

Pray

Pray for Peace.

Bulletin Board

Decorate a bulletin board using some of the children’s projects about Sudan.

Report Discoveries

Ask the children to write a brief report about what they have learned about Sudan and being peacemakers for the church bulletin or newsletter, or for the local newspaper. Give a verbal presentation to another class or group in your church.

Raise Money

Sponsor a kid-friendly fundraiser to contribute money to “Hope for the Children of Sudan” – Conference Advance Special #537. Funds assist with education, health and basic humanitarian needs of Sudanese children who have survived war.

For More

A good resource for mission activities is *Teaching Kids to Care & Share – 300+ Mission & Service Ideas for Children*, © 2000 by Abingdon Press. It is available at Cokesbury – www.cokesbury.com.

Peace March

Supplies: small poster boards, wooden paint stirring sticks, glue or staple gun

After reviewing some of the information found on web sites, discuss the current situation in New Sudan and Darfur, Sudan. Explain that a peace march – sometimes referred to as a “peaceful protest” – is one way to draw attention to big problems. Have students create posters about Sudan and stage a mock peace march.

Develop Peace-making Skills

Children become peace-makers when they learn that there are viable alternatives to violence and passivity. They must understand what conflict is and develop skills to approach conflict in new and creative ways. Finally they must be given ample opportunity to practice specific conflict resolution skills. Learning to resolve conflicts non-violently and creatively is a reflection of *Ubuntu*, *Cieng* and the *Kingdom of God*.

Learn about Conflict

- What is conflict? (look up definitions)
- What is a fight? An argument? Are all conflicts fights?
- What are some examples of conflicts?
- What causes conflict?
- What makes a conflict worse? Better?

Learn about Brainstorming

Brainstorming is one way to work toward resolving conflict. The goal of brainstorming is to come up with as many ideas as possible in a short amount of time. Rules for brainstorming:

- Don't make judgments about ideas.
- Record all ideas as quickly as possible.
- Build on ideas previously mentioned.

Practice brainstorming with the children. Place an object in front of them and brainstorm all the possible uses for that object. Write all suggestions down on a flip chart or chalkboard.

- How can brainstorming be useful?
- Why is it helpful to write down all ideas, even if they seem far-fetched?

Brainstorm ways in which children may help raise awareness about the Lost Boys in America and children in Sudan.

RESOURCES FOR LEARNING ABOUT PEACE AND RECONCILIATION

Educating for Peace and Justice: Religious Dimensions K-6
James McGinnis, The Institute for Peace and Justice, St. Louis, MO, 1993
www.ipj-ppj.org

Let There Be Peace in the Classroom
Jenni Douglas Duncan © 2002 Discipleship Resources
www.cokesbury.com

Peace Talks
2006 edition of *New Earth: Christian Resources for the Outdoors*
© 2005 by the Cooperative Publishing Association
www.nccusa.org/elmc/2006OutdoorMinistry.htm

PowerXpress!™ - PEACEMAKERS
Jenni Duncan, © 2001 Abingdon Press
www.cokesbury.com

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