



Leader's Notes

World Day of Prayer Children's Program

Prepared by the WDP Committee of Zimbabwe

March 6th 2020

“Rise, take your mat and walk”

Objective

For children to see Jesus' love, compassion and caring, and be encouraged to show love and compassion to others.

The Bible Reading of this miracle is a good one – but it is quite tricky for younger children as they will need some help to understand what the disabilities are.

Age group: Primary 1 - 3 (age 5-7 years) and Primary 4 – 7 (age 8 – 12)

There are three key lessons weaving across this pack of work:

The Bible Story and understanding of Jesus' love, compassion and caring (RME)

Comprehension of the story and drama (Literacy and English)

Learning about Zimbabwe (Social Subjects – People and Places)

Songs

Sung to the tune of

Jesus we are here (from Zimbabwe)	CH4 730
Jesus loves me.	Junior Praise 140
O! O! O! How good is the Lord.	Junior Praise 180
Jesus loves the little children.	Junior Praise 132
If you believe and I believe.	CH4 340

Please feel free to change or add songs that suit your age group.

Bible Story

Choose one of the three suggestions below to talk about the Bible story according to your group age and interest. The Bible story narrative should conclude with a conversation and activity about the meaning of Jesus' action today. See the Conclusion session below.

The leader may use the Bible Study material in the Worship Booklet for their self-preparation before giving the lesson to the children.

1. Free narrative of the Bible story

This is the best way to tell the story to younger children and will allow some discussion around what is meant by disabilities. Use an audio visual/cartoon version to project on a screen if possible. Good to start memorizing the line “Rise, take your mat and walk”

Either:

Form groups with the children based on their age and let them answer some of the questions below. Adapt the questions to their understanding level. After the group conversation, invite them to share especially the two last questions.

Or:

Put the questions onto individual cards – like playing cards and use them as a kind of game – working in pairs or small groups trying to work out/ remember the answers – then come back together as a group to share the answers. This will reinforce the message of the story – and the children will be more confident in answering because they have completed this in a ‘team’ approach.

1. Which kind of people were at the pool? (v 3)
2. Who then came to the pool? (v 6)
3. Which question did Jesus ask? (v 6)
4. How did Jesus react when he saw the lame man? (v 6)
5. For how long had the man been ill? (v 5)
6. When Jesus asked the lame man, what did the man say? (v 7)
7. What then happened after the man answered Jesus? (vs 8-9)
8. What are the three things Jesus told the lame man to do? (v 8)
9. What three things did you learn from what Jesus did?
10. If you were Jesus, what would you do in seeing the lame man lying by the pool?

2. Dramatize the Bible story

This is a powerful way to help the children understand the meaning of compassion, love and caring.

Easier for older children to act out, but younger children would be better to use puppets – which may simply be pictures of the characters on sticks and raised at the appropriate time. Use simple words for younger children.

The leader explains that the children are to dramatize Jesus healing the lame man by the pool, based on John 5: 2-9a. Prepare the scenery with props and ask for volunteers to play the roles of the story’s characters.

There should be a mat, sign of a pool, an Angel to disturb the water, children with different disabilities - the blind, the lame, the paralyzed - and Jesus. Three other children with cards bearing the attributes of Jesus (compassionate, loving, caring).

Narrator: (*crying out in terrible pain*) Oh-oo Please help! Will anyone help?

Jesus: (*approaching the lame man*) Do you want to be made well?

Child (lame man): Sir, I have no one to put me into the pool when the water is stirred up, and while I am trying to get in, someone else steps in ahead of me.

Jesus: Rise, take your mat and walk

Child: (*as he walked with a mat in his hand celebrating*) Our Lord is a mighty healer, Jesus is a healer, indeed he is great! I am healed! I am healed!

Child 1: (*raising card written - compassionate*) Jesus is compassionate.

Child 2: (*raising card written - loving*) Jesus is full of love.

Child 3: (*raising card written - caring*) Jesus really takes care of us.

Narrator: Let’s go and do the same!

Talking about the story: Prepare cards with the words below on them. Place the cards in a box, reshuffle and let the children pick one each. You may need to adapt some of the words according to the age group. Let each child explain the meaning of the word and create a complete sentence with the word. If the group is too big, form small groups to do the activity. Motivate a conversation with the children based on their shared

sentence and the meaning of Jesus' action. The conversation may be used to introduce an art activity, like drawing the story or continuing the dramatization based on the sentences created by the children.

Words:

Love, Peace, Reconciliation, Compassionate, Forgiveness, Relations, Development, Acceptance, Caring, Friendly, Love, Sharing, Harmony, Restore, Praising.

3. Draw the Bible story

Pin on the wall the drawings of the story as provided. Invite the children to choose one of the drawings, and ask them to share what they see in the picture. The children will be fascinated with the illustrations from the students of Zimbabwe – this should lead to some good discussion about the different cultures – allowing for comparison and contrast. Using pictures as stimuli always gets interesting responses from the children. It would be good to have paper for the children to do their own drawings. For younger children white paper and black 'fine liner' pens are good. As a good reminder of the story, and for a fairly easy to facilitate activity – a story box is quite effective. It can then be cut out and glued to make a box of the story to take home.

Conclusion (Use the conclusion below for each of the three suggestions of the Bible story narrative)

To conclude the conversation and sharing, invite the children to repeat a few times, with great joy and creative gestures: "Rise, take your mat and walk" (John 5:8). Let us go and love one another and help others as Jesus did.

Activities (choose one or more of the following)

1. Playing for love, peace and reconciliation

Use the game Mingle Mingle to talk about the focus of the program on love, peace and reconciliation.

Leader: Mingle Mingle

Children: Mingle

Repeat the two song lines 3 times

Activity: Children are running about mingling, following the leader's instructions. They should not move in groups but individually. If the leader calls out a number (for example 4) it means the children should stand into groups of 4 and after a little while, those not in groups are asked to go out of the game. The leader continues to do so until there are very few children left.

Talking points about the relevance or teaching: Love, peace and reconciliation

When you formed groups

- There was a mix of colour, height, structure, class etc.
- You came together in joy and peace.
- If someone had not liked one of the others before, they were able to reconcile.
- They learn that they need each other to fill up the required number, which shows that in life, despite our differences, people need each other.

Or

2. Talking about Zimbabwe

Population diversity: Form a group of children to play the role of the students in school.

Narrator: At a high school in Zimbabwe, a new Ndebele-speaking pupil (Child 1) has just started school. She is walking down the corridor meeting a group of 3 older Shona-speaking girls. Shona is the major indigenous language spoken in Zimbabwe whereas Ndebele is the second one.

Child 1:*(smiling)* linjani Girls?

Child 2:*(from the group)* E-ei what are you saying?

Child 3:*(from the group)* We don't understand you, can you speak in Shona?

Child 1: Oh no. I am from Matebeleland. I speak Ndebele.

Child 2: What?? We are in Harare my dear, if you don't speak Shona we are not going to talk to you.

Child 4: Oh no, you have to understand that we are all Zimbabweans. Remember in our country we have 10 provinces from which 16 languages are spoken (show the map and list of languages), but we all belong to Zimbabwe, we are one nation. All these are Zimbabwean languages, let us learn from each other.

Narrator: They all understood each other and they all apologized and they became friends. Love, peace and reconciliation are there - there should be no discrimination in any way even in the way we use our languages. We are all one and we are all God's children. How do you want to show love and compassion? *(Let the children suggest what actions they would like to take)*

Or

3. Animals:

The main five animals found in Zimbabwe are elephants, lions, leopards, buffalos, and rhinoceroses. Search pictures of those animals in magazines, journals or the internet. Show the pictures of each animal and invite the children to name them. You may also have placards with the names and ask the children to match the card with the picture. Invite the children to draw the animals.

Or

4. Culture:

A mat made out of reed or sisal is a very common craft in Zimbabwe. Bring some materials and guide the children in the making of a small mat. It can be made by weaving the reed, sugar paper, or recycling papers or plastics. Or even, let the children draw mats and colour them to be taken home.

Or

5. Craft:

Copy the story box onto card for each child. They can then colour in and cut out the box, glue the side flap to form a box and fold in the base. A simple way to take home the story.