

Building God's

# Shalom Zone

Children working to build a better world



Presbyterian Mission  
**Presbyterian Ministry  
at the United Nations**

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## About the Presbyterian Ministry at the United Nations



The Presbyterian Ministry at the United Nations has a long history in the global community. Active in the United Nations since its formation in 1945, the church has held special consultative status through the UN Economic and Social Council since 1998. This allows the Presbyterian voice to be heard by the global audience and contribute to its agenda by attending conferences, making statements and taking part in advocacy and networking.

Amid the restless spirits and often-tough diplomacy of the United Nations, the Presbyterian Ministry at the United Nations helps inspire, equip and connect Presbyterians for ministry as faithful disciples of Jesus in the global community. We educate with the hope of helping individuals live out God's call in Christ to live with compassion, seek peace, and pursue justice wherever they go.

## Acknowledgments

We are grateful to everyone who provided their gifts to make the Building God's Shalom Zone: Children Working to Build a Better World a reality. It was truly a labor of love undertaken during the COVID-19 pandemic. Special thanks goes to Leah Brooks, Young Adult Volunteer for 2021-2022, whose passion for children and meticulous research made this project possible, Martha Bettis Gee for her tireless dedication in developing and editing this study, and colleagues who served as readers and contributed valuable insights, Ivy Lopedito and the PMA's communication team for their patience in guiding us through the production process.



In September 2015, the governments of the world adopted the Sustainable Development Goals. In doing so, the United Nations took a significant step not only toward addressing those issues, but also in lifting up the interconnected nature of development and sustainability. As we move past the 75th anniversary of the United Nations and look to the challenges of the future, Christians have an opportunity to partner in new ways and engage the hearts and minds of others toward the expansive vision articulated in these Goals, one that could not be more timely.

But these goals are not just important for adults. In 2030, the children of today will be adolescents on the brink of young adulthood. The world's mandate to bring the goals to fruition will be transitioning from today's adults into the hands of those whose future will depend on their success. This study is one tool to equip children to begin to discern how to respond to God's call to walk alongside the world's people. Together — children, youth and adults, old and young — we can work to restore the shalom God intends for all.

## **10 THINGS TO KNOW ABOUT THE SDGS**

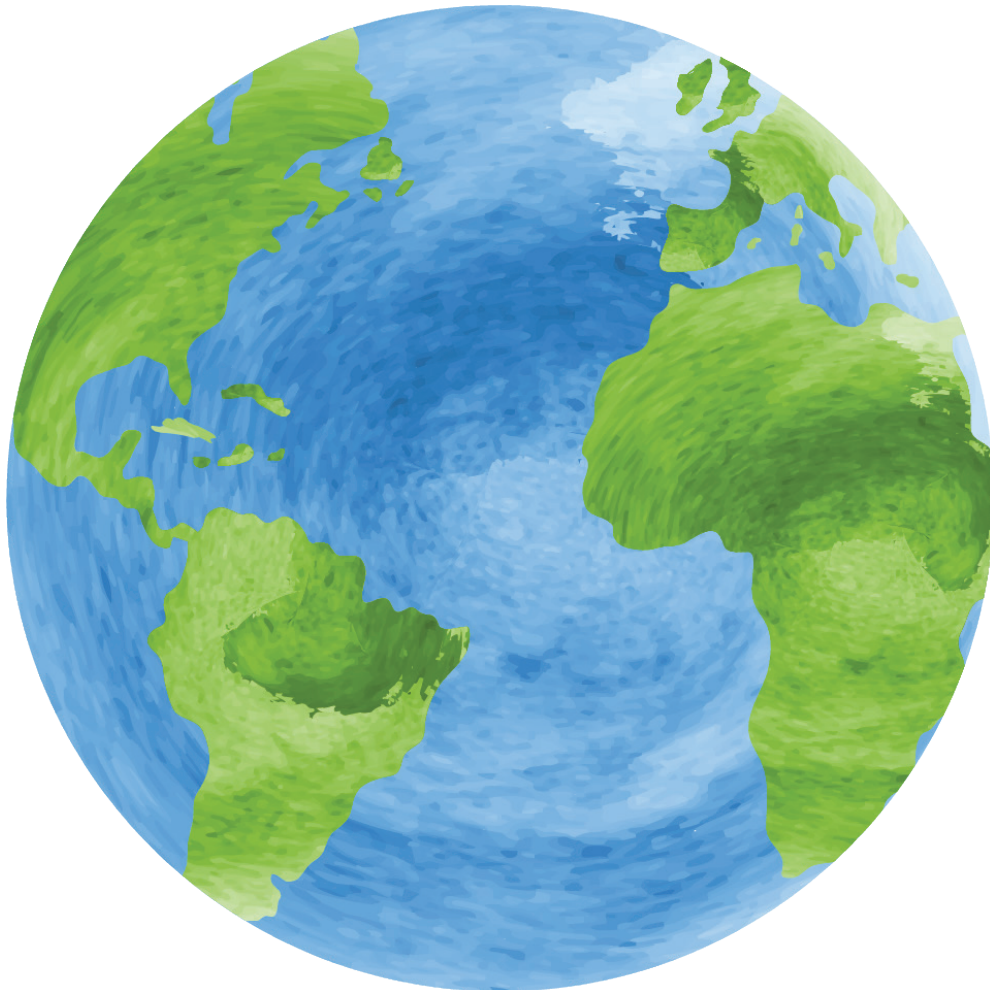
The United Nations' 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals, or SDGs, officially came into force on Jan. 1, 2016. The agenda articulates a concrete call to action, encouraging us to take the bold and transformative steps urgently needed to shift the world onto a sustainable and resilient path. Here are 10 important things to know about the SDGs:

1. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Eradicating poverty in all its forms and dimensions is an indispensable requirement for sustainable development.
2. The 2030 Agenda is a culmination of more than four decades of dialogue and debate. This ambitious blueprint for eliminating extreme poverty, reducing inequality and protecting Our Planet is a plan of action for the whole world community of nations. The goals and targets came after years of development practice, civil society engagement and government negotiations.
3. By endorsing the 2030 Agenda, the world community reaffirmed its commitment to sustainable development. In 2015 the 193 member states of the United Nations unanimously adopted the plan for action and pledged to ensure sustained and inclusive economic growth, social inclusion and environmental protection, fostering peaceful, just and inclusive societies through a new global partnership.
4. The SDGs build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty, ensuring that no one is left behind. The new SDGs are unique in that they call for action by all countries — poor, rich and middle-income — to promote prosperity, while at the same time protecting Our Planet. The 17 SDGs are broader in scope and go further than the MDGs by addressing the root causes of poverty and the universal need for development that works for all people.
5. A core feature of the SDGs is their strong focus on how they may be implemented. They emphasize the mobilization of financial resources, the building of capacity and the use of technology, as well as data and institutions.
6. The new SDGs recognize that tackling climate change is essential for sustainable development and poverty eradication. Tackling climate change and fostering sustainable development are two mutually reinforcing sides of the same coin — sustainable development cannot be achieved without climate action. Conversely, many of the SDGs are addressing the core drivers of climate change.
7. The 2030 Agenda rests on the interconnected and indivisible nature of its 17 SDGs. In implementing the SDGs, it is

important to treat them in their entirety instead of approaching them as a menu list of individual goals from which to pick and choose.

8. At the heart of the 2030 Agenda are five critical dimensions: people, prosperity, Our Planet, partnership and peace, also known as the Five P's. We have traditionally viewed sustainable development through the lens of three core elements — social inclusion (people), economic growth (prosperity) and environmental protection (planet), but the 2030 Agenda builds on this approach by adding two critical components: partnership and peace.
9. While some of the 17 SDGs appear more overarching or “final” in nature, others can be seen as the means to those final goals. For example, we not only pursue the water and energy goals for their own sake, but because clean water and energy are means to the true goal of health and well-being. But since clean energy and water are such crucial issues, they demand a specific focus. Looking at some SDGs as means to others can help us appreciate the interrelated nature of the SDGs.
10. This is work that the church has been engaged in for centuries. From eradication of hunger and poverty to treating the earth with respect, our church has been working to achieve these SDGs since before their existence.

Adapted from information at [un.org/sustainabledevelopment/development-agenda](https://un.org/sustainabledevelopment/development-agenda)



Welcome to Building God's Shalom Zone: Children Working to Build a Better World, a children's study to learn about the United Nations' Sustainable Development Goals. Through this five-session study, you and the children will explore these important goals and discover ways of speaking out about how we can work together to build a better world — a world where everyone can experience the abundant life God intends for all.

While other children here and around the world are learning about the importance of the Sustainable Development Goals in other settings and for other reasons, this study assumes you and the children will be doing so as a response to the gracious God who created the world good and who yearns for the entire Creation and all who live in it to experience the abundant life — to live together in God's shalom.

As you get ready to lead this study, get familiar with the Sustainable Development Goals by reviewing two other resources developed by the Presbyterian Ministry at the United Nations, the Second Edition of the Study and Devotional Guide on the United Nations Sustainable Development Goals and Engaging Our World: An Adult Study, a tool to accompany the guide. Read over "About the Sustainable Development Goals," p. 4. Also pray for yourself and the other leaders, as well as for the children you will lead.

## **STRUCTURE OF THE SESSIONS**

The five sessions have a structure most adult leaders of children will recognize. Here are some important things to know as you plan.

- › Gather Together
- › Explore Together
- › Respond Together
- › Celebrate Together

### **GATHER TOGETHER**

#### **1. Make nametags.**

The nametag for the study is a circular icon with all the goals, each identified with simple words. Following the initial session, on each day of the study children will color in on their nametags the goals to be explored that day. This icon differs from the ones used by the United Nations in that the goals are arranged according to their category (people, planet, prosperity, peace and partnership). A pattern for the nametag is found on p. 30.

#### **2. Worship.**

After making introductions and the coloring in of nametags, each session begins with a brief time of worship, including music, a brief Scripture call and response and prayer. Plan to set up a worship center, preferably with a globe or world map, an open Bible and a candle.

Music is an important part of the sessions. For more information about the songs that are key to the study, see p. 44.

### **EXPLORE TOGETHER**

#### **1. The session plans provide a wide range of activities.**

For a church school class or other session of between 45 minutes and an hour, choose from among these activities, taking into account the ages and interests of the children in your group. Many activities are online, with the links provided in the Resources section (see Resources, p. 27). If you will not have internet access during your session, you can download many of these activities. In each session, one or two activities for exploring are suggested. But if those don't seem to fit your group, check the Resources section for other suggested activities.

Because the church has been engaged in ministries that address these goals for generations, some suggested activities focus on particular programs and initiatives of the church that do so.

#### **2. If you are using the study in another setting, such as a midweek program or a vacation church school, check out**

the activities and links included in the Resources section and use these to plan for a longer session from around 90 minutes to three hours.

**3. While some of the 17 goals are an expression of complex realities that are largely beyond the experience of children, all children can understand what we call the five P's, categories into which the goals fall: People, Planet, Prosperity, Peace and Partnership.**

**4. Because a key emphasis of the Goals is a commitment to environmental justice and to addressing climate change, the study models a wise use of resources.** While there is a multitude of suggested art activities in online sites that call for the purchase of materials like foam core, beads and other craft materials, for this study we encourage the use of recycled materials as much as possible — materials like sheets of cardboard or boxes. Other basic supplies you will need include drawing or typing paper, card stock for nametags, colored markers or crayons, scissors, tape and glue.

**5. *Growing in God's Love: A Story Bible*, edited by Elizabeth F. Caldwell and Carol A. Wehrheim (Louisville: Westminster John Knox Press 2018), is the resource for the Bible stories for the study.**

## RESPOND TOGETHER

**1. Exploring and learning about God's shalom is important for children (and for adults), but if we stop there, nothing much will change.** Children need to be introduced to ways they can begin to make a difference right here and right now. By reflecting on what they learn and then taking simple, practical action steps, we are not only helping to bring in God's shalom, but we are also helping to build our own discipleship skills and those of the children.

**2. Throughout the sessions, children will work together on a study-long project.** The study offers several choices, including creative expressions like making a montage on either posterboard or using boxes, or making prayer flags. Depending on the resources and expertise available to you, you might also consider having the children make a YouTube video or a page for your church's website together. Another option is writing letters to the church governing board, a local paper, a city council or county leadership, or to a member of Congress. Depending on the ages and interests of the children, you might choose two or more of these options. Check the Resources section, p. 43, for more detailed directions.

**3. Children will also be engaged in mission and outreach.** Because the Sustainable Development Goals emphasize their interconnected nature, many mission or outreach initiatives your church is already doing are likely connected with more than one goal. Talk to your pastor, church educator, or mission or outreach chairperson about projects or initiatives your church already supports. Also brainstorm community initiatives or current responses to crises like floods or storms, and check for denominational or ecumenical programs children might tap into. Several are suggested in the sessions. You may want to choose one ongoing mission project, or as many as four or five to connect to the five P's. See "Planning for Sustainable Mission" (Resources, p. 40).

## CELEBRATE TOGETHER

**1. Every session closes with a time to wrap up and reflect on the activities of the session.** This is a time to review what the children have experienced and learned. Leaders can also use the children's responses to gauge how effective the session has been, and whether it might be necessary to do a mid-course correction in the activities offered.

**2. The session closes with a brief prayer, as well as with using shalom as a farewell.** Be sure to collect the nametags for use in the next session.

## **SCRIPTURE**

Luke 10:25–37

## **SESSION GOAL**

Children will be introduced to the Sustainable Development Goals and how they connect to building God's shalom zone.

## **PREPARATION**

- Pray for yourself, the other leaders and the children you will lead.
- Read over the detailed directions for the mission project (Resources, p. 40). Invite your pastor, church educator, or mission or outreach chairperson to come and talk to the children about the ongoing mission project(s) you have chosen.
- In advance of the session, send home a letter to parents or caregivers (a suggested template is found in Resources, p. 33) along with a kid-friendly copy of "10 Things to Know About the Sustainable Development Goals" explaining the study and the sustainable development project you have chosen, detailing what you will need from the children. If you prefer, put out a broader all-congregation request, or if the project will require a large number of items (such as items for the Gift of the Heart Kits), arrange for their purchase.
- If you have older children in your group, prepare and set up the GoGoals game, to be available throughout the study, and, if you like, the Free Rice activity (Resources, p. 49).
- Using the pattern on Resource Sheet B (p. 30), print nametags on card stock and cut them out. Also make a large version of the icon, or plan to project the symbol. (Icon Resource Sheet A, p. 29). Set up a worship center, preferably with a globe or world map, a Bible open to Luke 10:25–37, and a candle (standard or digital).
- If possible, obtain a video projector for connecting to the YouTube songs and videos.
- Post or project the lyrics for "We See the Whole World in God's Hands" and "Farewell, Good Friends" (Resources p. 45), as well as these open-ended prompts: My favorite (food, drink, toy, game or activity is ...).
- If you decide the suggested activities for exploring together are not a good fit for you and your group, check out the other activities in the Resources, p. 49.

## **SOMETHING TO REMEMBER**

Throughout the study, there are a number of suggested online games and resources. If you have older and younger children together, or if your group is fairly large, you may want to provide two or more additional laptops or tablets so that you can form smaller groups and each age group can view the videos and access the games and activities most appropriate for them. If engaging in activities online is not an option, there are plenty of options that either do not require internet access or that can be downloaded and printed out in advance.

## **GATHER TOGETHER**

### **1. Make nametags.**

As children arrive, call their attention to the symbol for the Sustainable Development Goals. Hand out the nametag templates you prepared. Point out and read the abbreviated forms of the 17 goals as they are articulated on the nametag and tell the group they will be learning about these goals in the sessions to come. Ask them to print their name on the line in the center of the circle. Give each child a length of yarn or cord to string through the hole in the nametag and have them put the nametags on.

### **2. Respond to prompts.**

When most children have arrived, point out the open-ended prompts you posted, and invite children to choose one to respond to. Then ask children to introduce themselves. Invite them to say, "How do you do? I am (*name*) and my favorite (*food, drink, toy or game*) is ...).



### 3. Worship together.

Call the group's attention to the song lyrics you posted. Sing together "We See the Whole World in God's Hands" (Resources, p. 45).

Light the candle.

Tell the children you will say the following from the book of Isaiah:

Leader: God says, "Look! I'm creating a new heaven and a new earth! Be glad and rejoice forever in what I'm creating!"

Practice their response together:

Children: **All together, we will pray and work for God's shalom!**

Repeat the call and response together. Pray the following:

*Loving God, thank you for this earth and for everything that makes this world a home. Guide us as we learn how to help to build your shalom for all. Amen.*

## EXPLORE TOGETHER

### 4. Hear a Bible story.

Show the children the Bible open to Luke 10 and tell them this is where today's story is found. Read "The Good Neighbor" (*Growing in God's Love: A Story Bible*, p. 212). Discuss the questions that accompany the story, then ask one or more of these additional questions:

- Who do you think is your neighbor? Is it just the people who live near you? Your friends at church or school?
- Who are some other people in your community who are also your neighbors?
- What are some ways you could act in a neighborly way to them?

### 5. Learn about shalom.

Ask the children:

- When we introduced ourselves just now, what did we say first (How do you do?)?

Comment that while people don't use that phrase as much as they used to, it means "How are you doing?" or "Are you well?" Ask:

1. Have you ever heard someone say shalom when you are introduced or when you are leaving?

Tell them that the word *shalom* means *peace* in Hebrew, and Jewish people use the greeting *Shalom aleichem*. People who speak Arabic greet others by saying *Salaam alaykum*, which roughly translates as "peace be upon you." The Masai people in Africa greet others by asking, "Are all the children well?"

Say that in the Bible, shalom is an ancient Hebrew word that means much, much more than simply peace. When you greet someone with *shalom*, you are not just saying "hello"; instead, you are saying you want that person to be healthy, safe and to have all the things they need to have a good life.

Sing the first verse of "Farewell, Good Friends" together (Resources, p. 45).

### 6. Introduce the Goals.

Tell the children that there is an organization called the United Nations made up of countries in the world. In 2015, those countries created a group of 17 goals that could help the world become a better place for everyone to live.

Say that these goals are called the Sustainable Development Goals. Ask:

- What does the word sustainable mean? What is development?

After volunteers describe what they think these words mean, tell them that sustainable development meets the needs of people living now, but doesn't get in the way of the ability of people yet to come to meet their own needs.

If everyone works to meet these goals by 2030, it would be one important way to work together to build God's shalom zone. The words on the children's nametags list all 17 of those goals. Each day, the children will learn about one of the groups of goals on their nametags: goals about people, Our Planet, prosperity, peace and partnership.

If possible and time allows, show one or both of the following videos to the children:

- Younger children: Read aloud the online book, *Frieda and the Sustainable Development Goals* (Resources, p. 49).
- Older children: Older children can view an online video, *United Nations Sustainable Development Goals - Overview* (Resources, p. 49). Tell children that this short video introduces the 17 goals. While some of the goals, like getting rid of poverty, are fairly easy to understand, others are a little more complicated. As they view the video, ask them to make a note of which ones they need more information about or a clearer explanation. Also explain that they will learn much more about the goals over the next four days.

## RESPOND TOGETHER

### 7. Introduce sustainable mission.

Invite the guest you recruited to explain the outreach or mission project you have chosen. If appropriate, have that person show the children what they will be bringing or doing. If they are assembling Gifts of the Heart, for example, show one assembled kit and what is inside. If they are collecting canned goods or shelf-stable goods, they might show them a can. If they are collecting money, show the bank they will be using and suggest a target they might try to meet.

### 8. Begin to learn a song.

Show a YouTube video with the lyrics of the song "Together We Can Change the World" by Mark Shepard (there are several on YouTube; see Resources, p. 46) and invite the group to sing along.

Using the page in Resources, p. 46, demonstrate the motions and encourage the children to repeat them. If possible, show the group the video of the song in which children are singing the song at a meeting of the United Nations General Assembly. Ask children to make note of the motions the children are using in the video and practice making them along with the video.

## CELEBRATE TOGETHER

### 9. Wrap up and reflect.

Invite the children to respond, popcorn style, to the following open-ended prompts:

- My favorite thing we did today was ...
- I was surprised to find out that ...
- Some words or ideas I didn't really understand were ...

Jot down their responses, as they may give you indications of where to place the emphasis in the upcoming sessions.

### 10. Pray a closing prayer.

*Loving God, help us to pray together, join together, and work together to help build your shalom zone. Amen.*

## 11. Say goodbye.

Sing the second verse of "Farewell, Good Friends" together (Resources, p. 45). Remind the group that shalom can be used as a greeting when we meet someone, or as a way of saying goodbye when we depart. Encourage children to use the word *shalom* as a parting blessing.



## **SCRIPTURE**

John 6:1–14

## **SESSION GOAL**

Children will explore how they can help build God's shalom for all people.

## **GOALS ABOUT PEOPLE**

1. No poverty
2. No hunger
3. Good health
4. Quality education
5. Equality for boys and girls

## **PREPARATION**

- Pray for yourself, the other leaders and the children.
- Continue to set up a worship center, with a globe or world map, a Bible open to John 6:1–15, and a candle. If you like, make available the GoGoals game for older children and the Free Rice activity.
- Have extra nametags for any newcomers to the study.
- Make available plenty of crayons or markers in a wide variety of colors.
- Check the Resources section for the directions and materials you need for the ongoing response project you have chosen for this study. Prepare the means of display (for example, boxes for box sculpture, poster board for poster, construction paper and drawing paper for prayer flags). If you are making a video, have one or more smartphones available with video capability. If you decide to write letters, provide writing paper and pens, along with scratch paper.
- Prepare for the mission or outreach project you identified in the last session. If you are collecting money, canned goods, diapers or other items, think of questions you can ask the children to help them understand what the need is and why it exists. Depending on your project, obtain boxes to be used as collection boxes, or some means for collecting money, such as a fish bank. Get cardboard or poster board to make a chart.
- If you choose to do the activity "Pass the Loaves and Fish Around" (Resources, p. 49) get small, wrapped food items, such as granola bars, for each child.
- If you decide the suggested activities for exploring together are not a good fit for you and your group, check out the additional activities under the category People in Resources, p. 49-51.

## **SOMETHING TO REMEMBER**

Children can respond to the invitation to engage in mission in a couple of ways. Some children think there is little they can do, and so they don't try. Others are brimming with enthusiasm to change the world! In either case, it is a missed opportunity when adults don't invite them to take concrete, tangible steps. When children have the chance to act as disciples in simple ways, they are more likely to grow into taking more complex actions later on.

### GATHER TOGETHER

#### 1. Color nametags.

As children arrive, hand out the nametags they began creating in the first session. If you have newcomers, give them a nametag and ask them to print their name on the line in the center of the circle. Then read aloud Goals 1–5 from the circular icon of the goals. Invite volunteers to explain what they think each goal means and clarify their responses if necessary. Help children to find those goals on their nametags, and then ask them to color those five goals on the color wheel, using a different color for each goal. It's not necessary for the colors on their nametags to exactly match the colors on the image.

#### 2. Worship together.

Call the group's attention to the song lyrics you posted. Sing together "We See the Whole World in God's Hands" (Resources, p. 45).

Play the music for "Come, You Children, Come Together" (see Resources, p. 44 for lyrics and the link for the online accompaniment, or have someone accompany the group on piano or guitar), then invite the group to sing the first verse.

Remind the group that God wants everyone to experience a good life, and that is what God's shalom is all about. Repeat the call and response from session 1:

Leader: God says, "Look! I'm creating a new heaven and a new earth! Be glad and rejoice forever in what I'm creating!"

Children: ***All together, we will pray and work for God's shalom!***

If your project involves the collection of goods or money, invite the children to place their contributions in the appropriate receptacle as an offering.

Pray the following:

*Loving God, thank you for this earth and for everything that makes this world a home. Guide us as we learn how to help to build your shalom for all. Amen.*

### EXPLORE TOGETHER

#### 3. Hear a Bible story.

Discuss the questions that follow the story, then discuss some of the following:

- Why do you think some of the people who came to hear Jesus did not bring food to eat? Do you think they forgot to pack a lunch? Is it possible they didn't have any food to bring? Why would that be?
- Some people may have had food. What do you think they were thinking when it got to be lunchtime? Do you think they thought about sharing with their neighbors, or might they have hidden their food so they wouldn't have to share?
- How did the young boy help Jesus? What do you think happened that made enough food for everyone? Was it magic? Was it possible that when the people heard Jesus bless the boy's lunch, the people with food decided to share?
- Do you think children like the little boy in the story from John's Gospel — and like you — can help build God's shalom zone? What do you think you could do to help hungry people?

If your group includes older children and time allows, consider inviting them to explore other gospel accounts of the feeding of the 5,000.

#### 4. Talk about goals for people.

Ask:

- What is poverty? Why do you think people are poor?

Point out the other goals for today's study. Tell the children that many people in the United States live below what is called the poverty level. That means they do not have enough money to pay for a safe and healthy place to live, to buy the food they need, to see a doctor when they are sick or to take their children for regular visits so they will be healthy. Children who are poor may also miss more school, or the schools they attend might not be the best schools for learning.

If there is no more poverty, people would be able to get the food they need. They would have the money to visit a doctor. They could go to school, and the schools would all be good schools.

#### 5. Play "Pass the Loaves and Fish Around."

Invite the children to explore the unequal distribution of food and other resources people need for a full life by using the activity "Pass the Loaves and Fish Around" (Resources, p. 49).

### RESPOND TOGETHER

#### 6. Learn about the sustainable mission project.

If relevant, count the money or items collected today, and have a volunteer make a notation on the chart. Give the group more information about the project and ask relevant questions. In the case of collecting food items for a food bank, you might ask: Why do you think we are only collecting things like cans and packaged food that can last a long time? If money, ask questions like:

- Why don't we just send food along to people in countries far away?
- Do you think we can decide what people need, or do we need to ask them? How would collecting and distributing food help address other people goals, like good health?

If you are asking for contributions from the congregation, ask older children to make posters describing your project. Younger children might decorate a collection box.

#### 7. Work on a sustainable development creation.

Tell the children that in the next four sessions, they will learn more about the Sustainable Development Goals and how they can help us work together to build God's shalom. Ask them to look again at their nametags and locate the five goals that are in the category of people. Say that these goals have to do with the basic things all people need to have a good life — no hunger or poverty, good health, quality education, and equality for boys and girls. Ask older children to explain what each goal means (what is quality, for example, or what is meant by equality for girls and boys).

Invite children to choose one of the five goals to illustrate.

Distribute the prepared paper and invite children to draw pictures or symbols. When they have finished their drawings, ask each child to show their work and describe it. Help the children attach their drawings to the display mode you have chosen (box sculpture, poster, individual prayer flag and so forth).

- If you have chosen to make a video, have older children record the others showing their illustrations and talking about them.
- You may have one or two older children who want to use this time to begin developing a webpage on the Sustainable Development Goals for the church's website.
- Older children may choose to write a letter to your church governing board about the Goals.

### CELEBRATE TOGETHER.

#### 8. Wrap up and reflect.

Invite children to respond popcorn style to the following open-ended prompts:

This is what I learned about getting rid of poverty ... about working to see that no one goes hungry ... about seeing that all people have what they need to be healthy ... about working for a good education for everyone ... about making sure that girls have the same opportunities as boys.

Then ask: How does the mission project we have chosen to work on help us to meet any of these goals?

#### 9. Sing songs.

Point out the motions for the song "Together We Can Change the World" (Resources, p. 46). Show the video of the song and encourage the children to use the motions and to sing the refrain. If time allows, also sing the first two verses of "Come, You Children, Come Together" and "We See the Whole World in God's Hands."

#### 10. Pray a closing prayer.

*Loving God, help us to pray together, join together and work together to help build your shalom zone. Amen.*

#### 11. Say goodbye.

Remind the children that shalom can be both a greeting when you meet someone and a way to say goodbye. Sing the second verse of "Farewell, Good Friends." Collect the nametags and set them aside for the next session.



## **SESSION GOAL**

Children will explore how they can build God's shalom for our planet.

## **SCRIPTURE**

Genesis 1:1–2:4a

## **GOALS**

Goal 6: Clean Water and Sanitation

Goal 7: Affordable and Clean Energy

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action

Goal 14: Life Below Water

Goal 15: Life on Land

## **SOMETHING TO REMEMBER**

Most of the goals require that we address them together with community action. But children can understand the responsible consumption aspect of Goal 12 and can actually take small but significant steps to address it. Even a young child can take shorter showers, turn off lights when not in a room, pick up and dispose of trash, and help their family in recycling and composting.

## **PREPARATION**

- Pray for yourself, the other leaders and the children.
- Continue to set up a worship center, with a globe or world map, a Bible open to Genesis 1 and a candle. Continue to make available the GoGoals game for older children and the Free Rice activity.
- Have extra nametags for any newcomers to the study, and make available plenty of crayons or markers in a wide variety of colors.
- Check the Resources section for the directions and materials you need for the ongoing response project you have chosen for this study.
- This session that focuses on our planet has more goals than the other sessions. The suggested activity, Weave a Web of Life (for which you will need a ball of yarn), synthesizes the concepts of many of our planet goals. But based on the ages and interests of the children in your group, you may want to consider one of the other activities about our planet from the Resources section.

## **GATHER TOGETHER**

### **1. Color nametags.**

As children arrive, again hand out the nametags they began creating in the first session. If you have newcomers, give them a nametag and ask them to print their names on the line in the center of the circle. Then read aloud Goals 6, 7, 12, 13, 14 and 15 from the circular icon of the goals, pointing out that these are goals for taking care of Our Planet and all Creation. Read the words describing each goal, offering more explanation of what each goal means if necessary. Help children to find those goals on their nametags, and then ask them to color those six goals on the color wheel, using a different color for each goal. As in the last session, it's not necessary for the colors on their nametags to exactly



match the colors on the image, although it would be good if the colors are contrasting so they show up well on the nametag. Encourage children to choose colors they have not used before if possible.

### 2. Worship Together

Call the group's attention to the song lyrics you posted. Sing together "We See the Whole World in God's Hands" (Resources, p. 45) as well as the first two verses of "Come, You Children, Come Together" (see Resources, p. 44, for the link to accompaniment).

Remind the group that God wants everyone to experience a good life, and that is what God's shalom is all about. Repeat the call and response from previous sessions:

Leader: God says, "Look! I'm creating a new heaven and a new earth! Be glad and rejoice forever in what I'm creating!"

Children: **All together, we will pray and work for God's shalom!**

If your project involves the collection of goods or money, invite the children to place their contributions in the appropriate receptacle as an offering.

Pray the following:

*Loving God, thank you for this earth and for everything that makes this world a home. Guide us as we learn how to help to build your shalom for all. Amen.*

## EXPLORE TOGETHER

### 3. Hear a Bible story.

Show the children where the story is found, at the very beginning of the Bible. Read aloud "How God Made Everything" (Growing in God's Love, p. 20). Invite the children to think about the questions posed at the end of the story. Then discuss some of the following:

- What's your favorite part of God's Creation? Why?
- How are human beings different from other living creatures God created? How are they alike?
- Have you ever been asked to take care of something very special? How did you feel when taking on that responsibility? What happened?
- What is dominion? (Tell the children it can mean "to rule over," "to take care of" or "to be responsible for.")
- Do you think having dominion is a good thing or a bad thing? Why?

### 4. Weave a Web of Life.

Form a circle and read Psalm 104. Holding its loose end, toss the ball of yarn to someone else as you name one way different parts of God's creation are connected to each other, based on what you heard in the psalm. Have children do likewise. If some children can't remember a specific example from the psalm, invite them to name some other way different parts of creation connect. Hold the web taut and have children experiment with plucking its various strands — how is the rest of the web affected? Explain that what happens to one part of creation affects all creation.

## RESPOND TOGETHER

### 5. Engage in sustainable mission.

If you collected items or money, count those things and record on the chart how much you received this session. If you have placed collection receptacles for the congregation, include what was collected there as well.

### 6. Work on a sustainable development creation.

Ask the children to look again at their nametags and locate the six goals that are in the category of planet. All of these things have to do with saving Our Planet. Ask older children to review what each goal means, for example, what is sanitation, or what kinds of processes for producing heat and electricity for our homes and schools might not be clean. You may need to take some time to explain responsible consumption and production, emphasizing that we need to take care to use materials wisely and to be conscious of how we might be wasting resources like water, for example.

Invite children to choose one of the goals to illustrate. Distribute the prepared paper and invite children to draw pictures or symbols. When they have finished their drawings, ask each child to show their work and describe it. Help the children attach their drawings to the display mode (box sculpture, poster or individual prayer flags).

- If you are making a video, older children can record the children showing their illustrations and talking about them.
- One or two older children may want to continue developing a webpage on the Sustainable Development Goals for the church's website.
- Older children may choose to write a letter to the editor of your local paper about the Goals.

## CELEBRATE TOGETHER

### 7. Wrap up and reflect.

Point out that these goals about Our Planet — the world we live on — are all about saving Our Planet. While the big job of dealing with how the climate is changing for the worse is mostly in the hands of grown-ups for now, there are many actions children can take that will both make things better and help them learn more about the big job ahead.

Ask children to respond to the following:

Something I am doing right now to help save the earth is ... Something more I might be able to do is ...

### 8. Sing songs.

Show the video of the song "Together We Can Change the World". Encourage the children to use the motions. If time allows, also sing three verses of "Come, You Children, Come Together" and "We See the Whole World in God's Hands."

### 9. Say goodbye.

Remind the children that shalom can be both a greeting when you meet someone and a way to say goodbye. Sing the second verse of "Farewell, Good Friends" (Resources, p. 45). Collect the nametags.

### 10. Pray a closing prayer.

*Loving God, help us to pray together, join together, and work together to help build your shalom zone. Amen.*

## **SESSION GOAL**

Children will learn about how they can build God's shalom through prosperity for all.

## **SCRIPTURE**

Amos 1:1; 4:13; 5:14–15; 7:12

## **GOALS**

Goal 8: Decent Work and Economic Growth

Goal 9: Industry, Innovation and Infrastructure

Goal 10: Reduced Inequalities

Goal 11: Sustainable Cities and Communities

### **SOMETHING TO REMEMBER**

The word for this category, prosperity, is a word many children, especially younger ones, probably are not familiar with. The suggested activity to explore this concept uses two movie and/or TV references. One is to the "Star Trek character" Mr. Spock and his Vulcan greeting. While "Star Trek" may not be any more familiar to children than the word prosperity is, showing a picture or video clip may help them to make a connection. The second reference is to the more recent books and movies "The Hunger Games." Decide if either or both of these references are helpful, and if not, consider how you will help children understand what prosperity is.

## **PREPARATION**

- Pray for yourself, the other leaders and the children.
- Continue to set up a worship center, with a globe or world map, a Bible open to the book of Amos and a candle. Continue to make available the GoGoals game for older children and the Free Rice activity.
- Again provide extra nametags for any newcomers, along with plenty of crayons in a wide variety of colors.
- Check the suggested activities and gather the necessary materials for those you choose to use.
- Some of the goals in this category are probably not part of a child's experience, especially Goal 9, Industry, Innovation and Infrastructure. Read over the suggested discussion prompts and questions and decide how best to help the children get a general idea of what prosperity is.
- If you decide to use either the example of the salutes of Dr. Spock or of Katniss Everdeen, you can use the photos included or locate a photo or video by doing a search online. You can find many examples to download or project.

## **GATHER TOGETHER**

### **1. Color nametags.**

As children arrive, again hand out their nametags. If you have newcomers, give them a nametag and ask them to print their names on the line in the center of the circle. Then read aloud this session's Goals from the circular icon. Help children to find those goals on their nametags, and then ask them to color them on the color wheel, using a different color for each goal. As in the last session, it's not necessary for the colors on their nametags to exactly match the colors on the image, although it would be good if the colors are contrasting so they show up well on the nametag. Encourage children to choose colors they have not used before if possible.

### **2. Worship together.**

Call the group's attention to the song lyrics you posted. Sing the first verse together of "Farewell, Good Friends"

(Resources, p. 45) and "We See the Whole World in God's Hands" (Resources, p. 45), as well as four verses of "Come, You Children, Come Together" (Resources, p. 44).

Remind the group that God wants everyone to experience a good life, and that is what God's shalom is all about. Repeat the call and response from previous sessions:

Leader: God says, "Look! I'm creating a new heaven and a new earth! Be glad and rejoice forever in what I'm creating!"

Children: **All together, we will pray and work for God's shalom!**

If your project involves the collection of goods or money, invite the children to place their contributions in the appropriate receptacle as an offering.

Pray the following: *Loving God, thank you for this earth and for everything that makes this world a home. Guide us as we learn how to help to build your shalom for all. Amen.*

### EXPLORE TOGETHER

#### 3. Learn about prosperity.

Call the children's attention to the category word prosperity on the color wheel. Ask:

- What is prosperity? What does it mean to prosper? Invite any responses the children have. Then choose one of the following ways to explain it, or another way you think will work better:
- Show them the picture of the Vulcan salute (Resources, p. 32) Tell the children that this salute was used by Mr. Spock, a character on an old TV series and in the movie saga "Star Trek." Mr. Spock was a Vulcan, and Vulcans used the greeting "Live long and prosper," accompanied by the hand gesture called the Vulcan salute; or
- Show them the picture of Katniss Everdeen's salute from "The Hunger Games" (Resources, p. 32). Say that Katniss used a salute in which she touched three fingers on her left hand to her lips, then raised her arm. The original meaning of the salute was to offer respect and goodbye to one you love, but it also gained more meaning because the society the people were living in was unjust. It became a sign of wishing justice for all.

Remind the children that in the first session they learned that the Hebrew greeting "Shalom aleichem" and the Arabic greeting "Salaam alaykum" basically mean "peace be upon you," and that saying "shalom" means much more than just hoping for peace, but also wishing well-being, health and all the things that make for the abundant life. So, by saying "live long and prosper," or by using the three-finger salute, we are making a similar wish.

#### 4. Hear a Bible story.

Show the children the book of Amos in the Bible, where today's story is found. Say that Amos was a prophet, and that God used prophets to tell the people things God wanted them to know. If time allows, you may want to read aloud "Prophets" (Growing in God's Love, p. 131). Tell children that one way to work toward making sure that all people in the world can prosper is to make things fair for everyone. Read "Telling the Truth" (Growing in God's Love, pp. 142–43). Discuss the questions at the end of the story. Also discuss some of the following:

- Why do you think some people have so much and some have so little? Do you think that is fair?
- What can we do to make things more equal for women, people of color and others who may be treated unfairly or who may be kept from getting the things they need for a life of shalom?
- What kind of job do you want to have when you grow up? How will this job help you be a part of your community?

#### 5. Learning more about specific goals.

Choose one or both of these activities that focus on Goal 10, Reduced Inequalities, and Goal 11, Sustainable Cities and Communities.

- Talk about living on \$5 a day.

Engage the children in exploring the challenge of feeding themselves if they only had \$5 a day to buy food (Resources, p. 59).

- Explore needs in city and country.

Form two groups to dig into the differing strengths and needs of life in the city and in the country (Resources, p. 59).

### RESPOND TOGETHER

#### 6. Engage in sustainable mission.

If you collected items or money, count those things and record on the chart how much you received this session. If you have placed collection receptacles for the congregation, count those contributions as well.

#### 7. Work on the study project.

Ask the children to look again at their nametags and locate the goals in the category of prosperity. Ask older children to review what each goal means. Remind them that some of the goals they learned about in previous sessions dealt with things being unequal — girls not having equal opportunities as boys, people not having access to equal resources with others, and the like. Invite children to choose one of the goals to illustrate.

Distribute the prepared paper and invite children to draw pictures or symbols. When they have finished their drawings, ask each child to show their work and describe it.

Help the children attach their drawings to the display mode (box sculpture, poster or individual prayer flags).

- If you are making a video, older children can record the children showing their illustrations and talking about them.
- One or two older children can continue developing a webpage on the Sustainable Development Goals for the church's website.
- Older children may choose to write a letter to your city council or county board about some aspect of the Goals that is particularly relevant to your context.

#### 6. Taking action against work that hurts people.

If time allows, choose one of the following ways for children to further explore harmful work.

- Red Hand Campaign against the use of child soldiers

Read about the Red Hand Campaign against the use of child soldiers (see Resources, p. 60, or download the information from the site in advance). Invite the children to create Red Hand messages. Decide together how the children might participate in this campaign by sending red hands to the Presbyterian Ministry at the United Nations or by displaying them in their church or school.

- Coalition of Immokalee Workers and the Fair Food Campaign (older children)

Invite older children to read about the Coalition of Immokalee Workers and the fair food campaign (see Resources, p. 60, or download the information from the site in advance).

Ask them children to report to the full group about what they can do to help.

### CELEBRATE TOGETHER

#### 7. Sing songs.

Show the video of the song "Together We Can Change the World" with the children singing (link in Resources, p. 46). Encourage the children to use the motions. Play the second video with the lyrics and invite children to sing along.

If time allows, also sing "Come, You Children, Come Together" (Resources, p. 44) and "We See the Whole World in God's Hands" (Resources, p. 45)

### 8. Say goodbye.

Remind the children that shalom can be both a greeting when you meet someone and a way to say goodbye. Sing the second verse of "Farewell, Good Friends" (Resources, p. 45). Collect the nametags.

### 9. Pray a closing prayer.

*Loving God, help us to pray together, join together and work together to help build your shalom zone. Amen.*



## **SESSION GOAL**

Children will explore how they can build God's shalom through peace and partnership.

## **SCRIPTURE**

Micah 6:6–8

## **GOALS**

- Goal 16: Peace, Justice and Strong Institutions
- Goal 17: Partnerships for the Goals

## **SOMETHING TO REMEMBER**

Depending on when you engage in this study, several major wars or conflicts are likely brewing somewhere in the world. Children are probably pretty familiar with songs or stories centering on the hope for peace—a lovely aspirational goal. This final session can help them understand that true peace—a core element of shalom—depends on another key element, justice for all. Achieving any lasting peace will also involve partnerships among nations, religious groups, and individuals.

## **PREPARATION**

- Pray for yourself, the other leaders and the children.
- Continue to set up a worship center, with a globe or world map, a Bible open to the book of Micah and a candle. Make available the GoGoals game for older children and the Free Rice activity.
- Arrange a place to display the box sculpture, posters or prayer flags the children have created during the study. If you made video segments, arrange for someone to edit the footage from the past four sessions and to add the footage for today's session. Similarly, if older children have been creating material for a webpage, make arrangements for materials to be edited and uploaded to the church's website.
- Arrange with your pastor or educator for the children to bring to the sanctuary the items for the Sustainable Mission project (like canned goods, money, letters, Gift of the Heart kits or other tangible elements). Designate a space where those things can be dedicated, either at the close of the session or in a worship service.
- Crayons in two or three colors should be enough for the nametags for this session.
- Check the suggested activities and gather the necessary materials for those you choose to use. If you are planning to use the Peace Poster, find the link in Resources, p. 29, and download and print it. Make enough copies so that as many as three or four children can work together on one poster, or, if you like, copies for each child to color.

## **GATHER TOGETHER**

### **1. Complete coloring nametags.**

As children arrive, again hand out the nametags. Read aloud this session's Goals from the circular icon of the Sustainable Development Goals. Point out that there are only two goals remaining, Peace and Partnership for the Goals. Help children to find those goals on their nametags, and then ask them to color them on the color wheel, using a different color for each goal. Encourage children to choose colors they have not used before if possible. Invite children to look at their completed Sustainable Development wheel and read the goals aloud together.

### **2. Worship together.**

Call the group's attention to the song lyrics you posted. Together, sing the first verse of "Farewell, Good Friends" (Resources, p. 45) and "We See the Whole World in God's Hands," as well as all five verses of "Come, You Children, Come Together" (Resources, p. 44).

Remind the group that God wants everyone to experience a good life, and that is what God's shalom is all about. Repeat the call and response from previous sessions:

Leader: God says, "Look! I'm creating a new heaven and a new earth! Be glad and rejoice forever in what I'm creating!"

Children: **All together, we will pray and work for God's shalom!**

If your project involves the collection of goods or money, invite the children to place their contributions in the appropriate receptacle as an offering.

Pray the following:

*Loving God, thank you for this earth and for everything that makes this world a home. Guide us as we learn how to help to build your shalom for all. Amen.*

## EXPLORE TOGETHER

### 3. Hear a Bible story.

Show the children where the book of Micah is found in the Bible, and tell them that, like Amos, Micah was a prophet. Remind them that God used prophets to tell the people things God wanted them to know. Read "What Does God Want?" (Growing in God's Love, pp. 144-45). Discuss the questions at the end of the story. Then discuss some of the following:

- What are some ways you can work together with other friends? What is your favorite part about working together?
- What does it mean to do justice, love kindness and walk humbly with God?
- Do you think it is possible for people or countries to be peaceful if things are not just and people are not treated fairly? Why or why not?
- Have you ever had to stand up for someone who was being bullied? What did you do? What happened?

Choose one or more of the following:

### 4. Form a human knot.

Invite the children to form a circle and engage them in this activity (Resources, p. 61). After discussing the questions, remind the children that one of today's goals is partnership. Say that if we want these goals to be met by 2030, people and groups all over the world will have to work together. That's what we mean when we sing "I can't do it by myself, so I'm asking for your help." Certainly children can't do this alone, but everyone can do their part.

### 5. Color a peace poster.

Invite children to work together in small groups to color the peace poster. (Resources, p. 61) Talk together about the words on the poster.

## RESPOND TOGETHER

### 6. Engage in sustainable mission.

Point out that this session is the last of the study, and show the children the money, canned goods or other things they have collected for the mission initiative they have been doing, the letters they wrote or whatever else was the result of engaging in mission.

Together, carry those things to the sanctuary. Either have your pastor or educator dedicate these things, or plan to do so in a service of worship.



### 7. Complete the study project.

Ask the children to look again at their name tags and locate the two goals, Peace and Partnership for the Goals. Ask older children to review what each goal means.

Invite children to choose one of the goals to illustrate.

Distribute the prepared paper and invite children to draw pictures or symbols. When they have finished their drawings, ask each child to show their work and describe it. Have them attach their illustrations to the display materials, completing the display.

If you are making a video, older children can record the children showing their illustrations and talking about them.

- If older children have been developing a webpage on the Sustainable Development Goals for the church's website, have them wrap up their work and prepare for its launch on your church's website.
- Older children may choose to write a letter to your member of Congress about some aspect of the Goals that is particularly relevant to your context.

### 8. Explore connections.

Remind the children that the kind of development they have been learning about is development that meets the needs of people right now without compromising the ability of future generations to meet their own needs. While they have learned something about each of the 17 goals, it's important to understand that they are connected, and that we can't just pick out one and ignore the rest. But because they are connected, when we are working on one goal we are also doing a lot to achieve many of the other goals.

Choose between the following ways to help children make connections between the goals:

- Give each child a large sheet of drawing paper or a sheet of newsprint and markers or crayons. Ask them to print in the center of the paper a goal that particularly appeals to them, and circle it. Then ask them to take off their nametags and find two or more goals they think are connected to the goal they chose. Encourage them to print each of those goals in a circle positioned out from the goal in the center and draw lines to connect them to the center goal. They could continue by drawing lines between these goals that connect them to one another. When children are finished, come together and ask volunteers to explain why they made the connections they did. Invite children to name connections they can see to the goals other children included on their papers.
- Use a variation on the activity from Session 3 where children wove a web of life to demonstrate connections between some of the goals. Invite a child to choose a goal, then have the child toss the yarn to another child and invite that child to name a goal that is connected to the first and tell what the connection is. That child then tosses the yarn to someone else to name another goal and connection. Continue until you have formed a "web" of connections.

## CELEBRATE TOGETHER

### 9. Wrap up and reflect.

Invite children to remove their name tags and examine them. Go through the goals one by one, inviting the children to call out, popcorn style, learnings about each goal, including new understandings they may have. For some goals, children may have little to offer, especially about some of the goals that require understanding complex issues — and that's OK.

After reviewing each goal, have children respond by saying in unison, **"All together, we will pray and work for God's shalom!"**

Remind children that in the coming weeks and months, they can be alert to more opportunities to learn about how we can work to build God's shalom.

### 10. Sing songs.

Show the video of the song "Together We Can Change the World" (Resources, p. 46). Encourage the children to use the motions.

If time allows, also sing four verses of "Come, You Children, Come Together" (Resources, p. 44) and "We See the Whole World in God's Hands" (Resources, p. 45).

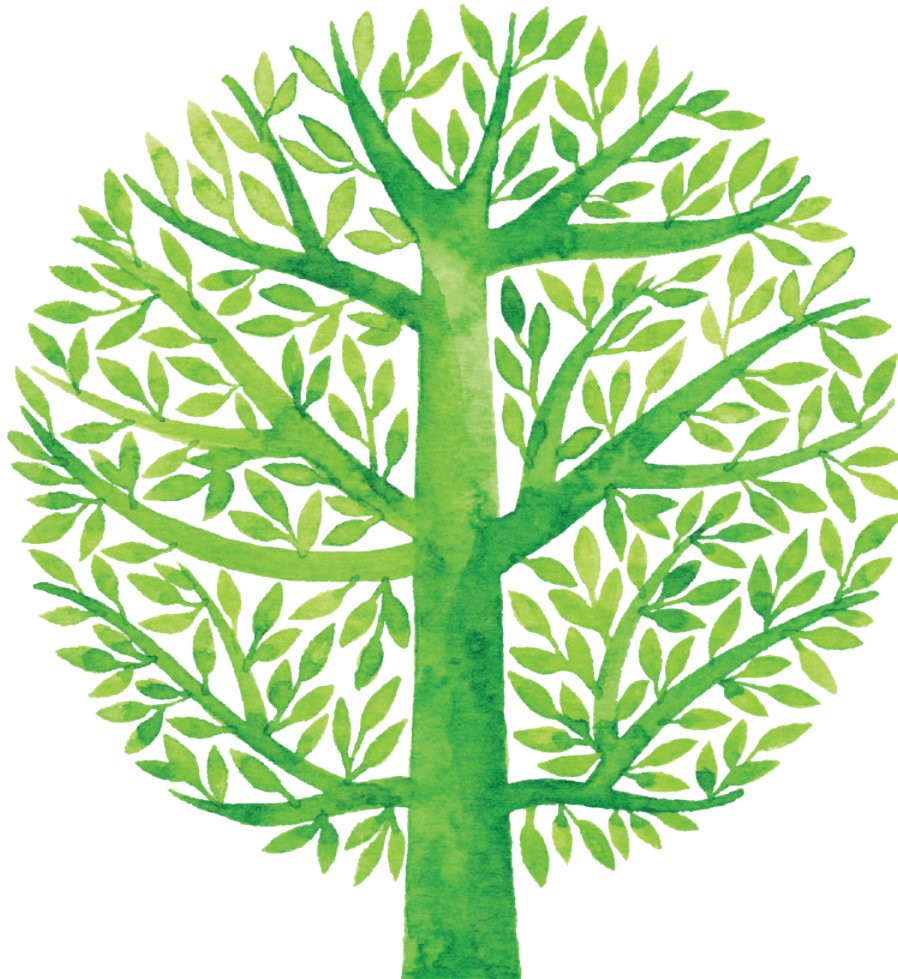
### 11. Say goodbye.

Remind the children that shalom can be both a greeting when you meet someone and a way to say goodbye. As a way of ending the study, sing the second verse of "Farewell, Good Friends" (Resources, p. 45).

Encourage children to take their name tags home and to talk with siblings, friends and the adults in their lives about what they have learned.

### 2. Pray a closing prayer.

*Loving God, help us to pray together, join together and work together to help build your shalom zone. Amen.*



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PATTERN FOR PROJECTION OR FOR MAKING A POSTER



NAMETAG PATTERN



## GO GOALS GAME

Game board, cards and instructions can be downloaded at [go-goals.org/downloadable-material/](http://go-goals.org/downloadable-material/).

**SUSTAINABLE DEVELOPMENT GOALS**

The purpose of the GO GOALS game is to help you understand the Sustainable Development Goals, how they impact your life and what you can do every day to help achieve the 17 Goals by 2030. Let's play together to make the world a better place! [www.go-goals.org](http://www.go-goals.org)

**GO GOALS!**

Created and designed by the United Nations Regional Information Centre, UNRIC, in partnership with ELVX Y&R

**1 NO POVERTY**  
How can you tell that someone is living in poverty?  
a) The person doesn't have a smartphone  
b) The person is not able to fulfil their basic education needs, including food, healthcare  
c) The person is not well dressed

**2 ZERO HUNGER**  
Is enough food produced in the world to feed everyone?  
a) No, because I get hungry all the time  
b) Enough healthy food is produced, but not enough sweet and fizzy drinks  
c) There is enough food but not everyone can afford to buy food

**3 GOOD HEALTH**  
What is the average life expectancy in the world?  
a) 50 years  
b) 60 years  
c) 70 years

**4 QUALITY EDUCATION**  
Most of the children who do not go to school live on which continent?  
a) Europe  
b) Asia  
c) America  
d) Africa

**5 GENDER EQUALITY**  
Only one country in the world has more women than men in parliament in 2017. Which country is it?  
a) The United Kingdom  
b) Norway  
c) France  
d) Rwanda  
e) Peru

**6 CLEAN WATER AND SANITATION**  
How can you use less water?  
a) There's no shortage of water where I live, I can use as much as I like  
b) By taking a shower rather than a bath  
c) By drinking sweetened fizzy drinks instead of water

**7 RENEWABLE ENERGY**  
Spot the wrong answer. Clean energy can be produced with...  
a) Coal  
b) Sun  
c) Wind  
d) Waves

**8 DECENT WORK AND ECONOMIC GROWTH**  
Should women be paid the same as men if they have the same job?  
a) Yes, men and women have the same rights  
b) No, men should be paid more because they are stronger

**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**  
What is a sustainable factory?  
a) A factory that has been built long ago and is still functioning  
b) A factory that produces toxic waste  
c) A factory that causes no damage to the environment

**SUSTAINABLE DEVELOPMENT GOALS**

**GO GOALS!**  
Playing and building the future  
[www.go-goals.org](http://www.go-goals.org)

## Explaining Prosperity: Mr. Spock and Katniss Everdeen



Leonard Nimoy, who portrayed Mr. Spock, was famous for giving the Vulcan salute hand gesture, which accompanied the spoken blessing, “live long and prosper.”

*Photo by Beth Madison licensed under the Creative Commons Attribution 2.0 Generic license.*



Read more about the Hunger Games three-finger salute at [Looper.com/460851/what-the-three-finger-salute-really-means-in-the-hunger-games](http://Looper.com/460851/what-the-three-finger-salute-really-means-in-the-hunger-games).



## ADULT'S PAGE 1

### Sample Letter to Parents

Dear Parents and Caregivers,

We welcome your child to a new study, Building God's Shalom Zone: Children Working to Build a Better World. Through the five sessions, the children will explore the United Nations' Sustainable Development Goals and discover ways of working together to build a better world.

While other children here and around the world are learning about the importance of the Sustainable Development Goals in other settings and for other reasons, this study assumes the children will be doing so as a response to the gracious God who created the world good and who yearns for the entire Creation and all who live in it to experience the abundant life — to live together in God's shalom.

An important part of this experience is engaging the children in mission and outreach activities. The activity we have chosen is \_\_\_\_\_, and we will be collecting \_\_\_\_\_. Please plan to help your child participate as you are able.

Attached is a sheet, 10 Things to Know about the Sustainable Development Goals — For Kids. We hope you will use this sheet as a way to discuss what your child is experiencing, and to learn more about the goals yourself.

Blessings,

## CHILDREN'S PAGE 1

### 10 THINGS TO KNOW ABOUT SDGS — FOR KIDS

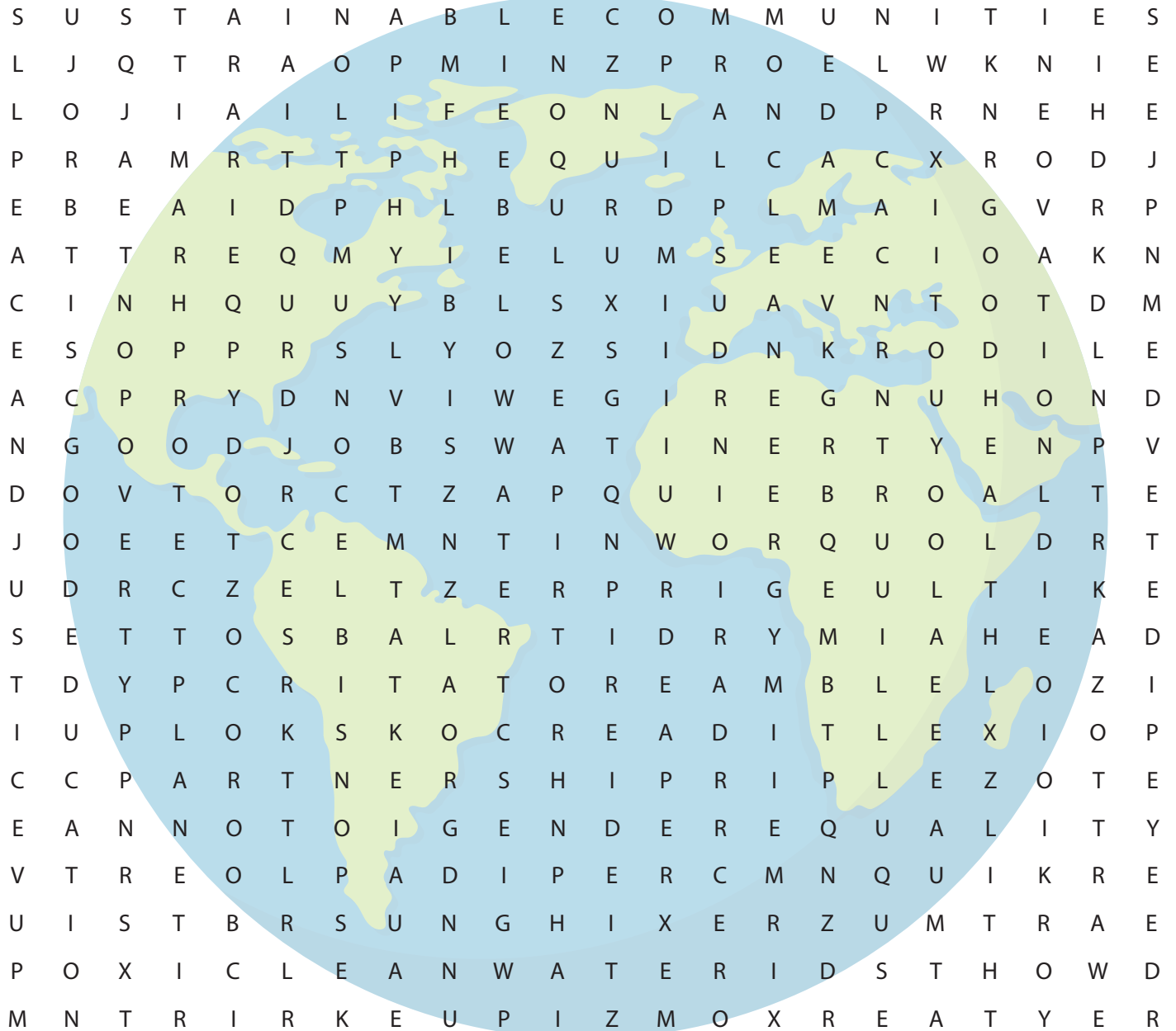
The United Nations (U.N), an organization of countries in the world, has adopted 17 goals called the Sustainable Development Goals, or SDGs. These goals encourage us to take steps so that all people can be safe, healthy and live a good life. Here are 10 important things to know about the SDGs:

1. Sustainable development is development that meets the needs we have now without getting in the way of people in the future meeting their own needs. Getting rid of poverty is the first goal we must meet.
2. Leaders of countries and the people in them have been working together for a long time — over 40 years — to solve these problems.
3. A total of 193 countries of the United Nations agreed to be partners in working to meet these goals.
4. The new SDGs go further than goals that came before. They look at what causes poverty, and they work for development that helps all people — those in rich countries, poor countries and all those in between.
5. A very important part of the SDGs is that they pay attention to the actions we can take to help meet the goals.
6. The Goals make clear that we must work on climate change if we want to have sustainable development and get rid of poverty. We can't achieve sustainable development without climate action.
7. The 17 Goals are connected. We can't just pick and choose one or two goals to work on without seeing how they are connected to the others.
8. We can put the goals into five categories: people, prosperity, Our Planet, partnership and peace, also known as the Five P's.
9. Some of the SDGs appear more final in nature, while others can be seen as the ways of getting to those final goals. For example, we not only work on the water and energy goals for their own sake, but because clean water and energy are a way to meet the true goal of health and well-being. Looking at some SDGs as a way to meet others can help us appreciate how connected the SDGs are.
10. Long before the Goals were adopted, the church has been doing this work. Adapted from information at [un.org/sustainabledevelopment/development-agenda/](https://un.org/sustainabledevelopment/development-agenda/)

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**CHILDREN'S PAGE 2**

**Word Search: Sustainable Development Goals**



**NO POVERTY  
NO HUNGER  
GOOD HEALTH  
CLEAN WATER  
GOOD EDUCATION  
GENDER EQUALITY**

**CLEAN ENERGY  
GOOD JOBS  
INNOVATION  
LESS INEQUALITY  
SUSTAINABLE COMMUNITIES  
RESPONSIBLE CONSUMPTION**

**PROTECT PLANET  
LIFE BELOW WATER  
LIFE ON LAND  
PEACE AND JUSTICE  
PARTNERSHIP**

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## CHILDREN'S PAGE 3

### What is Self Development?

What does "self-development" mean? It means people helping themselves to have a better life. Here are some questions to think about:

#### 1. In an after-school club, would you rather:

- Have an adult leader plan all your activities
- Plan fun activities and projects with other club members

#### 2. In school, would you rather:

- Copy from the board and memorize facts about history
- Do some research about history by finding pictures, stories, videos and written documents online or in the library to make a multimedia presentation for your class

#### 3. At home, would you rather:

- Have your parents assign you household jobs
- Talk with your parents about the jobs that need to be done and then decide a point system for completing the jobs

Most people like to do things for themselves, rather than having things done for them. We like to decide how to choose our friends and pick out our clothes. We decide which games to play and what foods we like to eat. We like to solve our problems ourselves, even if we sometimes have to have some help from the adults in our lives.

Many people around the world are not able to make all those decisions and others for themselves. They may not have enough money to pay for the things they need. They may not have clean water to drink, healthy food to eat, comfortable homes or seeds to grow crops. They may not be able to get jobs that pay enough to live on, and they may experience racism that keeps them from getting good jobs. Maybe their government is not doing enough to help.

Self-Development of People, a ministry of the Presbyterian Church (U.S.A.), believes that people all over the world want to work hard to make life better for themselves and their children. Often people get together and make plans to solve their problems, but they need money to make their plans work. Self-Development of People can help.

Which of these projects sound like ways people can help themselves? Choose one or more.

1. A group of people decides to start their own business so they will have jobs. With the financial support of Self-Development of People, they are successful, and now the business is providing jobs to other people, too.
2. The local church provides hot soup every weekday for people who are hungry and homeless.
3. Concerned because their government leaders are not doing enough to help their part of the city, a group of neighbors begins to meet to consider how to solve the problems in their community. With money from Self-Development of People, they form a community organization, which helps make the neighborhood better for everyone.

*Self-Development of People, PC(USA). Permission to reproduce for use with the study.*

## **CHILDREN'S PAGE 4**

### **A Tale of Two Cities**

#### **HERCULANEUM**

It was almost midnight on a hot August night. Dave Mosby, who worked for the state, was walking along the streets of the small town of Herculaneum, Missouri. As he walked, he could see the black dust that lay in thick piles in the gutters.

Under a streetlight, the dust looked shiny, like metal. Carefully he scooped up some of the dust to send off to be tested. When the laboratory results came back, Mr. Mosby could hardly believe it. The dust he had sampled was 30% pure lead! For years, Mr. Mosby knew the Doe Run Company had been operating a smelter, a place where ore is melted to separate out the metal, near the town. Many people who lived there needed the jobs the plant offered. But for a long time, fumes from the plant had filled the air. When people hung clothes outside to dry, they often got covered with soot. Sometimes an acid plume from the plant would float over the streets, and the paint on cars was damaged. But something worse was happening than dirty clothes or damaged paint. When children come in contact with lead, it can cause serious health problems. They can get high blood pressure or develop behavior problems. They can develop a blood condition called anemia.

Even worse, their nervous systems can be damaged. They may never be as smart or develop as well as other children. When the children of Herculaneum were tested in 2002, more than half of them who lived close to the lead smelter had very high levels of lead in their blood.

#### **LA OROYA**

Meanwhile, far away in Peru, the Doe Run Company bought another smelter. People in those days got used to covering their mouths and noses with a handkerchief to block out the fumes. The copper-colored river that ran through the town is the Mantaro River. People often call it the dead river because plants and fish cannot live in its water. By 2005, this plant was making almost four times as much money as the plant in Missouri had made. But it was also spewing 31 times as much lead into the air. When Doe Run bought the plant, they agreed to a 10-year clean-up plan. Some things did get better. But after Doe Run took over the plant, tests showed that lead and other dangerous substances in the air increased.

La Oroya is a town in the Andes Mountains on a riverbank across from the Doe Run Plant. When the plant was operating, lead and other substances came from it, making it very hard to breathe. But now the Doe Run plant is shut down.

Like the children in Herculaneum, children who lived in La Oroya had very high blood-levels of lead — more three times higher than they should be. A copper-colored river, pink and yellow smoke, thick brown dust. Instead of blue sky, white fluffy clouds, and green grass and trees, the people of La Oroya lived in a town colored by the poisonous colors of the toxic dust. Even if Doe Run finishes cleaning up the town as it has promised, the houses and streets of La Oroya may not be safe for children for a long time.

A program of the Presbyterian Church (U.S.A.) called Joining Hands has been working to find ways to solve problems like these. An important part of the work is listening to one another so that people with common problems can learn from one another. Many voices raised about a problem and many hands working together are more powerful than just one small group. Right now, Joining Hands works in seven countries: Cameroon, Democratic Republic of Congo, El Salvador, Haiti, India, Peru and Sri Lanka.

Red Uniendo Manos Peru (Peru Joining Hands Network) has been working on issues like the contamination in LaOroya and Herculaneum for more than 20 years. The Peruvian network is made up of eight

nongovernmental organizations and churches located throughout the country. It represents many kinds of people living in many parts of Peru. People in Giddings-Lovejoy Presbytery, where the city of Herculaneum is located, partner with the Peruvian network to learn from one another and work on common problems. And the Presbyterian Church (U.S.A.)'s World Mission is a part of the partnership, too. Mission co-worker Jed Koball serves with the Peru Joining Hands Network. Together, partners with different interests and skills can be a part of solutions to bring in God's shalom for all.

*Adapted from a story in God's Creation, Our Health: Taking Action Together, by Mike Poteet. (Louisville: Office of Child Advocacy in partnership with the Office of Environmental Ministries and Jed Koball, mission co-worker and companionship facilitator of Joining Hands Peru, 2011).*

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## **JERRY CAN CAN DO IT!:**

### **LEARNING ABOUT PRESBYTERIAN DISASTER ASSISTANCE (PDA)**



This little guy is called Jerry Can. He gets his name from a special kind of water container called — you guessed it — a jerrycan! Jerrycans got their name in the 1930s because Jerry was a common nickname for the German people at the time. It's true that lots of containers can hold water: a glass, a pitcher, a bottle, even a bathtub. It's also true that nowadays people often use jerrycans for many purposes, like holding gasoline for a lawn mower. But our friend Jerry Can has a special job to do when there is a disaster. Can you guess what is the one thing that is common in all disasters around the world? It's that people need clean water in order to survive. And jerry cans can be used by disaster workers to bring water to people around the world whose homes and communities have been ruined by natural disasters like hurricanes, floods, forest fires, tornadoes, droughts and earthquakes. But — hold on — why would someone need to bring people water in a can? What's wrong with

turning on the tap, or in places with no running water, just dropping a bucket in a well? To understand that, you need to understand what happens in a disaster. So, let's look closer at two common examples of disasters.

Tornadoes start with a big thunderstorm with winds blowing from opposite directions. Then there is a strong updraft — air moving upward — that travels through the storm clouds. When the updraft begins to spin, a tornado has begun to form. When the vortex — everything that is drawn into the center — dips below the bottom of the cloud, a funnel cloud is formed. And if that funnel cloud touches the ground, it's called a tornado. These funnel clouds often skip around. They may touch down, destroying everything they touch, and then skip to another area. That's why you can see pictures of total destruction right next to areas without any damage. Tornado winds can be as high as 600 miles per hour. The United States has the most tornadoes in the world, and they have struck every state.

Hurricanes are large tropical storms with winds of 74 miles per hour or more that spin around a fairly calm center. Most hurricanes in North America occur from June 1 through Nov. 30, a period called hurricane season. Every continent has hurricanes except Antarctica. Almost all hurricanes begin over tropical seas. Moist air and heat are the two fuels needed to start and keep these storms going. People hit by a hurricane or tornado may have their homes destroyed or flooded. In both of these disasters, the power of wind will often pull down power lines, and then people have no electricity. Why is Jerry Can so important when the electricity goes out? First of all, where does your water come from? If the water is from a river or a lake, how does it get clean enough to drink? And how does the water get pushed from the treatment plant to the tap, toilet, bathtub or sink? Electrical power plays a huge part in cleaning and delivering our water for drinking and other uses. Without power, we don't have clean water.

Water is one of the first things the people who have been put out of their homes by a natural disaster need. If the water is contaminated — filled with dirt, disease or debris — people certainly won't prosper. They may even get sick. And people will also get sick if they don't have enough water to drink. Did you know a person can live for weeks without food, but only three or four days without water?

How do we help Jerry Can to into places where a disaster has occurred? Though we may be tempted to fill up cans ourselves and load them in a car or truck, that is usually not the best way to help. Even if the disaster is close to where we live, we may not know if the roads we need to take are open. And where do we go to deliver the water? How do we find the people who need it the most? But we can help organizations like the Presbyterian Disaster Service, who know best how to help in a disaster. Working together, contributing our own coins and change and encouraging others to give, we can help send Jerry Can to places in need around the world, helping people get clean water in places that need it most.

*Adapted from Jerry Can: A Class on Relief with Water, at jerry\_can\_2018-1\_session-web%20(2).pdf*

## PLANNING FOR SUSTAINABLE MISSION

At the heart of this study is planning for sustainable mission. For children, sustainable mission:

1. Connects them to the ongoing mission and outreach initiatives already underway in their own congregation, or to a new initiative that extends a project in some way.
2. Encourages concrete, tangible actions that both directly impact an issue and point them to a larger, ongoing systemic problem.
3. Helps them understand that issues the Sustainable Development Goals address are both local and global.
4. Begins to build an understanding that these 17 goals are interconnected, and that projects that target one goal likely have effect on other goals, too.

As you and your co-leaders seek to identify a good project for this study, here are some considerations:

1. Identify projects your church is already working on. Talk to your pastor, church educator or mission/outreach chair about what might be possible for the children to work on. This ensures that there are already adults with expertise and energy for a particular issue. Once children have explored such an issue themselves, their eyes and ears will be opened to references made to the issue in worship, church newsletters, and the conversation of involved adults. If your church is an Earth Care Congregation, for example, or if you have a partnership with Christians in another country, a project that addresses those interests is a natural fit.
2. Tailor your choice to the length of the study. If you are using the study as a short-term church school study, you will need to limit the mission project to the time you have available, typically 45 minutes to an hour. If, however, you use it for a Vacation Bible School or a weekly children's program, you may have more time to work with.
3. Also consider the timeframe and current situations. If this is a summer study, for example, it might be good to choose a mission project like collecting school supplies for children who need them locally, perhaps coupled with creating Gift of the Heart school kits ([pda.pcusa.org/page/kits/#school](http://pda.pcusa.org/page/kits/#school)). If the study is in Lent, you may want to find a project connected to the One Great Hour of Sharing, or if in the fall, to connect to the Peacemaking Offering. If a recent natural disaster is in the news, now might be a good time to assemble Gifts of the Heart kits or to respond to a local initiative to address a crisis.
4. Here are some ideas of possible projects:
  - Collect canned goods or baby supplies (like diapers and wipes) for a local food bank or a community project your church supports.
  - Assemble Gift of the Heart Kits ([pda.pcusa.org/page/kits](http://pda.pcusa.org/page/kits)).
  - Help your church set up a recycling center.
  - Write letters for the Offering of Letters for Bread for the World, or to your church leaders, local newspaper or members of Congress about an issue.
  - Check the websites of the PC(USA) Hunger Program, Self-Development of People, Presbyterian



Disaster Assistance or World Mission (or comparable programs in your denomination if you are not in a PC[USA] congregation).

- Go to [presbyterianmission.org/resource/presbyterian-giving-catalog](http://presbyterianmission.org/resource/presbyterian-giving-catalog) and download the catalog. Select a target goal for which the children can collect — for example, you might decide to aim for collecting enough money for pair of goats, or a share of a well. Create a poster to chart the progress toward your goal.



## A WORD ABOUT MUSIC

The internet offers a world of activities and music, and many are suggested for this study. Internet access for the study is quite important, but if you know the space allocated for the study does not have internet access, many activities can be downloaded in advance.

In the internet age, leaders of studies for children have an advantage those in the past did not have: There are many video and music sharing sites that include accompaniment for the music we want children to experience. The music for this study takes advantage of that wider capability.

1. "Come, O Children, Come Together" pairs a familiar hymn tune with new lyrics. You can find accompaniment for the hymn tune "Holy Manna" on YouTube at (21) [Holy Manna \(Tune Only\)](#) - YouTube. Or, if you have a piano, many hymnals use this hymn tune. Glory to God uses this tune for "Brethren, We Have Met for Worship" (#396) and "All Who Hunger, Gather Gladly" (#509). Another hymn, "God, Who Stretched the Spangled Heavens (#24), includes guitar chords.
2. You can find several versions online of "Together We Can Change the World" by Mark Shepard. One version in which children are singing the song and using motions at a meeting of the United Nations General Assembly is at [youtube.com/watch?v=-5vToBFTsEw](https://youtube.com/watch?v=-5vToBFTsEw). Another version includes the lyrics of the song, found at [youtube.com/watch?v=OgnpHtFv8w&ab\\_channel=ChillTrapWorld](https://youtube.com/watch?v=OgnpHtFv8w&ab_channel=ChillTrapWorld). You may find both versions useful.

Here is more information about additional suggested hymns and songs:

1. Some songs have slightly adapted words, such as "We See the Whole World in God's Hands," altered to reflect inclusive language about God.
2. "Farewell, Good Friends!" (Glory to God, #540) includes an additional verse.
3. If you have access to copies of a hymnal such as Glory to God, you may want to use some additional hymns with the children, such as "Song of Hope"; "What Does the Lord Require of You?"; and "You Shall Go Out with Joy."

## CREATIVE RESPONSES TO LEARNING ABOUT THE SUSTAINABLE DEVELOPMENT GOALS

A creative project for this study is for children to draw illustrations of the goals to display for the congregation at the end of the study. It's not just a fun project, however. The goal is for children to have a means of responding to what they have learned about the goals.

### 1. How to begin.

Each of the suggested art projects begins with having children choose one of the goals they have explored in the session and making an illustration explaining it. Depending on the size of your group, you may have just a few illustrations — five or less, for example — or as many as 20 — or even more if you are using the study for a VBS. To ensure that your method of displaying the children's art is fairly uniform, you may want to cut printer or drawing paper into a uniform size. Cutting 8½-inch-by-11-inch printer paper or 9-inch-by-11-inch drawing paper in half will give you a good size for drawing without wasting paper. If you choose to make prayer flags, you will want to cut paper diagonally into triangle or pennant shapes.

### 2. Choose your mode of display.

Here are some possibilities:

- **Box sculptures.** Get large cardboard boxes of the same size and cover all four sides with colored paper. Label one side of the box with either the category (people, planet, prosperity, partnership or peace), or with a specific goal (like ending poverty). With a large group or with a group of older children, you may want to target specific goals; with a smaller group the category name makes more sense. With your help, children will glue or tape their drawings to one side of the box. To display, you will stack the boxes to make a sculpture.
- **Posters.** Get colored poster board or large sheets of paper or cardboard. Proceed as suggested above for the box sculpture.
- **Prayer flags.** This method of display has the advantage of explicitly highlighting not just the goals, but also the imperative to pray for their achievement in order to build God's shalom zone. Cut colored construction paper or tagboard into triangle or pennant shapes. On one side, print the category name or the specific goal. Children can glue or tape their illustrations to the other side. Display by stringing cord or string in a location you have cleared with your pastor, educator or governing board, ensuring both sides of the flags are visible.

### 3. Other ways to respond.

Older children may prefer to respond in other ways:

- **Create a video.** Ask children to use their smartphones to work on a video about the goals that can be uploaded to your church's website or to a YouTube channel you have access to. They might interview children about the illustrations they have made, or just ask them to talk about one of the goals explored in the session, or about how they think working on these goals will help to bring in God's shalom.
- **Create a webpage.** A small group of older children might enjoy working on a web page for your church's website about the Sustainable Development Goals. It could include the illustrations other children have made, as well as text about the goals.
- **Write letters.** Children can write letters in support of the Goals to your church's governing board, your city council or county board, the editor of the newspaper or your members of Congress. There are other special initiatives for which children can write letters, such as the annual Offering of Letters initiative for Bread for the World ([bread.org](http://bread.org)).

## COME, YOU CHILDREN, COME TOGETHER

(Hymn tune “Holy Manna”)

(21) [Holy Manna \(Tune Only\)](#) - YouTube

Refrain

Come, you children, pray together! We will all pray to bring in God’s shalom. Come, you children, join together! We can all make this world a happy home.

(verse 1)

Build a world where all of the people live the life God wants for all; Come together, all together we will work for shalom and heed God’s call.

(verse 2)

Build a world where all of Our Planet is the home God wants for all; Come together, all together we will work for shalom and heed God’s call.

(verse 3)

Build a world where all people prosper in the home God wants for all; Come together, all together we will work for shalom and heed God’s call.

(verse 4)

Build a world where justice and peace create the home God wants for all; Come together, all together we will work for shalom and heed God’s call.

(verse 5)

Build a world where partners together build the home God wants for all; Come together, all together we will work for shalom and heed God’s call.

## WE SEE THE WHOLE WORLD IN GOD'S HANDS

We see the whole world in God's hands,  
We see the whole wide world in God's hands,  
We see the whole world in God's hands,  
We see the whole world in God's hands.

We see the little bitty baby...

We see the wind and the rain...

We see everybody here...

## FAREWELL, GOOD FRIENDS

("Israeli Melody")

Hello, good friends! hello, good friends!  
Shalom, shalom!  
We wish you well, we wish you well,  
Shalom, shalom!

Farewell, good friends! farewell, good friends!  
Shalom, shalom!  
Till we meet again, till we meet again, Shalom, shalom!  
(Hebrew blessing)

## TOGETHER WE CAN CHANGE THE WORLD

(A song by Children for sustainable development (SDG's) \_ AGFUND)

One, two, three, four, five, six, seven, eight

*(count out on fingers)*

I believe it's not too late

*(cross arms back and forth over chest, forefingers extended)*

Together we can change the world

*(extend arms over head, move down slowly)*

Lay the puzzle pieces out

*(extend arms out in front, palms up)*

Find out what it's all about

*(raise right arm up, forefinger pointing up)*

Together we can change the world

*(extend arms over head, move down slowly)*

(Refrain)

Can't do it by myself

*(cross arms back and forth over chest, forefingers extended)*

So, I'm asking for your help

*(extend arms out in front, pointing with both forefingers)*

Together we can change the world

*(extend arms over head, move down slowly)*

Sail past where it's been charted

*(move arm in front of body, pantomiming waves moving)*

Roll your sleeves up, let's get started

*(pantomiming rolling up sleeves; extend arms out in front, palms up)*

Together we can change the world

*(extend arms over head, move down slowly)*

Together we can change the world

*(extend arms over head, move down slowly)*

With our hands and with our hearts

*(extend arms out in front, palms up; move arms in, crossing hands over heart)*

We can dare to make a start

Together we can change the world

*(extend arms over head, move down slowly)*

What if we spoke with one voice

*(point to mouth with both forefingers)*

Knowing that we have a choice?

*(point to head with both forefingers)*

Together we can change the world

*(extend arms over head, move down slowly)*

(Refrain)

Change your mind and change your life  
Set aside the fear and strife

Together we can change the world  
*(extend arms over head, move down slowly)*

When we open up our eyes  
Then we start to realize  
Together we can change the world  
*(extend arms over head, move down slowly)*

Can't do it by myself  
*(cross arms back and forth over chest, forefingers extended)*

So, I'm asking for your help  
*(extend arms out in front, pointing with forefingers)*  
Together we can change the world  
*(extend arms over head, move down slowly)*  
Sail past where it's been charted  
*(move arm in front of body, pantomiming waves moving)*  
Roll your sleeves up, let's get started  
*(pantomiming rolling up sleeves; extend arms out in front, palms up)*

Together we can change the world  
*(extend arms over head, move down slowly)*

Can't do it by myself  
*(cross arms back and forth over chest, forefingers extended)*

So, I'm asking for your help  
*(extend arms out in front, pointing with forefingers)*

Together we can change the world  
*(extend arms over head, move down slowly)*

Sail past where it's been charted (oh change your mind)  
*(move arm in front of body, pantomiming waves moving)*  
Roll your sleeves up, let's get started (oh change your mind)  
*(pantomiming rolling up sleeves; extend arms out in front, palms up)*

Together we can change the world  
*(extend arms over head, move down slowly)*

Together we can change the world  
*(extend arms over head, move down slowly)*

One, two, three, four, five, six, seven, eight  
(count out on fingers)

I believe it's not too late  
(cross arms back and forth over chest, forefingers extended)

Together we can change the world  
(extend arms over head, move down slowly)

Songwriters: Mark Shepard, William Rodman. For non-commercial use only.





Check these other suggestions for traditional learning activities. There are also many online games and activities suggested for the children's use on laptops, tablets or smartphones. Many can be downloaded for use if there is no internet access.

## ALL GOALS

### GOGOALS GAME

(See Resource Sheets C: Go Goals Game Board, Directions, Cards)

### FREE RICE GAME

An educational trivia game that helps children get smarter while making a difference for people around the world.

#### What You Need:

- computer or tablet with internet access (or download the game in advance)

#### What You Do:

1. Tell the group that people in many cultures rely on rice as a main staple of their diets.
2. Invite children to go to play, [freerice.com/categories/english-vocabulary](http://freerice.com/categories/english-vocabulary) to take turns playing Free Rice, Tell children that every question they answer correctly raises 10 grains of rice for the World Food Programme to support its work saving and changing lives around the world.

### FRIEDA AND THE SUSTAINABLE DEVELOPMENT GOALS

Read aloud this online book to introduce younger children to the Goals ([Frieda and the Sustainable Development Goals](#) by United Nations Publications Issuu)

### UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS-OVERVIEW

Older children can view this video overview of the Goals. (United Nations Sustainable Development Goals - Overview)

## PEOPLE

### PASS THE LOAVES AND FISH AROUND

#### What You Need:

- one small, wrapped food item (such as a granola bar) per child
- game rhyme:  
*Pass the loaves and fish around, Pass the loaves and fish around, Pass the food from you to me, There's enough for all, you see.*
- Newsprint and marker or board and chalk

#### What You Do:

1. In advance, print the game rhyme on newsprint or a board.
2. Give each child a food item to hold, but not to eat right now.
3. Teach the children the game rhyme. Have them go over the rhyme several times until they can say it without looking at the words.
4. Now, have children move around the room chanting the rhyme and secretly passing the food item to someone else in the group.

5. After they have repeated the rhyme three times, stop and check to see who has food items. Some may have none while others have several.
6. Point out that there is still enough for everyone if the children share.
7. Discuss some of the following:
  - Why do you think some people have plenty of food to eat, and even leave some on their plates to be thrown away, while others do not have enough food to stay healthy?
  - Do you think there is enough food for everyone?
  - What do you think we could do to make sure that everyone has enough to eat?
8. Redistribute the food items so that everyone has one item and invite children to enjoy the food item as a snack.

*Adapted from an activity in The Good Newspaper, Celebrate curriculum, Presbyterian Publishing Corporation, 1995.*

## 20 CUPS OF LIFE

### What You Need:

- one 16-ounce box of Life cereal (or any other dry cereal, if Life is not available)
- 20 3-ounce paper cups
- three tables
- three tablecloths
- two bowls
- world map or globe
- table tents (folded pieces of construction paper) and markers

### What You Do:

1. In advance, print the following on separate table tents and place one on each table.
  - Africa, Asia, Latin America and the Caribbean (77%)
  - Europe (17%)
  - United States and Canada (5%)
2. Fill 20 cups with cereal. On table 1, put one cup; on table 2, four cups; on table 3, 15 cups.
3. Look together at the world map or globe. Tell the children that out of every 100 people:
  - 77 live in Africa, Asia, Latin America and the Caribbean
  - 17 live in Europe
  - 5 live in the United States and Canada.

Tell the children that there is enough food produced in the world to feed everyone. But the cups of food on the tables represent how much of the world's food is available to each of these regions of the world. Ask:

- Does this seem fair to you?
  - If not, how would you change it?
4. Now have a volunteer place bowls on tables 1 and 2. Ask other volunteers to pour 10 cups of cereal from table 3 into the bowl on table 1, and five cups into the bowl on table 2.
  5. Tell the children that this represents a fair way to divide the world's food. Discuss how Goal 2, ending hunger, is an important goal toward helping people have a healthy life.

6. Ensure that the cereal will not be wasted by sharing it as a snack.

*Adapted from "20 Cups of Life" in Fill the World with Love: One Great Hour of Sharing Promotion Workbook.*

## A BOOK TO READ AND DISCUSS

*Everybody Cooks Rice*, by Norah Dooley, illustrated by Peter Thornton.(Carolrhoda Books, 1992).

Use this book as an introduction to the Free Rice activity.

## ONLINE ACTIVITIES

### THOMAS THE TANK VIDEOS

Show these short videos to introduce Goals 4 and 5:

Goal 4, Quality Education ([Thomas & Friends on Quality Education](#) - Goal #4 - YouTube).

Goal 5, Equality for Boys and Girls ([youtube.com/watch?v=WWkrQMVqB3s](https://youtube.com/watch?v=WWkrQMVqB3s)).

## CREATE A GREEN FARM

### What You Need:

- copy of Growing in God's Love
- white drawing paper
- acrylic or poster paint
- brushes
- cups for water
- implements with interesting textures (forks, sticks, corks and so forth)
- internet access and video projector or download the images of green farms from A Green Farm - [TupTupTup.org.pl](http://TupTupTup.org.pl)

### What You Do:

1. Read "We Were All Farmers Once" (Growing in God's Love, p. 22).
2. Tell the children that one way to fight hunger and malnutrition is to help farmers find ways to produce healthy high-quality food without using chemical fertilizers that can hurt the environment. Crops produced like this can taste better, too.
3. Project the images of green farm pictures created by other children. Invite children to create their own pictures of a green farm using the various objects you collected that they can dip in paint and print to make "fields."
4. Children can add farmhouses they cut from colored paper and glue to the finished paintings once they are dry.

*Adapted from A Green Farm - [TupTupTup.org.pl](http://TupTupTup.org.pl)*

## BE A FOOD HERO LIKE PETER RABBIT (OLDER CHILDREN)

Invite older children to use this link to find ways they can make healthier choices to help Our Planet: [un.org/sustainabledevelopment/wp-content/uploads/2021/06/PR2-UN-Campaign-Art-Package-for-Review-5-17-21-Lo.pdf](https://un.org/sustainabledevelopment/wp-content/uploads/2021/06/PR2-UN-Campaign-Art-Package-for-Review-5-17-21-Lo.pdf)

## EDUCATE A CHILD INITIATIVE

Invite older children to research this PC(USA) initiative at [presbyterianmission.org/ministries/compassion-peace-justice/child/toolkit](http://presbyterianmission.org/ministries/compassion-peace-justice/child/toolkit).

## PLANET

### GOD'S GARDENERS

#### What You Need:

- empty two- or three-liter soda bottles (washed and dried)
- scissors
- potting soil
- seed (grass or a small, seasonally appropriate plant)
- optional: loose gravel; crushed (filtering) charcoal; art supplies

#### What You Do:

1. Show the children how to carefully cut off the soda bottle's bottom (about 3 to 4 inches up from the bottom; depending upon the age of the children and the time you have available; you may choose to do this step for them in advance).
2. They then fill the bottom of the bottle with about 2 inches of soil. Optional: They can put in about an inch of gravel and/or about a half-inch of filtering charcoal (to help the soil stay moist) before adding the potting soil.
3. Show them how to plant the seeds, gently covering them with a little soil.
4. Tell them to water the soil, taking care not to flood it with too much water.
5. Help them to fit the bottle's top snugly over its bottom (you may find it helpful to cut small slits in the sides of the top).
6. Optional: Children can decorate the terrarium as they wish, but be sure to allow plenty of space through which light can enter.
7. Encourage them to keep their terrariums in indirect sunlight and to water the seeds regularly.
8. Set aside time in each subsequent session for children to report on their plants' progress. You might also invite children who garden to share their experiences. Or you might find ways the children can help tend to any plants or gardens on your congregation's property. Talk with children about how these activities are ways we can be good caretakers of God's garden (Gen. 2:15). Ask them to brainstorm other ways they already do or can take care of God's Creation.

Adapted from "Plant Activities for Kids," [tlc.howstuffworks.com/family/plant-activities-for-kids4.htm](http://tlc.howstuffworks.com/family/plant-activities-for-kids4.htm) and "Make a Soda Bottle Terrarium," [scoutermom.com/content/index.php/85/make-a-soda-bottle-terrarium](http://scoutermom.com/content/index.php/85/make-a-soda-bottle-terrarium)

### AN EXPERIMENT ABOUT WATER

#### What You Need:

- 5 small cups filled with water
- "secret ingredients": sugar, salt, white vinegar, lemon juice • optional: cotton swabs

#### What You Do:

1. Before the session, add a small amount (enough to be noticeable but not overwhelming) of each "secret ingredient" to one of the cups of water. Leave the fifth cup free of any "secret ingredient."
2. When it is time to perform the experiment, recruit five volunteers. Each will sip one of the cups of water. (Of course, keep the secret ingredients secret!)

3. Repeat this “taste testing” as time and interest allow.
4. Point out that four of the cups contained “secret ingredients” even though the volunteers could not see (or, in some cases, smell) any “contamination.” Talk with children about how real contaminants and pollutants — in the air, water and soil — can be invisible as well as visible, and that their consequences can be serious, even lethal.
5. Optional follow-up: Check the quality of your local drinking water using the EPA’s online Drinking Water Quality Reports tool ([epa.gov/ccr](http://epa.gov/ccr)). If your search returns no results, contact your local water provider to find out how to obtain information from them about the quality of your drinking water.

Adapted from David A. Gillam, “Water Pollution: An Educator’s Reference Desk Lesson Plan,” May 1994; [all-science-fair-projects.com/science\\_fair\\_projects/891.html](http://all-science-fair-projects.com/science_fair_projects/891.html)

## AN EXPERIMENT ABOUT AIR

### What You Need:

- wax paper
- hole punch
- string or yarn
- petroleum jelly
- optional: magnifying glass

### What You Do:

1. At or near the beginning of your session, have children cut 4¼-inch-by-5½-inch pieces of wax paper.
2. Show them how to punch a hole in the top of the wax paper.
3. They then thread a 6-to-8-inch piece of string or yarn through the hole, and coat one or both sides of the wax paper with a thin layer of petroleum jelly.
4. Find places outside to hang these “air quality indicators.” Encourage children to avoid hanging all the indicators in the same place.
5. At or near the end of your session, return to your indicators to see what they have “trapped.” You may want to use a magnifying glass. Based on the indicators’ appearance, how clean do the children think the air they breathe is? Talk about what kinds of things they think are trapped on the indicators.
6. If possible, leave the indicators in place between sessions, and revisit them when your group next meets.

Adapted from “What’s in the Air?,” [scholastic.com/parents/kids-activities-and-printables/activities-for-kids/math-and-science-ideas/whats-air.html](http://scholastic.com/parents/kids-activities-and-printables/activities-for-kids/math-and-science-ideas/whats-air.html)

## ENACTING CREATION

In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters.

*Children make the sound of blowing wind, while moving their arms in a "wave" motion.*

Then God said, "Let there be light!" And there was light!

*Children shield eyes, as if protecting them from a bright light.*

And God separated the light, Day, from the darkness, Night. And it was good!

*Children repeat, "And it was good!," making a "thumbs up" gesture.*

And there was evening, and there was morning, the first day.

*Children hold one finger in the air.*

And God said, "Let there be a dome in the midst of the waters, and let it separate the waters from the waters."

*Children make sounds of water (dripping, splashing, pouring).*

God called the dome "sky." And it was good!

*Children repeat, "And it was good!," making a "thumbs up" gesture.*

And there was evening, and there was morning, the second day.

*Children hold two fingers in the air.*

And God said, "Let the waters under the sky be gathered together into one place, and let the dry land appear."

*Children sweep arms out, then pull them back to chest, as though pulling a large amount of something close.*

And God said, "Let the earth put forth vegetation — plants and fruit trees of every kind!"

*Children curl into a ball, then slowly uncurl, stand up and stretch toward the sky, as though they are plants and trees growing.*

And it was good!

*Children repeat, "And it was good!," making a "thumbs up" gesture.*

And there was evening, and there was morning, the third day.

*Children hold three fingers in the air.*

And God said, "Let there be lights in the dome of the sky." And God made the sun to rule the day and the moon to rule the night and the stars.

*Children hold their arms over their head in a circle to represent the sun and moon, then make hand motions to suggest twinkling stars (these could look like playing a piano, or quickly clenching and unclenching fists to suggest bursts of light).*

And it was good!

*Children repeat, "And it was good!," making a "thumbs up" gesture.*

And there was evening, and there was morning, the fourth day.

*Children hold four fingers in the air.*

And God said, "Let the waters bring forth swarms of living creatures."

*Children flap their hands on the sides of their neck to suggest gills (while making “glub glub” noises if they wish!), and/or put their hands together and wiggle them to suggest fish. Children could also call out the names of various types of marine life.*

And God said, “Let birds fly above the earth across the dome of the sky.”

*Children flap their arms as wings (while making bird calls if they wish!). Children could also call out the names of various birds.*

And it was good!

*Children repeat, “And it was good!,” making a “thumbs up” gesture.*

And there was evening, and there was morning, the fifth day.

*Children hold five fingers in the air.*

And God said, “Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of every kind.”

*Children move and sound like any land animal they can think of. They should create a joyful cacophony of sound and movement!*

And it was good!

*Children repeat, “And it was good!,” making a “thumbs up” gesture.*

Then God said, “Let us make humankind in our image, according to our likeness.” So, God created humankind in God’s image, in the image of God were they created; male and female God created them.

*Children join hands and form a circle.*

God blessed them.

*Children kneel in the circle.*

God said to them, “Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.” And it was good!

*Children repeat, “And it was good!,” making a “thumbs up” gesture.*

God saw everything that God had made — and it was very good!

*Children repeat, “And it was very good!,” making a “thumbs up” gesture with both thumbs.*

And there was evening, and there was morning, the sixth day.

*Children hold six fingers in the air.*

And on the seventh day ...

*Children hold seven fingers in the air*

God rested!

*Children lie down.*

God blessed the seventh day and made it holy and special, because on that day, God rested from all the work that had been done in creation.

*From God’s Creation, Our Health: Taking Action Together by Mike Poteet ©2011 The Office of Child Advocacy in partnership with the Office of Environmental Ministries and Jed Koball, mission co-worker and companionship facilitator for Joining Hands Peru, a network of Joining Hands Against Hunger, The Presbyterian Hunger Program. Compassion, Peace & Justice Ministry, Presbyterian Church (U.S.A.).*

## CREATE A TRASH MONSTER

### What You Need:

- disposable gloves
- paper or cloth bags (for collection)
- newspaper (for covering table)
- large sheet of mural paper or a large sturdy sheet of cardboard.
- glue
- colored markers
- source of water and soap for cleanup

### What You Do:

1. Decide if you will collect trash for the project yourself in advance, or if the children will be collecting it. If the children will, locate a safe space for collecting roadside trash in advance, such as a lightly traveled road, a playground or other location where the children can pick up trash safely without being endangered by traffic.
2. Provide the children with disposable gloves and go out for a 15-minute walk, encouraging children to pick up “safe” trash items and put them in their collection bags. Supervise their collecting, avoiding filthy trash or any that might be sharp or too heavy to glue to the mural.
3. Cover a table with newspaper and spread out the collected trash on it. Invite one or two older children to draw a large outline of a monster, taking up as much space on the mural paper as possible.
4. Encourage children to work together to choose pieces of trash to flesh out their monster — pieces that might be eyes, ears, scales or other body parts and gluing them to the paper.
5. As they work, discuss the trash:
  - Why do you think people discard trash like this in places where they shouldn’t?
  - What do you do with trash when you are not at home?
  - How do you think trash and garbage affect streams and lakes and the creatures that live in them?
6. Set aside the completed “monster” to dry. Ask the children for help in captioning the “monster,” and print — or have an older child print — a sentence or two on the paper.
7. Display the children’s creation in a location where members of the congregation can see it. Dispose of any extra trash appropriately, by either discarding or recycling.

## JERRY CAN: LEARNING ABOUT PRESBYTERIAN DISASTER ASSISTANCE

### What You Need:

- story: “Jerry Can Can Do It!” (Resources, p. 39)

### What You Do:

- Tell the children that the story they are about to hear is about one thing that people who suffer all kinds of disasters around the world need to survive: clean water.
- Read the story aloud.
- Encourage older children to find out more about PDA from [pda.pcusa.org](http://pda.pcusa.org).



## WATER JUG CARRY

This relay simulates the method used by many people of the world to transport water they need for daily use.

### What You Need:

- plastic 1 gallon milk jugs
- 1-quart measure (pitcher or 1-quart jug)
- water
- large sheet of paper and markers
- space to run a relay (parking lot, long hallway, large room)

### What You Do:

1. Fill a 1-gallon jug or pitcher with water. Let the children take turns lifting it. Tell them that one gallon of water weighs about 8½ pounds and that each person needs about 5½ quarts of water per day for cooking and drinking.
2. Mark a starting and finishing line in the space where you will run the relay, and let a volunteer carry the full jug of water from the starting point to the finish line. At the same time, have a second volunteer carry the full quart measure. Tell the children that this amount represents what one person needs per day.
3. Ask the children: How much water would a family of five need in one day? (Almost 26½ quarts.) Explain that in many parts of the world, people must carry all the water they use from long distances away.
4. Ask the children: What else do we use water for besides cooking and drinking? List their responses on the paper. Invite them to guess how much water a family in the United States uses in one day.
5. Tell the children that the World Bank estimates that a further 26½ to 47½ quarts of water are needed each day for a person to stay clean and healthy. For a family of five, this would be 211 quarts, or almost 53 gallons of water.
6. Tell the children that in most countries where water must be carried from a river or well, women carry the water. The most one woman can carry at a time in comfort is just under 16 quarts, about 4 gallons. Ask: How many trips would it take to fetch 53 gallons of water (13½)?
7. Fill a second gallon jug with water. Form two teams, and station half of each team at the starting line and half at the finish line. At the signal, the first child at the starting line in each group will carry the water to the finish. Then the first child in that group will carry it back to the start. The children will continue taking turns carrying the jug back and forth until they have made 13½ trips.
8. Talk about the experience of carrying water. Was it hard? What would it be like to carry all the water your family uses in one day? What if the weather were very hot, very cold or stormy? What if the water near your house was dirty, brackish or contaminated?
9. Discuss what the church can do to help make water available in areas where it is scarce. Older children might do research on your denomination's website of mission initiatives that focus on clean water.

## BOOKS TO READ AND DISCUSS

*I Love You, Blue* relates to the goal Life Below Water. Read the book and show the illustrations. Following the reading, ask:

- What do you think this story is telling us about life under the sea? What is something you might do to help Blue and other sea creatures?

*Apple and Magnolia* is a story related to the goal Life on Land. Following the reading, ask:

- What did you think of this story? What is the author telling us about trees? About friendship?
- Read aloud the Author's Note at the book's beginning. Ask: What do you think about what scientists are learning about trees?

*The Other Way to Listen* by Byrd Baylor, illustrated by Peter Parnall. (Alladin, 1997), is the story of an old man who had a special way of hearing and of a child who hoped to learn his secrets. Suggest that children read in the woods and then sit in silence to see what they notice about nature in quietness. Ask:

- What are other ways to listen? How can we do so?

*And There was Evening and There Was Morning*, by Ellen Kahan Zager, (Kar-Ben Publishing, 2018), is a Creation story from a Jewish perspective.

## **ONLINE ACTIVITIES**

### **THOMAS THE TANK VIDEOS**

Show these short videos to introduce Goals 6, 12 and 15:

Goal 6: Clean Water and Sanitation ([Thomas & Friends on Clean Water & Sanitation](#) - Goal #6 - YouTube).

Goal 12, Responsible Consumption ([Thomas & Friends on Responsible Consumption](#) - Goal #12 - YouTube).

Goal 15: Life on Land (Goal #15 | [All Aboard For Global Goals!](#) | Thomas & Friends - YouTube).

### **BE A CLIMATE ACTION SUPERHERO (OLDER CHILDREN)**

Go to [un.org/sustainabledevelopment/climate-action-superheroes-info](https://un.org/sustainabledevelopment/climate-action-superheroes-info).

Invite older children to do the activities for being a Truth Talker, a Veggie Vindicator, Recycle Ranger or a Green Guide.

### **CLIMATE ACTION RESOURCE**

Point children to this guide for some simple actions to address climate change. Older children can explore more in-depth information about it ([ActNow Action Guide](#)).

### **CLIMATE CHANGE SONG**

Play a YouTube video song ([Climate Change Song](#)).

### **CLIMATE CHANGE VIDEO (OLDER CHILDREN)**

Older children can view this video ([Climate Change - A Short Film](#) [4K]).

### **"ALL GOD'S CHILDREN GOT A PLACE IN THE CHOIR"**

Show the children the video of this song at [A Place in the Choir Lyric Video](#). Invite them to sing along as they are able.

### **"GARBAGE"**

Show the children this video of Pete Seeger singing his song "Garbage" for Oscar the Grouch on Sesame Street, found at [youtube.com/watch?v=DvYAOAiPN80](https://youtube.com/watch?v=DvYAOAiPN80). Encourage them to join Oscar in the refrain of "garbage, garbage, garbage, garbage."

## PROSPERITY

### EXPLORE NEEDS IN CITY AND COUNTRY

#### What You Need:

- newsprint or large drawing paper
- colored markers

#### What You Do:

1. Form two groups, with older and younger children in each group.
2. Ask one group to make a list of the good things we find in cities, such as parks where children can play, good grocery stores in all parts of the community and so forth.
3. Ask the other to make a similar list of all the good things about living in the country, such as fresh produce from gardens, fields and woods to explore and so forth.
4. In the full group, look together at both lists. Then ask:
  - What are some things that might be missing in cities?
  - For example, some parts of many cities don't have enough apartments and houses that people can afford to live in. People who live in the country may live far away from grocery stores.
5. Invite the group to think about where they themselves live, what services and opportunities are missing, especially for people without much means, and any ideas they may have to make it better for everyone.

### LIVING ON FIVE DOLLARS A DAY

#### What You Need:

- Internet access
- Newsprint or board and markers or chalk

#### What You Do:

1. Ask the children what they would buy for food if they lived off \$5 a day. After each suggestion, use a search engine to find the price of the item they named ( you might check the online ordering page for a local supermarket for current costs). List on newsprint or a board. Ask:

-If you only had five dollars a day to live on, which of these foods could you buy? Do you think that would be enough to feed your family?

2. Encourage the conversation towards working together and compiling the money to see if they would be able to all eat for a day in that manner.

## ONLINE ACTIVITIES

### THOMAS THE TANK VIDEO

Show this short video to introduce children to Goal 11, Sustainable Cities: ([Thomas & Friends on Sustainable Cities - Goal #11 - YouTube](#)).

### WORLD'S LARGEST LESSON

This video narrated by the actor Emma Watson can help older children understand innovation and how they can be a part of meeting this goal: ([World's Largest Lesson - Emma Watson Introduction](#) | Global Goals).

## RED HAND CAMPAIGN AGAINST THE USE OF CHILD SOLDIERS

### What You Need:

- information on child soldiers ([presbyterianmission.org/ministries/compassion-peace-justice/child/no-child-soldiers](http://presbyterianmission.org/ministries/compassion-peace-justice/child/no-child-soldiers))
- white drawing paper, red finger paint, and water and towels for cleanup; or red construction paper, pencils, scissors, white paper and glue

### What You Do:

1. Give older children time to do some online research on the issue of child soldiers and what the church is doing. Have them briefly report what they found out.
2. Make red hand messages by having children make a handprint with finger paint, or by outlining their hands on red paper, cutting out the outlines and gluing them to white paper. Children can add messages about why children should not be forced to serve as soldiers. Point out that Goal #8 is targeting decent work for all people — and being a soldier is certainly not decent work for a child. If a child is a soldier, they are also probably not getting a good education (Goal #4), nor would they be able to grow up healthy and strong (Goal #3, Good Health).
3. Send your messages to the Presbyterian Ministry at the United Nations to be shared with member countries of the United Nations, or display the messages somewhere in your church where your congregation can see them.

## COALITION OF IMMOKALEE WORKERS

Invite older children to research this organization and the Fair Food Campaign at Campaign for Fair Food – Coalition of Immokalee Workers ([ciw-online.org](http://ciw-online.org)) and the [PC\(USA\) Hunger Program's campaign at Presbyterian Mission Agency Fair Food](#) | National Hunger & Poverty | Presbyterian Mission Agency.



## PEACE AND PARTNERSHIP

### **A TALE OF TWO CITIES**

#### **What You Need:**

- story, “A Tale of Two Cities”
- U.S. map and world map

#### **What You Do:**

1. On a map, point out Missouri and Peru, and tell the children they will hear a story about a partnership to tackle a serious problem people had in Herculaneum, Missouri, and La Oroya, Peru.
2. Read the story aloud.
3. Following the story, discuss with the children how people in these two cities, far apart from each other, talked, listened, worked and spoke out together about a common problem.

### **FORM A HUMAN KNOT**

#### **What You Need:**

- Open space

#### **What You Do:**

1. Invite the children to gather in a circle. Then ask them to each reach out and grab the hands of two children in the circle who are not next to them.
2. They then try to “untie” themselves without letting go of the hands.
3. After attempting to “untie” the knot, ask: Was it hard to untie the knot? Why? What might have made it easier?

## BOOKS TO READ AND DISCUSS

### **THREE LINES IN A CIRCLE: THE EXCITING LIFE OF THE PEACE SYMBOL**

*Three Lines in a Circle: The Exciting Life of the Peace Symbol*, by Michael G. Long, illustrated by Carlos Vélez (Louisville: Flyaway Books 2021).

This book tells the story of the peace symbol—designed in 1958 by a London activist protesting nuclear weapons—and how it inspired people all over the world. Children can learn about the symbol’s travels from peace marches and liberation movements to the end of apartheid and the fall of the Berlin Wall. An author’s note provides historical background and a timeline of late 20th-century peace movements.

### **WALKING TOWARD PEACE: THE TRUE STORY OF A BRAVE WOMAN CALLED PEACE PILGRIM**

*Walking Toward Peace: The True Story of a Brave Woman Called Peace Pilgrim* by Kathleen Krull, illustrated by Annie Bowler (Louisville: Flyaway Books 2021).

This book relates the true story of a woman who gave up her home, her possessions and even her real name. She called herself Peace Pilgrim and walked thousands of miles all around America, inviting everyone she met to consider a world where each person and each nation chooses peace.

## ONLINE ACTIVITIES

### **TEAMWORK CAN MAKE A DREAMWORK**

Show the children this video ([Teamwork can make a Dreamwork](#) - best ever motivational short film on youtube).

## CREATE A PEACE POSTER

### What You Need:

- PDF of Peace poster
- Bible
- colored pens or markers

### What You Do:

1. Decide what size poster you would like to use (8.5-by-11, 11-by-17, 24-by-36 and 36-by-48) Download and print and make copies — either for individual use by children or for a group coloring project. ([presbyterianmission.org/resource/childrens-activity-](https://presbyterianmission.org/resource/childrens-activity-poster) poster). You can have a local printer print the file onto poster or foam core board.
2. Tell the children that the poster art is based on Ephesians 2:14–17 and read the passage aloud. Point out and read the sentence on the poster, “Peace to those who are near and those who are far away.” The wings of the dove also have the word “peace” in five languages — Hebrew, Arabic, Spanish, Korean and English.
3. Supply plenty of colored pens or markers and invite children to add color to the poster.

## THIS IS MY SONG

Show the children this video of peacemakers from around the world in a choir brought together virtually by the Presbyterian Peacemaking Program ([The Peacemaking Project Virtual Choir: “This is My Song”](#) on YouTube).

## PEACE LIKE A RIVER

Invite the children to sing along with this YouTube video of [“Peace Like a River”](#).

## EXPLORE WEBSITES

Older children can find out more about the PC(USA) Hunger Program at [presbyterianmission.org/ministries/compassion-peace-justice/hunger](https://presbyterianmission.org/ministries/compassion-peace-justice/hunger). Point them to the following programs:

- Fair Food Program
- Joining Hands
- Sustainable Living and Earth Care

Older children can learn more about the Presbyterian Peacemaking Program at [Presbyterian Mission Agency Peacemaking Program](#) | [Presbyterian Mission Agency](#).

The following are resources for continuing education. Some are additional studies for children, youth and adults.

## **PEOPLE**

- Is There Enough? (five-session children's curriculum dealing with the issue of hunger, with biblical themes around sharing)
- PHP Book Recommendations for Children and Youth One Great Hour of Sharing
- Considering Our Treasure Food Relief Activities

### **For Middle and High Schoolers:**

- Story of Stuff
- Just Eating
- Racial Wealth Gap Learning Simulation

## **PLANET**

### **For Middle and High Schoolers:**

- Just Eating
- And the Leaves of the Tree are for Healing the Nations Presbyterians for Earth Care
- God's World Our Home
- Thich Nhat Hanh — resources on how to connect with nature for children with meditation
- 170 Daily Actions to Transform Our World

## **PROSPERITY**

- SDOP Sunday Resource 2022
- One Great Hour of Sharing
- Special Offerings PC(USA) children's activities
- Special Offerings PC(USA) Children's Message
- SDOP Companion Guide to the Commitment to Peacemaking
- United Nations Student Resources
- Jerry Can Curriculum

## **PEACE AND PARTNERSHIP**

- Peace Cards — Each card offers a question for reflection, action and prayer (Personal, Family, Church, Community, Environment and World)
- Mr. Rogers
- Peacemaking Through the Arts



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