



Welcome to Gospel Adventures!

We're excited to take you on a globe-spanning adventure, exploring Kenya's culture, customs, and color! Video stories of Kenyan kids and their families let your class see what it's like to live in the land of "harambee," which is the national Swahili motto of cooperation and unity. Games, object lessons, and snacks allow kids to experience—and taste—a bit of daily life in different parts of Kenya. It's our goal that kids' eyes and hearts are opened to what God is doing in this faraway place, his love for people there, and how we can pray for and support God's family across the world.

We know that every school uses Gospel Adventures in a unique setting, so we've made this resource more flexible than ever. Short activity blocks allow you to customize the lesson to your classroom.

Pick and choose which options best suit your class dynamics, time frame, space, and situation. Or use all of them—starting with Option 1 and moving through the last one. It's up to you! Plus, each day's lesson highlights part of Psalm 8, integrating faith with real life—here and in Kenya.



DAY 1

“When I look at the night sky and see the work of your fingers—the moon and the stars you set in place—what are mere mortals that you should think about them, human beings that you should care for them? Yet you made them only a little lower than God and crowned them with glory and honor” (Psalm 8:3-5).

You'll need:

- Bible
- “Where’s Kenya?” video clip
- globe (optional)

Easy prep:

- Download the “Where’s Kenya?” video clip.
- Look online to find out how long a flight is from your nearest airport to Nairobi, Kenya.



OPTION 1

VIDEO

Jambo!

Give kids a sneak peek of Kenya.

Say: ***Jambo!** That means “hello” in Swahili, a language spoken in a country called Kenya. This week we’re going to explore more about what life is like for kids living there! In fact, our program is called “Wild About Kenya.” That makes me wonder...*



What’s something you’re wild about? Why?

You may want to have kids share in pairs so everyone gets to contribute. Then take a few responses from the group.

Say: ***We’re wild about things like** [some of the things kids shared] **because we like them. We think they’re awesome or amazing. They’re fun, or they bring us joy.***



Why might I want you to be wild about Kenya?

Say: ***This week we get to learn more about Kenyan kids, their culture, and what it’s like to live in this country that’s so far from** [name of your community]. **We’re not learning this just to learn facts. The more we learn and understand, the more we can have a heart of care and compassion for people there. I hope we all start to see these kids in Kenya as our friends—brothers and sisters in God’s family.***

Let’s start by finding out just where this cool country is! If you have a globe, you can point to your city and to Kenya, to show kids where it is. **If we packed our bags and caught a flight to Kenya, we’d be sitting for a long, long, long time. In fact, our flight would be** [number of hours a typical flight would be]. **That’s like watching** [approximate number of movies kids would watch in that time frame].

Whew! I'd need a good stretch after that! But once we landed—wow! There's so much cool stuff to see—way better than a movie. As we watch this short video, keep your eyes open for one thing you'd be wild about in Kenya.



Show the "Where's Kenya?" video clip.



Call out some of the things you're wild about in the video.

Say: Those are things we think are amazing or cool or seem fun. Hold up a Bible. And as we read the Bible, we can see that God is wild about us! Listen!

Read aloud Psalm 8:3-5.

"When I look at the night sky and see the work of your fingers—the moon and the stars you set in place—what are mere mortals that you should think about them, human beings that you should care for them? Yet you made them only a little lower than God and crowned them with glory and honor" (Psalm 8:3-5).



What does this tell you about God?

Say: As we learn more about life in Kenya, it's good for us to keep in mind that God loves kids there just as much as he loves kids here in [name of your community]. And we can be praying that those kids will grow up knowing that God—who created the moon and stars—is wild about them!



OPTION 2

GAME

Kenyan Counting

Swahili Numbers

1 moja (MOH-jah)	8 nane (NAH-nay)
2 mbili (m-BEE-lee)	9 tisa (TEE-sah)
3 tatu (TAH-too)	10 kumi (KOO-mee)
4 nne (N-neh)	11 kumi na moja (KOO-mee nah MOH-jah)
5 tano (TAH-noh)	12 kumi na mbili (KOO-mee nah m-BEE-lee)
6 sita (SEE-tah)	
7 saba (SAH-bah)	

You'll need:

- pair of dice
- whiteboard and marker
- copies of the "Kenyan Counting" handout (p. 8) (optional)

Easy prep:

- Write the Swahili numbers (from the box to the left) on a whiteboard so all kids can see them clearly.
- The cues on the whiteboard should be adequate, but you may want to photocopy the "Kenyan Counting" handout and give one to each student. Kids can use these at their seats for the game or take them home to keep learning!

Say: Think back a few grades to when you first started school or even preschool.

? What were some of the first things you learned back then?

Say: Kenyan kids aren't that different from you! When they're really little, some of the first things they learn are their alphabet, reading, and numbers. One difference is that kids in Kenya learn several languages, not just one or two like we do.

Most kids learn Swahili and English, plus another local dialect, depending on where they live. Wow—that's a lot of language! Let's see how well you'd do in a Kenyan classroom learning some numbers.

Go over the pronunciation of numbers 1-6. Hold up your fingers or have that number of kids stand, then lead kids in saying the number in Swahili. Give kids a bit of practice so they start to get comfortable with those six numbers.

Say: Now let's try something to see how quickly you can come up with the number in Swahili!

- Form two groups. Choose one person from each group to come to the front of the class, and have them face each other with a desk or table between them.
- Roll one die on the table or desk so the two "contestants" can see where it lands.
- The first person to say the number on the die in Swahili gets a point for his or her group.
- Then have two more contestants come up and play. Continue until everyone has had a turn being a contestant.
- If you have older kids, take the game to the next level and teach kids the numbers 7-12. Then add a second die and play the game again.

Celebrate the group with the most points, then have everyone sit down.

Say: Kids in Kenya learn a lot of words! Hold up three fingers. They'd need to learn this in English as *three*, in Swahili as *tatu*, and in another local dialect as something else.

? What would you like about knowing so many languages? What would be a challenge?

Say: Even though we speak a different language from our friends in Kenya, God hears and understands all of us! Our Bible verse from Psalm 8 reminds us that God cares about people—all people. People who live here and people across the ocean in Kenya. God loves and listens to us, no matter what language we speak!





OPTION 3

GAME & VIDEO

Join a Birthday Bash

Meet Eileen, then have fun serving each other a snack.

Say: As we get wild about Kenya, we're going to meet some Kenyan kids to learn about daily life for them. You may see some things that look familiar and some things that look really different. Today we're going to spend a Sunday with a girl named Eileen.

? What types of things does your family do on Sunday?

Say: Lots of families go to church on Sunday.

? Describe what happens when you go to church. What do you do?

Say: Let's check out a really *special* Sunday for Eileen. Look for things that might be like—or very different from—what you and your family do.

 Show the "Eileen: A Sunday Fun Day" video clip.

? How was Eileen's church like yours? How was it different?

Say: Lots of people follow Jesus in Kenya. That's pretty awesome! There are churches all over the country, with people following God just like we do. Their church services may look or sound different from ours, but we all worship the same God. God's family is everywhere! That's why we can pray for and celebrate with our brothers and sisters in God's family. Speaking of celebrations, it was fun to join Eileen's birthday party.

? What things do kids in [name of your community] do for birthday parties?

? What are some different things you saw in the way Eileen celebrated her birthday?

Say: In Kenya, the birthday person serves family and friends birthday cake before eating any.

? Why do you think that is? What might that tell you about what they value or find important?

Say: Serving and honoring others is important in Kenya. Let's see how you'd do at serving someone a snack. We'll try this—with a twist!

You'll need:

- "Eileen: A Sunday Fun Day" video clip
- plastic spoons
- cups
- mini marshmallows
- blindfolds (optional)

Easy prep:

- Download the "Eileen: A Sunday Fun Day" video clip.

- Give each person a cup of mini marshmallows and a spoon. Direct kids *not* to touch the marshmallows or put the spoons in their mouths, as those will be for someone else.
- Form pairs, and have partners face each other, at least 3 feet apart.
- Have one person close his or her eyes, or blindfold one partner if kids can't keep their eyes closed.
- On your signal, the people who can't see will scoop up a spoonful of mini marshmallows and try to feed them to their partners. Kids should leave any marshmallows that fall on the floor.
- Have kids switch roles and play again.
- Have kids sit down, leaving the marshmallows on the floor.

? Looking at the marshmallows on the floor, how did we do in feeding our friends?

Say: **The blindfolds made it pretty tricky to feed our friends! Sometimes we may find it tricky to serve and honor people in our lives. But when we put others first and do our best to serve them, we're showing God's awesome love for people. Right now you can serve others by helping clean up these marshmallows together!**

Lead kids in quickly cleaning up any spilled marshmallows.

You'll need:

- sheets of paper
- snack or prize for each person (optional)
- clean, empty wide-mouthed bottles
- copies of the animal patterns (pp. 9-12)
- scissors
- permanent markers
- tape
- craft foam or construction paper (optional)
- glue

Easy prep:

- Make a sample bank to show kids.



OPTION 4

CRAFT

Coins for Kenya

Create banks for saving coins to donate to Global Kids Fund.

Say: **Kenya is a country with lots of wide-open spaces for exploring. And many of those places are protected. That means you can only go in certain spots, as a way to keep animals—and people—safe. Let's try something to see if you can find a path across the countryside!**

- Gather kids at one side of the room. You may want to put a prize or snack at the opposite side of the room.
- Hand each person a sheet of paper.
- Tell kids their goal is to get across the room, but they can stand on only their one sheet of paper (a little like the game The Floor Is Lava). Explain that their whole foot needs to fit on the sheet of paper.
- Let kids try to cross the room (they won't get far!).

? Why was it hard to accomplish the goal?

Say: You didn't have what you needed! Let's think about our friends in Kenya. Lots of them know, love, and follow Jesus—that's amazing and wonderful! But sometimes they don't have what they need to easily grow in friendship with Jesus.

? What helps you grow in friendship with Jesus? Lead kids to think of things like time at church, reading or hearing God's Word, Christian music, and books about God.

Say: Let's try something new with our papers. I wonder what would happen if we all put our papers together. Try that now and see what happens.

Guide kids to use all the papers to make a path that stretches across the room. When everyone has crossed the room, give a round of high-fives and then sit down.

? What can this help us understand about working together?

Say: We have the chance to help kids in Kenya grow in friendship with God. If one of us tried to do that, it might feel like a big or impossible job. But when we all work together, and even have help from an organization called Global Kids Fund, we can help kids grow closer to Jesus.

Getting things like Bibles or helping set up a church takes time, people, and money. Global Kids Fund can use money we give to do those big and important jobs in faraway places! Today we'll make some fun banks to collect our coins in. Later, you'll bring in your full banks, and we can put all our coins together and send them to Global Kids Fund!

- Set out the supplies, and let kids choose an animal print to use. Kids can also cut strips from several patterns to make their banks reflect lots of African animals!
- Show kids how to wrap the printed paper around the bottle to measure it.
- You may want to provide Bibles and let kids write part of Psalm 8 on the animal prints before they wrap the papers around the bottles and tape them in place.
- You can also set out craft foam or construction paper. Let kids cut out an animal paw or hoofprint and glue it to the lid of the bottle bank.

Say: Add any spare change or donations from friends and family members to your bank. We know that God is wild about Kenya, and we want school friends in Kenya to be wild about God! Our donations will give kids across the ocean what they need to grow in friendship with God.



Kenyan Counting

- 1 moja (MOH-jah)
- 2 mbili (m-BEE-lee)
- 3 tatu (TAH-too)
- 4 nne (N-neh)
- 5 tano (TAH-noh)
- 6 sita (SEE-tah)
- 7 saba (SAH-bah)
- 8 nane (NAH-nay)
- 9 tisa (TEE-sah)
- 10 kumi (KOO-mee)
- 11 kumi na moja (KOO-mee nah MOH-jah)
- 12 kumi na mbili (KOO-mee nah m-BEE-lee)



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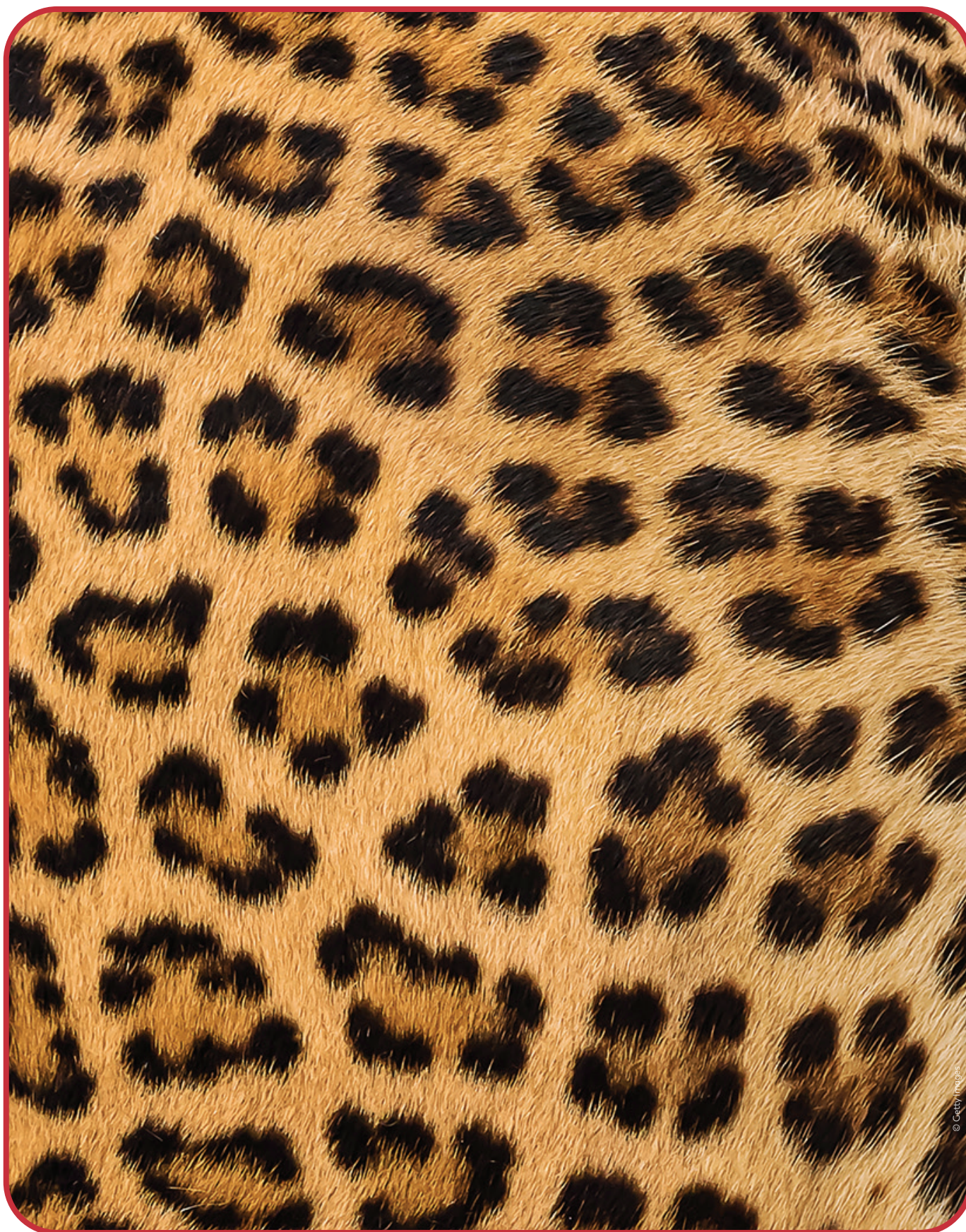
Kenyan Animal Prints



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DAY 2

“You gave them charge of everything you made, putting all things under their authority—the flocks and the herds and all the wild animals, the birds in the sky, the fish in the sea, and everything that swims the ocean currents” (Psalm 8:6-8).



GAME

OPTION 1

Two by Two

Play a game to learn Swahili names for animals you’d see in Kenya.

Say: **Jambo! Remember, that’s how we’d say “hi” if we visited Kenya.**

Let kids say “jambo” to a few friends nearby and give a high-five or fist bump.

When you visit a country where they speak something other than English, it’s always nice to learn a few words in their language.



Why do you think people might like it when they hear you speak their language?

Say: **Even if you don’t get all the words right, trying to speak someone’s language shows you care and you respect their culture. So let’s learn a few more Swahili words that would be fun—and helpful—to know.**

Millions of people visit Kenya every year, and *many* of those people take a safari to see animals we don’t have roaming around here in [name of your community].



What animals would you be most excited to see in Kenya?

Say: **Well, it might be good to know the names of those animals so we can call them out on our safari! Let’s get ready to play a game.**

Give each person two copies of the “Two by Two” handout. Kids can color the animals and cut apart the cards. It’s a good idea to have kids color the *backside* of the cards so they can’t see through to know the image on the other side during the game.

You’ll need:

- copies of the “Two by Two” handout on page 20 (2 per child)
- scissors
- crayons or colored pencils
- whiteboard and marker
- download of “Majestic Is Your Name” (optional)
- media player (optional)

TIP

You can modify the difficulty of this activity based on the age and ability of your students. Just use fewer cards for younger kids. Or start with learning five animals and add a new one each day.

While kids color their cards, put the following information on a whiteboard:

- lion—simba (*SEEM-buh*)
- zebra—pundamilia (*POON-duh-MIL-ee-uh*)
- giraffe—twiga (*TWEE-guh*)
- rhinoceros—kifaru (*kee-FAR-oo*)
- elephant—tembo (*TEM-bo*)
- ostrich—mbuni (*mBOON-ee*)
- hippo—kiboko (*kee-BO-ko*)
- crocodile—mamba (*MOM-bah*)
- monkey—nyani (*NY-ah-nee*)

After kids have created and cut apart their game cards, teach them the pronunciations of each of the animals you've posted on the board.

TIP

The word *safari* comes from a Swahili word that means "journey."

Say: Okay, time for a safari! You'll pair up and decide whose game cards to use. Spread them out and turn them over to play a matching game. Take turns flipping over pairs of cards, trying to find a match. When you do, call out the name in Swahili, as if you've spotted that animal.

Allow time for pairs to play. You may want to play "Majestic Is Your Name" while kids play. After a few minutes, call time.

Say: Learning someone's language is one way to show people that we care about them and their culture. When missionaries go to a new place to share God's love, they need to be able to communicate. They also need to show that they value people enough to learn and use that language.

? What are other ways we show people we're wild about them?

Say: Learning about life in Kenya may help us be better missionaries right here at home!



OPTION 2

ACTIVITY AND VIDEO

Simeon: Proud Maasai Guy

Meet a boy who loves and cares for God's amazing creation.

Say: Psalm 8 is a song that David—a shepherd who became a king—wrote to God. Listen to what David says to God about people.

"You gave them charge of everything you made, putting all things under their authority—the flocks and the herds and all the wild animals, the birds in the sky, the fish in the sea, and everything that swims the ocean currents" (Psalm 8:6-8).

- ? How would you explain the word **authority** to someone younger than you?
- ? What are some things **you're in charge of**? Maybe **animals or chores at home**. Share your own example, then let kids share in smaller groups. Let a few kids share with the whole class.
- ? Who gave you that authority? Why?

Say: In this verse, David marvels at how much God loves and trusts his people. God's creation is awesome—flocks and wild animals, birds and fish. And God entrusted those magnificent things to us humans. Wow!

In Kenya, lots of people live side by side with God's incredible creation. Let's take a look at a boy named Simeon to see what that's like.



Play the "Simeon: Proud Maasai Guy" video.

Read aloud Psalm 8:6 to remind kids of the passage.



How did you see Simeon and his tribe caring for or living with God's creation?

Say: For hundreds of years, Maasai people like Simeon have lived right in the middle of some of God's most amazing creation. They love and respect the animals and plants because they need them to survive. Let's try something to see what it's like to have authority over and care for something special.

- Bring out some modeling dough, and shape it into an animal. (It's okay if it's not perfect!) Show kids the animal sculpture.
- Have kids stand up and form a large circle.
- Take turns tossing the animal around the circle so everyone has a turn to catch and toss.

You'll need:

- "Simeon: Proud Maasai Guy" video clip
- media player
- handful of modeling dough

Easy prep:

- Download the "Simeon: Proud Maasai Guy" video clip.



- When the animal comes back to you, hold it up. It'll likely be in rough shape after being tossed around!

? What happened to our [name of animal]? Why?

? How could we take better care of it?

- Reshape the animal so it looks like it did when you began the game. Play the game again, this time carefully passing the animal from person to person.
- Hold up the animal when it comes back to you, then let kids sit down.

? Let's think about what we just did. What can *this* help us discover about how we care for God's creation?

? Call out some other things or people God wants us to care for.

Say: God is wild about his creation, and people are God's most special creation. As we learn about kids in Kenya, we also have the chance to care for kids around the world through our donations to Global Kids Fund. We want kids everywhere to feel God's love and care!

You'll need:

- download of the "Maasai Crafts" video
- media player
- seed beads or small pony beads
- scissors
- bowls (1 per child)
- fishing line or plastic lacing (whichever best fits the size beads you have)

Easy prep:

- Download the "Maasai Crafts" video.
- Determine if your kids will have success with tiny seed beads or will need larger 4x7 mm beads.



OPTION 3

CRAFT AND VIDEO

Busy Beads

Explore with beads to appreciate the skill of Maasai artists.

Say: Think about your family for a minute.

? What is something good your family is known for? Give a few examples, such as always having pretty flowers in the yard, cool Christmas lights, or your dad's famous salsa. Share your own example, then let kids share with a few people nearby.

Say: The Maasai people are known for something good, too—craft work. Let's take a look at some of the incredible things God has gifted them to do.



Show the "Maasai Crafts" video so kids can see some of the kinds of artistry Maasai people create.

Say: God has given them amazing skills with wood, beads, wire, and stone. The skills for these are passed down from generation to generation. Most often, the people doing these crafts are women. That means moms teach their daughters, who teach *their* daughters, and on and on. That reminds me of another part of Psalm 8. Listen!

**“You have taught children and infants to tell of your strength”
(Psalm 8:2).**

? Who teaches you about God?

Say: This verse helps us understand that even before we learn to speak or understand who God is, we’re showing God’s strength and wonder. A baby’s cry or a child’s laugh points to God’s creativity—he made us all so wonderfully. Let’s craft some creations and think about God’s careful hand in making each of us—and the kids we’re meeting from Kenya.

- Set out beads (either tiny seed beads or small pony beads), bowls, fishing line or plastic lacing, and scissors.
- Let each child put a small handful of beads into a bowl, then cut a 6-inch length of fishing line.
- Show kids how to tie one bead to the end of the line, securing it with a knot. This will keep all the beads from slipping off the line.
- Kids can use the beads to create a simple pattern. When they’re about an inch or two from the end of the line, they can tie another bead to the line. This should keep all the beads in place.
- Depending on the skill and age level of your class, kids can make a necklace or bracelet. Or they can wrap their string of beads around the end of a pencil to decorate it. (Just hot glue or tape it in place.)

? What words describe how you felt working with such small beads?

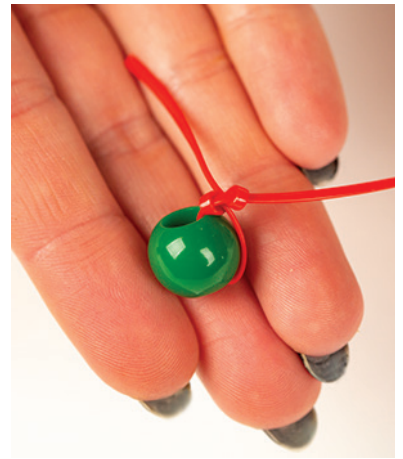
? Now that you’ve tried stringing these small beads, what does that tell you about the Maasai artists you saw on the video?

? Let’s make a connection to what we know about God. What might *their* skill help us discover about the things God created?

Say: Maasai artists are so talented and careful as they make beautiful creations. God is a great artist, masterfully crafting people who he loves and cares for. As we learn about kids in Kenya, we can remember that they’re some of God’s most precious creations!

TIP

Traditional Maasai beaded jewelry features intricately strung seed beads, which are very small! Your goal with this activity is to give kids a chance to work with these tiny beads, gaining an appreciation for the skilled craftsmanship of the Maasai people. If you have younger kids who will struggle too much with the fine-motor skills, it’s okay to use smaller pony beads, such as 4x7 mm.



You'll need:

- "Pachyderm Protectors" video clip
- media player
- soft foam ball

Easy prep:

- Download the "Pachyderm Protectors" video clip.



OPTION 4

ACTIVITY AND VIDEO

Pachyderm Protectors

Play a game, then see a video about a special place for orphaned elephants.

Say: Our verse from Psalms tells us that God gave people authority over his creation—animals and birds and fish. That's a big responsibility! God trusts us to care for the world he made. Let's see what good caretakers you can be.

- Have kids stand up and move to an open area of the room. (If you can't move desks or things, you'll gently toss the ball rather than roll it.)
- Form pairs, and have them spread out around the room as much as possible.
- In each pair, have kids decide who will be the Grown-Up and who will be the Baby. The Baby will crouch down, and the Grown-Up will stand beside the Baby. Babies can't move, but Grown-Ups can take one step in any direction.
- Explain that the role of the Grown-Up is to protect his or her Baby from the ball.
- You'll roll a foam ball around the room. If the ball touches a Baby, both partners are out and move to the side of the room.
- If the Grown-Up catches or stops the ball, he or she can roll it back to you, and the pair gets to stay in the game.
- Play for a minute or two, then hold the ball.

Say: Okay, now let's say something happened to our Grown-Ups. They're not in the game anymore!

- Grown-Ups will move to the side of the room.
- Play again, rolling the ball so it touches each Baby. Soon everyone will be out. Let kids return to their seats.



Compare the first round of the game to the second round. Babies, say one word that tells how you felt when you had a Grown-Up standing nearby.



In real life, who are people who take care of or protect you?



What do those people do?

Say: Psalm 8:6 reminds us of our role in taking care of—or even protecting—God's creation.

“You gave them charge of everything you made, putting all things under their authority—the flocks and the herds and all the wild animals, the birds in the sky, the fish in the sea, and everything that swims the ocean currents” (Psalm 8:6-8).

Say: Let’s take a look at one way people in Kenya are living out this Bible verse.

 Show the short “Pachyderm Protectors” video clip.

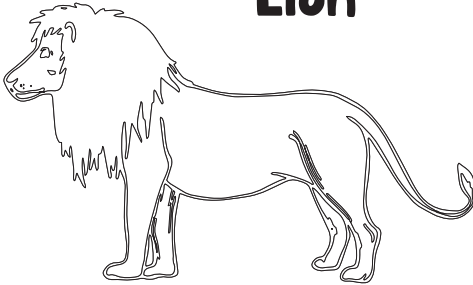
Say: People in Kenya love caring for God’s creation. And we can care for our friends in Kenya by praying for them, supporting missionaries that go there, and learning more about daily life in their country.



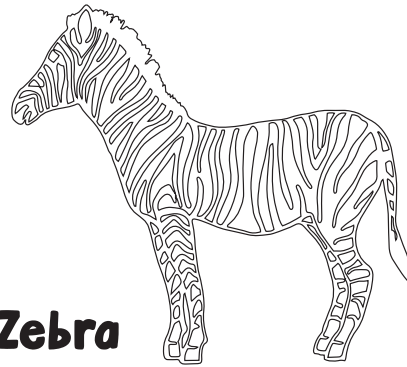


Two by Two

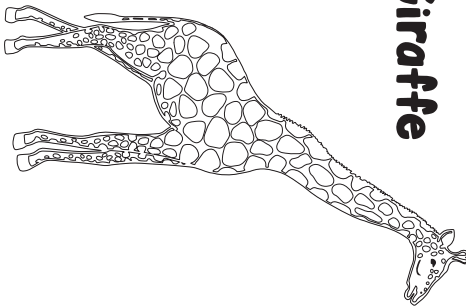
Lion



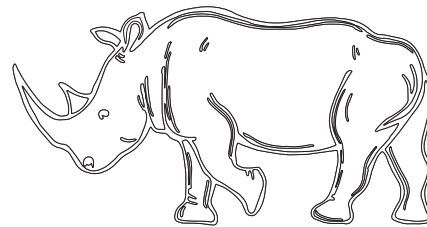
Zebra



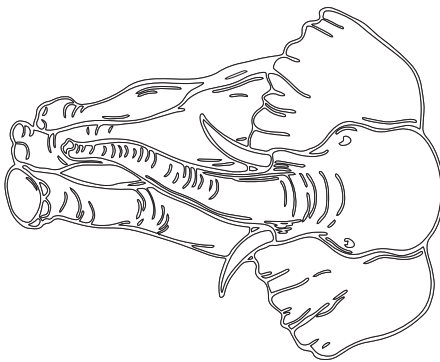
Giraffe



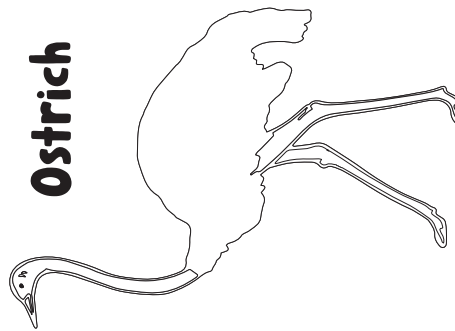
Rhinoceros



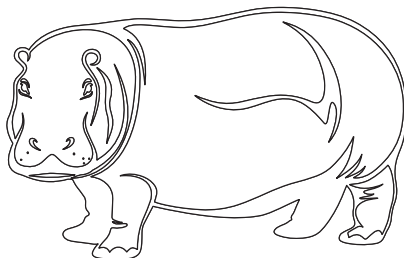
Elephant



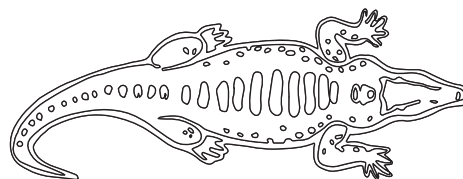
Ostrich



Hippo



Crocodile



DAY 3

“O Lord, our Lord, your majestic name fills the earth! Your glory is higher than the heavens”
(Psalm 8:1).



OPTION 1

GAME AND VIDEO

Ryan: Faith, Football, and Family

Meet a Kenyan city kid, and play a game to match with a friend.

Say: **Jambo! Welcome back to another day exploring the cool country of Kenya! So many people travel there to see God’s creation. Let’s play a quick game to spot some animals.**

- Form pairs, and have kids stand back to back.
- On the count of three, partners will turn around to face each other, making one of the following actions:
 - ➔ Lion: raise “claws” overhead and roar
 - ➔ Ostrich: hold one hand up tall, with fingers and thumb like a beak
 - ➔ Warthog: put index fingers to the sides of mouth like tusks
 - ➔ Elephant: hold thumbs to side of head, with hands spread like ears
- If kids match, they stay with the same partner and play again. If kids don’t match, they’ll find a different partner.
- Play several rounds. You may want to play elimination rounds so pairs who don’t match sit down until only one pair remains.
- Have kids sit down.



How did you feel when you matched your partner?



Tell about a time you discovered you had something in common with a friend. Share your own example, such as discovering you and a new friend love the same coffee shop or gym class. Then let willing kids share.

Say: **We feel** [some of the words kids shared in the first question] **when we “match” with a friend—we’re similar in some way. Now let’s think about the kids we’re meeting in Kenya.**



Do you think your life “matches” theirs or is different? Tell me why.

You’ll need:

- “Ryan: Faith, Football, and Family” video clip
- media player
- whiteboard and marker

Easy prep:

- Download the “Ryan: Faith, Football, and Family” video clip.

Say: Sometimes when we think about kids living in a different culture, we focus on the ways we're different—we speak different languages, our schools look different, or our homes don't look the same.

Let's meet a boy named Ryan. You'll see a lot of ways his life matches yours! Today, look for ways you and Ryan have *different* lives.



▶ Play the “Ryan: Faith, Football, and Family” video.

? Do you think your life is similar to or different from Ryan's life? Why?

Say: One cool thing we have in common with Ryan—and a lot of Kenyan kids—is our faith. We've seen that there are lots of Christians in Kenya, which is awesome. It's amazing to think of people living so far away, praising God just like we do. Psalm 8:1 tells us, “O Lord, our Lord, your majestic name fills the earth! Your glory is higher than the heavens.”

That's true when we think of Kenyan kids praising God—God's majestic name is filling the whole earth!

If our lives match Ryan's in a lot of ways, it's likely kids like him need our prayers. After all, we need prayer, too. Let's try something.

- Ask kids to call out things they need prayer for. Kids can be as specific or general as they feel comfortable with.
- As kids share, write the prayer requests on a whiteboard. If possible, write them *across* the board, at a level where kids can reach (rather than in a vertical list).

Kids in other countries have struggles like [a few things on the board]. **Even though some Kenyan kids know Jesus, they still have hard times—just like we do. Let's use these prayer requests to pray for our friends here in class and for kids in Kenya.**

Let kids come to the board and stand near (or put their hand on) the prayer request they'd like to pray for. Allow time for kids to pray for that need and for kids in Kenya who might have a similar situation.

Then close the prayer time.





OPTION 2

GAME

Drop, Hop, Kick

Get a “kick” out of playing a Kenyan kids’ game.

? What are some of the most popular games kids play on the playground here?

Say: Kids like you are so creative—they can make a game out of next to nothing! Kids in Kenya may not have a lot of playground or sports equipment, so they get *super* creative. Let’s play a game they like to play, with a stone and lines drawn in the dirt.

- As space allows, form smaller groups of about four.
- Give each group a roll of painter’s tape and a beanbag.
- Guide each group in taping a rectangle on the floor. The rectangle should be about 3x10 feet.
- Use tape to divide the rectangle into five 2-foot sections.
- Everyone stands at one end of the rectangle.
- The first player drops the beanbag into the first section.
- He or she hops into the space on one foot, using that same foot to gently kick the beanbag into the second section. If the beanbag stops on the tape line, that player is out, and the next person gets to go. If the beanbag makes it fully into the second section, the player hops and kicks the beanbag into the next section.
- Players will hop/kick the beanbag into every section and back, unless the beanbag lands on a line. In that case, the next person will have his or her turn.
- Play “Majestic Is Your Name” while kids play.

Say: Your game filled our room with joy and laughter! That reminds me a little of our verse from Psalm 8:1.

“O Lord, our Lord, your majestic name fills the earth! Your glory is higher than the heavens” (Psalm 8:1).

? What do you think it means that God’s majestic name fills the earth?

You’ll need:

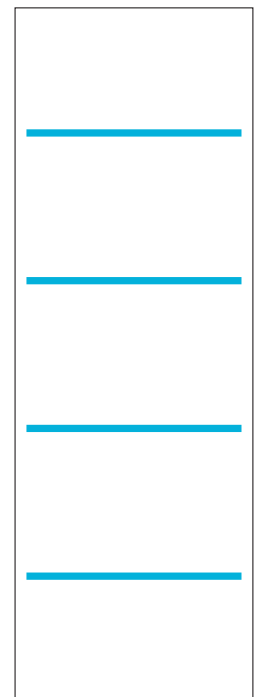
- beanbags (1 for every 4 kids)
- painter’s tape
- media player
- download of “Majestic Is Your Name”

TIP

Kenyan kids play this game with small stones instead of beanbags. You may want to let kids go outside and each find a stone to use as they play.

TIP

Some Kenyans call this game Kigogo...but other Kenyans call a different game Kigogo! (We’ll explore that game on page 31.)



Say: The whole earth—not just [name of your community] but all the way over in Kenya—is filled with God’s majestic name. People’s joy and laughter, their creativity and love for each other are all evidence of God. Even play can be a praise to God!

You’ll need:

- download of “Kibera View” video
- media player
- construction paper
- blocks or Lego® pieces
- spray bottle filled with water
- tape measure
- masking tape

Easy prep:

- Download the “Kibera View” video.



OPTION 3

ACTIVITY AND VIDEO

Humble Homes

Explore the challenges of living in a Nairobi slum.

Say: Our Bible verse from Psalm 8 talks about God’s glory and **majesty**. You may want to read (or have a willing student read) the passage.

“O Lord, our Lord, your majestic name fills the earth! Your glory is higher than the heavens” (Psalm 8:1).

? How would you explain the word *majestic* to someone younger than you? How about the word *glory*?

Say: *Majesty* and *glory* are words we use to describe something wonderful or beautiful. And we’ve been seeing how God’s majesty and glory are all over Kenya.

But some parts of Kenya may *not* feel so grand and beautiful. In the big capital city of Nairobi, lots of people live much like we do—in apartments or small homes. But 60 percent of the people in Nairobi have a harder way to live. Let’s explore that together.

- Identify 60 percent of your class. Hand each of these kids a sheet of brown construction paper.
- Hand the other 40 percent of the class a sturdier building material, such as blocks or Legos.
- Direct kids to take two minutes to build a small house using only the materials they’ve been given.
- After a couple of minutes, call time and have kids stop working.

? Let’s look at the differences in our houses. What do you think might happen to the paper houses when it rains?

Take a few responses, then bring out a spray bottle and heavily mist *all* the houses. The paper will likely absorb the water and slowly begin to get soggy.

? Hmmm. What might happen when it gets windy?

Take responses, then blow on the houses or gently shake the tables or desks.

Say: **This is what life is like for more than half the people living in the city of Nairobi.**

They live in something called a slum. A slum is a very, very poor area. One of the biggest slums in the world is called Kibera (kye-BEER-uh), and it's in Nairobi. Let's take a look.

▶ Play the "Kibera View."

? How did you feel when you saw those homes and streets?

Say: **Seeing hardship like that can make us feel [some of the words kids shared]. It can also move our hearts to want to help. Living in Kibera is hard. Most homes are about a 12-foot square.**

- Let kids help you use a tape measure to measure out a 12-foot square.
- Kids can use painter's tape to mark the square on the floor.

On average, eight people live in a home—and sometimes more. Ask eight kids to stand in the square or lie down as if sleeping.

? What would be the hardest part about living in such a crowded space?

Say: **It may be hard to see God's glory and majesty in a hard place like Kibera. So that makes me wonder something.**

? What could you tell people living there about God that might bring hope and joy to their lives?

Brainstorm as many hopeful messages about God as you can!

Say: **Sharing God's hope with people in hard times is important. When we send our money to Global Kids Fund, we're helping missionaries have what they need to reach people whose lives may not have much majesty and glory. God's love, hope, and beauty are for everyone, so we want to keep giving—and spread the word!**



Depending on the maturity of your students, you may want to share a few facts about Kibera:

- Only about 20 percent of Kibera has electricity. However, relief organizations are working to make electricity more available.
- Few homes have running water. There are two water pipelines serving an area about the size of 27 football fields.
- Most homes don't have bathrooms, so latrines are the most common type of toilet. Since this causes major sanitation issues (especially when it rains), relief organizations are slowly working to add communal toilet facilities.
- Unemployment is around 50 percent in Kibera.

You'll need:

- 24-ounce plastic cups (2 per child)
- colorful duct tape
- transparent tape
- 16-inch balloons (1 per child)
- scissors
- rubber bands
- yarn or washi tape (optional)
- pony beads (optional)
- download of "Majestic Is Your Name"
- media player

TIP

This is a great time to play "Majestic Is Your Name" as kids work.



OPTION 4

CRAFT

That's Some Drum!

Make Kenyan drums.

- ? **What are some of your favorite songs?**
- ? **Name some instruments that you hear when you listen to those songs.**

Say: Kenyans like all kinds of music—some songs you'd listen to here in [name of your community], some in their own languages. And for centuries, they've made music with some pretty amazing instruments. Some tribes use things like gourds—almost like a hollowed-out and dried squash—to make instruments. Or they carve instruments from wood.

One instrument you'd definitely see in Kenya is a drum. Let's make some drums to remind us of ones you might see if you visited Kenya!

- Hand each person two cups.
- Let kids use transparent tape to attach the cups together, bottom to bottom. This gives the "drum" a little support as kids add the duct tape in the next step.
- Have kids pair up to make the basic structure of the drum. One partner will hold the pre-taped cups together while the other wraps colorful duct tape around the place where the bottoms of the cups meet. Then have partners trade roles.
- Cut the narrow part off a 16-inch balloon, and throw that part away.
- One partner will hold the drum while the other partner stretches the rounded end of the balloon over the open end of one cup. Pull the balloon down as far as possible so it's tightly stretched.
- Wrap a rubber band around the rim of the cup to hold the balloon in place. (Or kids may want to use more duct tape instead of a rubber band.) Then have partners trade roles.



- Kids can add decorative yarn or washi tape to their drums. Or they can string a piece of yarn around the rubber band, then tie pieces of yarn at 1-inch intervals around the rim of the cup. Kids can string beads on these dangling pieces of yarn for extra decoration.

When everyone is done, play “Majestic Is Your Name,” and let kids play their drums as they worship!



DAY 4

“You have taught children and infants to tell of your strength, silencing your enemies and all who oppose you” (Psalm 8:2).

You'll need:

- download of “Majestic Is Your Name” music video
- copy of “Mosquito Bed Net” image on page 34
- media player
- 10 clothespins
- marker

Easy prep:

- Download the “Majestic Is Your Name” music video.
- Copy the “Mosquito Bed Net” image on page 34. You may want to make several copies so kids can pass around the picture to see.
- Draw a large dot on two of the clothespins.



OPTION 1

GAME

Mbu Got You!

Play a game and explore what it's like to live where mosquitoes can be more than pests.

Say: Jambo! It's been so fun to learn about life in Kenya and what it's like for kids who live there. Today I have a question for you:

? Tell about a time you got bitten or stung by a bug.

Tell your own brief story, then let kids talk with a friend nearby. Take a few reports from willing kids.

Say: For us, most bug bites or stings aren't fun, but they go away after a few itchy or uncomfortable days. But in parts of Kenya, a mosquito bite can be a bigger deal. Hold up a clothespin. In Swahili, the word for mosquito is *mbu* (mm-BOO). Let's play a game to see what it's like to have a mbu try to get you while you sleep.

- Lead kids in this modified version of “Heads Up, Seven Up.”
- Choose two or three kids to come to the front of the room to be the Mosquitoes.
- Have everyone scatter around the room and lie down, face up, with eyes tightly closed. This allows you to make sure kids keep their eyes closed during the game. (Kids will be very tempted to peek!)
- Play the song “Majestic Is Your Name” to help cover any noise Mosquitoes might make.
- Quietly divide the clothespins among the Mosquitoes.
- Mosquitoes will walk among kids, carefully clipping the clothespins on classmates' clothing. Mosquitoes will try to clip the clothespins so kids don't feel it. But kids can't move even if they do feel the “bite.”
- Mosquitoes can continue to move around for about a minute, then gather at the front.

- Turn off the music and have kids “wake up,” and call “Mbu, mbu! Looks like mbu bit you!”
- Kids who have clothespins attached to them will try to guess which Mosquito “bit” them. If they guess correctly, they’ll trade places with that Mosquito.
- However, if a student has a clothespin with a dot, he or she is out.

Play a few rounds, then have kids return to their seats.

? How did you feel if you saw the dot on the clothespin? Why?

? How well do you think you’d relax if you knew something was trying to bite you as you slept? Show me with a thumbs-up or thumbs-down. Pause. Tell me why.

Say: Now let’s think about some of the kids we’ve met from Kenya. They have a problem we don’t have. In many parts of Kenya, mosquitoes like to come out in the cool evening. And about 20 percent of those mosquitoes carry a disease called malaria. Malaria makes people super sick...and sometimes they even die.

Show kids your 10 clothespins, pointing out that two of them have the dot. Explain that this is 20 percent.

? If you lived in Kenya, how could you keep from getting malaria?

Kids may recall the use of mosquito nets, mentioned in the “Where’s Kenya?” video. However, let them brainstorm ways they could keep from getting bitten by malaria-carrying mosquitoes.

Show kids the “Mosquito Bed Net” image.

Say: Mosquito nets like this—big nets that hang over you while you sleep—are the best way to keep from getting malaria! Health and relief organizations help people in Kenya by giving them these special nets to sleep under.

As we’re learning Psalm 8, there’s even a part of that verse that can remind us of how people are helping friends in Kenya. Listen.

“You have taught children and infants to tell of your strength, silencing your enemies and all who oppose you” (Psalm 8:2).

? Which part of that verse might remind us of a mosquito net?

Say: Mosquitoes aren’t really an enemy, but they can have a bite that impacts people’s lives in a big, harmful way. A simple net can silence them—keeping them away from Kenyan people! That means children and infants can grow big and strong, telling everyone about God’s strength!

You'll need:

- "Isar: Hope in a Hard Place" video clip
- media player
- modeling clay (small handful for each student)
- freezer, refrigerator, or ice chest

Easy prep:

- Download the "Isar: Hope in a Hard Place" video clip.
- Put handfuls of modeling clay in a refrigerator, freezer, or ice chest. (Modeling clay will freeze better and be more difficult for kids to thaw than modeling dough. While either will get the point across, the clay will be a stronger connection.)



OPTION 2

ACTIVITY AND VIDEO

Comfort in the Quarry

Meet a boy who's finding comfort in a hard place.

Say: David wrote this to God.

Read aloud Psalm 8:2.

"You have taught children and infants to tell of your strength, silencing your enemies and all who oppose you" (Psalm 8:2).

That makes me wonder something. Maybe you have some thoughts on this because you are children!

? How do children tell about God's strength? What do they say? Who do they tell?

Let kids share their ideas.

? Why do you think it's important that kids tell about God?

Say: Kids like you have an important role in our world! You—and the kids we're learning about in Kenya—will be the ones to share about God and his Son, Jesus, with the whole world. You get to be the next generation of Christian leaders! Wow! So the things you say and do are important. The world can be a hard place, and you're bringing hope, strength, and joy from God.

Today we're going to meet a friend in Kenya who lives in a children's home. A children's home is a place kids live when their parents can't care for them for one reason or another.

? What would be hard about living in a children's home?

Say: The children's home we're going to see has an interesting story. The land it's built on used to be a rock quarry. That's a place where big machines come in and dig rocks out of the dirt to use for buildings or even to grind up for cement.

? What do you imagine a rock quarry looks like?

Say: To get our minds—and our hands—thinking about rocks. I brought some!

Hand out the frozen or chilled clay.

? What do you notice about this?

? What if I asked you to form this into a person or animal shape?

Say: This clay needs to be softened. While we watch our video, hold the clay pressed between your palms so the heat of your hands can warm it. As it warms up, watch for ways people are softening some of the hard things in this friend's life.

▶ Show the "Isar: Finding Hope in Hard Times" video. Kids will hold the clay in their cupped hands, allowing it to warm and soften.

? What are some hard things in Isar's life?

? How are people "softening" those things to make it more joyful?

Let kids shape their clay into something that represents a way they can bring comfort and joy to someone else's life.

Say: As you share about God's love and strength, sometimes you'll share with words and sometimes you'll share by your actions. We can live out Psalm 8:2 by telling about God or by showing people how awesome he is!



OPTION 3

GAME

Crazy for Kigogo

Play a board game that Kenyan kids can play anywhere.

? What are some of your favorite board or card games to play with family and friends?

? Do you like learning new games or not? Why?

Say: Many Kenyan kids don't have a lot of toys they've bought from a store. Instead, they get *really* creative at making their own games from things they can find around them. Let's learn a game they often play outside using stones and game boards dug into the dirt. Learning a new game is a good way to make friends and show people we care. We're learning something they like!

▶ Show the "Kigogo Rules" video so kids understand the rules of the game.

Now let's see if you can play. We can get creative and make our own game boards, too!

- Form pairs, and give each pair an egg carton, 48 beads, and two small cups.
- Let each kid decorate a small cup to be his or her "base."



You'll need:

- egg cartons (1 for every 2 kids) or small bowls (12 for every 2 kids)
- beads or small pompoms (48 for every 2 kids)
- small cups (1 per student)
- crayons, stickers, or permanent markers to decorate small cups
- download of "Kigogo Rules" video
- media player

Easy prep:

- Download the "Kigogo Rules" video clip.
- Practice the game so you have a solid understanding of how it works. If you've played the game mancala, the rules are similar. However, like with many games, you may have played with slightly different rules.

TIP

Since some Kenyan kids play this outdoors with small "pits" dug into the dirt, you may want to teach the game inside and then take kids outside to a sandbox or play area where they can play like Kenyan kids! Or let kids draw their game boards with chalk and play that way.

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- Set the egg carton between kids, with the bases at each end.
- Kids will put four beads into each egg carton cup.
- Player 1 starts by taking all the beads from any egg cup on his or her row (the egg cups right in front of Player 1).
- Going to the right, Player 1 drops one bead into each egg cup except Player 2's base. Player 2's base just gets skipped over.
- When the fourth bead is dropped, Player 1 can take all the beads from *that* egg cup and repeat the process. Player 1's turn ends when he or she drops a bead into an empty egg cup (so that bead is the only one in it).
- Then it's Player 2's turn to do the same thing.
- When one row is completely empty of beads, the game ends. Players will count beads in their bases to see who won.



Say: Games like this are popular all over the world—and are called different names in different countries. You can teach your friends and family this game! Then every time you play, you can remember to pray for Kenyan kids, who may be playing it, too!

You'll need:

- fresh ginger root (available in the produce section of most grocery stores)
- kitchen graters (a few for kids to share)
- water
- paper towels
- large, microwavable bowl
- strainer
- pitcher
- cups (1 per child)
- honey (about 1 tablespoon per child)
- lemon or lime juice (about 1 tablespoon per child)



OPTION 4

SNACK

A Spicy Sip

Make a tongue-tingling tea called dawa.

Say: One thing kids everywhere have in common is that they all get sick at one time or another.



When you get sick, what are some things your parents do to help you feel better?

Say: Sometimes parents or caregivers give us chicken noodle soup or something warm to drink to make a sore throat or stuffy nose feel better. That's true in Kenya, too. They make a special drink to keep kids healthy—and make them feel better when they're sick.

This drink is called *dawa* (DAH-wah), which means “medicine.” You may think *dawa* is super tasty, or maybe you'll think it tastes like medicine! Let's find out!

- Have kids wash their hands before beginning.
- Explain that they'll use ginger, which is safe and tasty (and probably in foods they already eat), but that raw ginger might irritate their eyes if they put it right in their eyes. So encourage kids not to touch their faces.
- Let kids take turns grating the ginger so each person grates about 2 tablespoons of ginger.
- Combine *all* the grated ginger into one large bowl, and add water. (Estimate about ¼ cup of water per student.)
- If you can't boil the water in a microwave in class, add boiling water from a thermos (this step is for adults only).
- Let the mixture steep for up to 30 minutes. If you have a microwave in class, microwave the mixture one more time before straining.
- Pour the mixture through a strainer into a pitcher. Throw away the grated ginger.
- Kids can help add about 1 tablespoon of honey each, and about 1 tablespoon of lemon or lime juice each.
- Add a few more cups of hot water to the pitcher.
- Pour each person a small taste of *dawa*!

? What do you think of *dawa*?

? Now that you have made *dawa*, what in it do you think might help people feel better if they're sick?

Say: A lot of medicines come from things we have around us, or things people *had* around them long ago. It's pretty amazing that honey, lemon, and a ground-up root can help a cold! *Dawa* can't cure everything, but it's a good comfort drink when your nose is stuffy, your stomach hurts, or you have a sore throat.

Our verse from Psalm 8:2 talks about God's strength. When we don't feel so strong, it's good to remember that our awesome and majestic God is *always* strong enough to care for us!

TIP

The fresh ginger in *dawa* can be pretty strong for young tastebuds. Offer kids a taste, but don't insist they drink much. The idea is to just give them a sample of a common drink in Kenya.

TIP

This is a fun opportunity for kids to see a food in its raw form. While many kids likely have had ginger in ginger ale or cooked in food, they may not know it's a funny-looking root!

Mosquito Bed Net



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DAY 5

“O Lord, our Lord, your majestic name fills the earth!” (Psalm 8:9)



OPTION 1

CRAFT

Fun With Flags

Discover more about Kenya's flag, then help kids make their own flags.

Say: **Jambo! It's time to travel across the ocean to Kenya to learn about daily life there. Something you probably see just about every day in your daily life is our country's flag.** Point to the flag in your classroom. If you don't have a flag in your room, you can pull up an image on the computer and show kids.

? **What do you know about our flag? What do the colors and images represent?**

If kids are unsure, briefly share any information you know about your country's flag, its symbolism, and why people designed it the way they did.

? **When do you see people waving or holding up their country's flag?**

Say: **People wave flags to celebrate their country. Athletes might drape a flag over their shoulders in the Olympics. Or people in a parade might wave the flag to celebrate the country's birthday.**

Kenyan kids see *their* flag around classrooms, schools, cities, and celebrations, just like we do!

Show kids the “Flag of Kenya” handout.

? **Just by looking at this, what might this tell you about Kenya?**

Say: **Like most countries' flags, the colors and symbols tell about what matters to the people. On Kenya's flag, black represents the people's dark skin. The red reminds them of the blood that was shed in their fight for independence. The green is a symbol of Kenya's natural beauty. And the white bands represent peace. In the middle is a Maasai shield and spears, reminding the people of their culture and history.**

This week, we've been connecting our discoveries about Kenya with Psalm 8. Listen to *this* celebration about God.

You'll need:

- “copies of the “Flag of Kenya” image on page 42
- plain paper
- markers
- download of “Majestic Is Your Name” music video
- media player

Easy prep:

- Photocopy the “Flag of Kenya” handout so kids can see what the flag looks like.
- Make your own flag ahead of time to give kids an example.



© Getty images

“O Lord, our Lord, your majestic name fills the earth!” (Psalm 8:9)

David, who wrote this psalm, says God is like a majestic king. That makes me wonder something.

? If people waved a flag to celebrate God, what might be on it? Why?

- Brainstorm a few ideas, then lead kids in making their own flags to celebrate God’s majesty.
- Tell students they can use only three colors, and each should represent something.
- Play “Majestic Is Your Name” while kids work on their flags.
- Then hang the flags around the room as a reminder of God’s majesty!

You’ll need:

- “Christine: School Success and Cooking Quest” video clip
- media player
- candy, treat, or other simple reward

Easy prep:

- Download “Christine: School Success and Cooking Quest” video clip.



OPTION 2

VIDEO AND GAME

A Hopin’ Hand

Meet a future chef and play a game about giving hope.

Say: It’s been fun to meet such a variety of kids from across Kenya this week.

- ?** Which kids have been most memorable to you? Why?
- ?** What discoveries have you made about God as you’ve learned about Kenya?

Say: Our friends in Kenya need Jesus, just as people here in [name of your community] do. And God loves and cares about each person there, just as he loves and cares about people here. Today we’ll meet a girl who lives in a smaller city called Kisumu (kih-SOO-moo). Let’s watch Christine’s story to see what God is doing in her life.



Show “Christine: School Success and Cooking Quest” video clip.



? What did you see that brought Christine joy?



? What challenges did you see her face? What might be difficult in her life?

Say: A lot of kids in Kenya face challenges that can make them feel hopeless or stuck. Let’s try something to see what that’s like.



- Have kids scatter around the room and sit down with their legs stretched out in front of them.
- Set candy or another treat or reward on a shelf or cabinet. Explain that anyone who can reach the reward can have it.
- Students may try to stand up but must stay in the seated position and not bend their legs at all. (Kids may try to roll over to their stomachs, then press up with their hands. Remind them to stay in the seated position as they try to stand.)

? In one word, how does it feel to be stuck like this?

- Stand near a student and grasp his or her hands. Pull the child into a standing position.
- That child can move to someone else to help that person stand in the same way.
- Continue having kids pull each other to a standing position. Remind students not to bend their legs as they stand but to rely on others' help.
- When everyone is standing, hand out the reward. Then let kids sit down.

Say: Some kids in Kenya may feel “stuck” like you were. Think back on some of the videos we’ve seen.

? What have you seen that might make Kenyan kids feel hopeless or unable to succeed?

? What are some hopeful things you’ve seen?

Say: Everyone needs help from time to time. Kids in Kenya face things that may make it feel impossible to get ahead. They may not have a solid family to support them. Financial hardships may make them feel stuck. But missionaries, relief organizations, and friends are there to help them up—just as you helped each other. We can keep praying for those helpers, that God would give them the strength to keep giving hope to Kenya’s kids.



You'll need:

- download of "Chapati Chefs" video clip
- electric griddle
- pizza dough
- flour
- filled water bottles to use as rolling pins (optional)
- spatula
- paper plates
- wet wipes
- download of "Majestic Is Your Name" (optional)
- media player (optional)



OPTION 3

VIDEO AND SNACK

A Dough-lightful Dish

Make a fabulous flatbread snack.

Say: One of the best parts of traveling to a new place—even within our own country—is trying new foods.



Tell about a food you tasted when you went on a trip.

Students can tell about foods from different countries, a local dish they had in a different state, or even a fun snack they got to have on a camping trip.

Say: If you visited Kenya, one food you might have is a flat bread called *chapati* (chih-PAH-tee). Let's see how it's made!



Show the "Chapati Chefs" video.

Say: We don't have all the ingredients—or the time—to make real chapati here. But let's practice rolling out dough and cooking it to make our own version of that Kenyan cuisine.

- Have kids wash their hands before beginning.
- Set up a few stations that will be easier to clean up. If kids are working at desks, be sure to clean them off beforehand.
- Plug in the griddle and let it warm up. Be sure it's set in a place where kids can't touch it.
- Let kids sprinkle a little flour on their workspace so the dough doesn't stick. (Or use sheets of baking parchment.)
- Give each student a small handful of pizza dough.
- Let kids press and flatten the dough, perhaps using filled water bottles as rolling pins to make the dough as flat and smooth as possible.
- Students can bring their flat dough to the griddle, one or two at a time.
- Cook the dough on each side, then use a spatula to put each person's snack on a paper plate.
- You may want to play "Majestic Is Your Name" while kids work and snack.





OPTION 4

GAME

Too Much to Do

Explore a hard choice young people in Kenya must make, then pray for kids there.

Say: The Kenyan kids you've met show us what daily life is like for a lot of kids there. These kids are the future of Kenya, just like you are *our* future!

? What important things will help kids become good adult leaders—here or in Kenya? Guide kids in brainstorming.

Say: Our future leaders need a solid friendship with God. We've seen how some kids in Kenya already have that—which is awesome! Future leaders also need an education.

? What are three things you like about school? What are three difficult things?

Say: You may feel like school is hard because the work is challenging or you'd rather play soccer. But in Kenya, kids may have an even harder time with school because their families need them to help earn money. Kids are trying to do school and work, and that can feel like a lot. Let's try something to help us understand what that's like.

- Give each person a balloon. Help kids inflate and tie off their balloons. Be sure each student knows which balloon belongs to him or her. Kids will set their balloons at the front of the classroom.
- Give students each about 10 index cards at their desks.
- Explain that while the music plays, kids must keep their balloons up in the air, near the front of the classroom. Be sure kids know they can touch *only* their own balloon. If the balloon touches the ground, they have to sit down against the wall.
- At the same time, they'll work to use index cards to build the tallest tower they can at their desks. They can fold the cards but can't use any other supplies.
- Begin the music, using the length of the song as a timer.
- When the song ends, see who's still playing and who has the tallest card tower.
- Let kids return to their seats.

? What did it feel like to try both of these things at once?

? How successful were you at both challenges? Show me with a thumbs-up or thumbs-down.

You'll need:

- index cards (about 10 per child)
- balloons (1 per child)
- markers or crayons
- download of "Majestic Is Your Name" music video
- media player

Easy prep:

- If you have younger students in class, you may want to inflate and tie off balloons ahead of time.
- Download the "Majestic Is Your Name" music video.

Say: In Kenya, a lot of families struggle to have enough money to provide food, housing, and all the things they need. So as kids get older, it's hard for them to stay in school. They may be tempted to work instead of going to school, so they can help out their families.

? Why might it *not* be good for a young person to drop out of school?

Drop a balloon.

Say: When kids drop out of school, it makes it harder for them later on to get good jobs or have the skills they need to be good leaders.

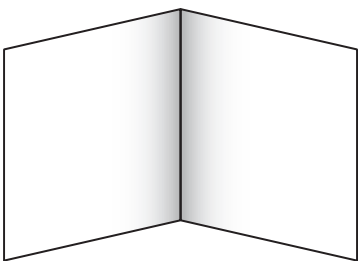
Stack a few cards (it's easier if you fold them in half to make V shapes), then knock them over. **But when a family struggles to have food or shelter, kids can get sick or be too tired to do well in school. So it's a big problem.**

? How might we be able to help kids in Kenya? Brainstorm ideas with kids.

Say: One way we're helping is through our donations to Global Kids Fund. And we can always pray for kids, too. We can ask God to provide what they need and give them the courage to stay in school. We can pray for or give to relief organizations that are there to support families, too.

Let's close our time by praying for Kenya's kids right now! First, the verse we've been focusing on talks about God's love for people—people here and in Kenya. So let's remember those awesome Bible words.

- Be sure each person has five index cards.
- Let kids use crayons or colorful markers to write out phrases from Psalm 8 on the cards. Kids can choose whichever words or phrases they like best or that remind them of what they've explored this week.
- When everyone is finished, continue.
- First, have kids fold four index cards in half. Each one will be part of the prayer.
- Have kids set one folded card on its side. Lead kids in prayer, praying for Kenyan churches. Ask God to help them be strong and serve their communities well.
- Have kids set another folded card on its side. Lead a prayer for Kenyan families. Ask God to keep them solid and united, turning to Jesus for direction and wisdom.
- Show kids how to set a third folded card on its side. Lead a brief prayer for Kenya's government. Ask God to turn leaders' hearts to him, following God and seeking to do things that honor God.

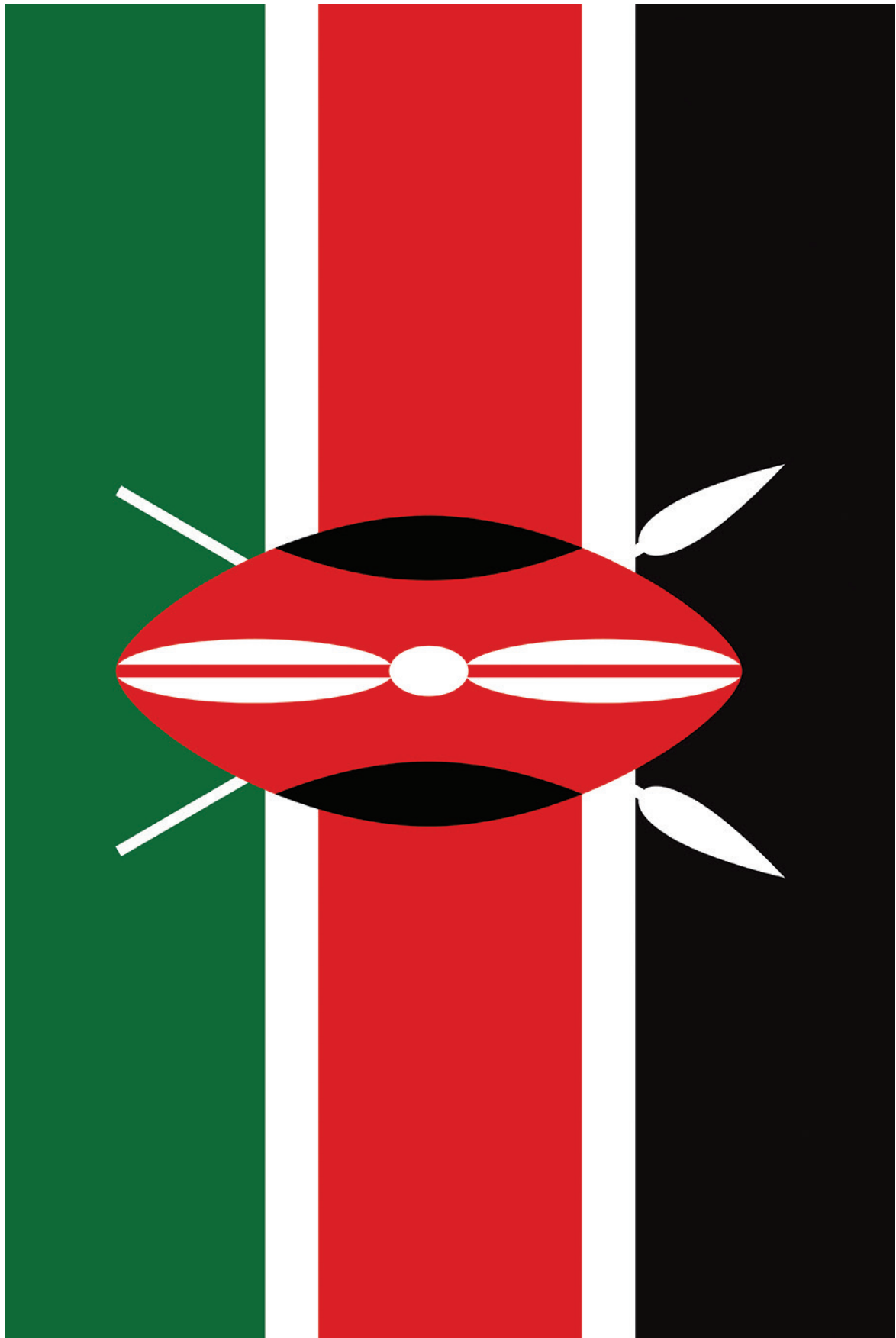


- Let kids set the last folded card on its side. All four cards should have the “legs” touching to form a rectangle. Lead a prayer for kids in Kenya. Mention the kids you’ve met on video by name. Ask for God’s hand of blessing on each of them, that they may be godly leaders in Kenya’s future.
- Finally, have kids set the fifth card over the others as a roof. Let kids pray silently for anything God has put on their hearts for Kenya.
- Close the prayer.

Say: **It’s been fun to learn about life in Kenya and know how we can pray for kids there. These colorful houses are covered with God’s majesty and reminders of his love for people everywhere. Your simple little house can remind you to keep praying for Kenya and remember how much God loves the people there.**

Let kids use clear tape to tape the walls and roofs of their houses together so they can keep the houses as prayer reminders.





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