

Hearts for Haiti!

Recovery after Disasters

As we announced at the Educators Conference, the 2011-2013 **Hearts for Jesus** projects will benefit the Lutheran schools in Haiti, many of which were devastated during the tropical storms that swept through our impoverished neighbor's Caribbean nation during 2008, and the earthquake that devastated the country and its people even further in 2010. Our goal is to raise at least \$35,000 in 2011, \$40,000 in 2012, and \$60,000 in 2013 through chapel offerings and a partnership from **Thrivent Financial for Lutherans**.

In the fall of 2008, a team of Lutheran school teachers, led by Karen Smith, EC Director at Peace, Okeechobee and Kathy Knudtson, EC Director at Faith, N. Palm Beach, developed over 75 pages of **Hearts for Jesus** resources for students from early childhood on up. The resources include classroom activities, puzzles, devotions, information about Haiti and its people, and much, much more! Many of the resources can be used as is for our current project, some we have already modified and some you may want to modify further to include more language about the earthquake.

If you have never participated in a **Hearts for Jesus** project before, I encourage you to do so. This is a wonderful opportunity to teach the children in your church and school about God's great love for them and about how they can share it with others. It is a way for them to participate in the ministry of Jesus Christ along with thousands of other children in Lutheran schools in Florida and Georgia.

We encourage you to make the month of February your **Hearts for Jesus** project month, however, if it works better for you to do it later this school year, make it fit your needs.

Simply collect the offerings from children in your church and school and then send a check in that amount to the District Office. You should make checks out to "Florida-Georgia District" with the memo, **Hearts for Jesus**. The need for funds is urgent, so please don't delay in implementing the project in your church and/or school.

I am really excited about this project. It is going to change the lives of children in the most impoverished nation in the Western Hemisphere. Most importantly, it will mean that more children will hear about God's love for them through His son, Jesus Christ. God's blessings to you as you join with us in making a difference in the world....

Mark Brink
Executive Director School Ministries
Florida-Georgia District, LCMS

Hearts for Haiti Project – FLGA District Classroom Resource Materials

These materials were been compiled by FLGA educators for FLGA educators during the 2009 Hearts for Jesus campaign, “Operation Restoration” a program to raise funds to assist Mission Haiti in the recovery program following the 2008 hurricane season. We modified some of them and are also utilizing them for our current three-year Hearts for Haiti project. Feel free to modify the enclosed materials further as appropriate for your school or classroom. We pray that these materials will assist you as you present this project to the children in our schools.

Special thanks to: Sandy Berns – Trinity, Delray Beach; Kathy Knudtson, Pilar Tucker, Kathy McCoy, Tim Richter, and Meme Collins, Faith Lutheran, North Palm Beach; Martha Sweitzer and Marsha Gomulka, Gloria Dei, Davie; and, Karen Smith, Drew Achong, Paula Daniel, Pam Catron, Nancy Dearborn, Lisa Bourgault, and Kimberly Wojcieszak, Peace Lutheran, Okeechobee. Special thanks also to the committee members: Kathy Knudtson, Sandy Berns, Martha Switzer, Marsha Gomulka, and Karen Smith.

We also want to acknowledge and thank Thrivent Financial for Lutherans for their partnership and continuing support of Hearts for Jesus in the Florida-Georgia District, LCMS.



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HEARTS FOR HAITI PRE-SCHOOL

THEME: JUST LIKE ME...

PURPOSE: EACH OF US IS THE SAME BUT YET DIFFERENT AND ITS O.K.

VERSE: WE ARE ALL CREATED IN HIS IMAGE. GENESIS 1:27

OFFERING INCENTIVE: CREATE A "TAP-TAP" (VERY COLORFUL OLD TRUCK) OUT OF LARGE CARDBOARD, CUT OUT SIDE WINDOW SO THE COINS CAN BE THROWN IN.

SPIRITUAL – USE "BIG THOUGHTS FOR LITTLE PEOPLE" BY KEN TAYLOR.
(TYNDALE HOUSE)

E IS FOR EVERYONE. GOD LOVES US ALL: THE BLACK AND THE WHITE, AND THE SHORT AND THE TALL. EVERYONE IN THE WORLD IS SPECIAL TO GOD. WE ARE ALL DIFFERENT, BUT HE LOVES ALL OF US. THERE ARE MANY COLORS OF HAIR AND MANY COLORS OF SKIN. SOME CHILDREN ARE TALL, SOME ARE SHORT. SOME ARE FAT, SOME ARE THIN. IN THIS COUNTRY WE LIVE IN HOUSES OR APARTMENTS. IN SOME COUNTRIES, THE CHILDREN LIVE IN HOUSES MADE OF STRAW OR BAMBOO. GOD LOVES ALL OF THEM.

WHAT COLOR IS YOUR HAIR?

DOES GOD LOVE ALL THE CHILDREN? DOES GOD LOVE YOU?

"SEE HOW VERY MUCH OUR HEAVENLY FATHER LOVES US, FOR HE ALLOWS US TO BE CALLED HIS CHILDREN" 1 JOHN 3:1

HAVING PICTURES OF CHILDREN FROM AROUND THE WORLD WOULD ADD TO THIS DEVOTION. (NATION GEOGRAPHIC IS A GOOD SOURCE)

COMMUNICATION

PURPOSE: TO GET A TASTE OF HAITIAN CULTURE, ENJOYMENT OF LISTENING AND LEARNING ABOUT HAITI.

MATERIAL: "MAMA ROCKS AND PAPA SINGS"

ACTIVITY : READ

PURPOSE: TO HELP CHILDREN UNDERSTAND THAT NO MATTER WHAT LANGUAGE YOU SPEAK (OR SIGN IN) WE ALL PRAISE GOD BY SINGING.

SING: JESUS LOVES ME WITH A CREOLE CHORUS

JESUS LOVES ME THIS I KNOW
FOR THE BIBLE TELLS ME SO.
LITTLE ONES TO HIM BELONG
THEY ARE WEAK, BUT HE IS STRONG
"OUI, JEZI VIN MIN-M (REPEAT 3X"S)
LA BIB DI MOU SU.

EXPRESSIVE ART-COLORFUL HAITIAN PAPER DOLLS

PURPOSE: TO HELP THE CHILDREN UNDERSTAND THAT HAITIAN CHILDREN MAY SPEAK A DIFFERENT LANGUAGE AND LIVE IN A DIFFERENT COUNTRY BUT THEY ARE LIKE US. THEY HAVE BODIES AND HAIR, ARMS, LEGS ECT. THEY EAT AND WALK AND TALK JUST LIKE US! EXPLAIN THAT IN HAITI THEY LOVE BRIGHT VIBRANT COLORS.

MATERIALS: PAPER DOLL SHAPES IN MULTICULTURAL PAPERS (PRE-CUT FOR YOUNGER PRE-SCHOOLERS, READY TO CUT FOR OLDER PRE-SCHOOLERS) BRIGHTLY COLORED FABRIC AND FELT CUT INTO DRESSES, PANTS AND TOPS FOR CHILDREN TO CHOOSE FROM, ALONG WITH YARN, RIBBON STRIPS, WIGGLE EYES DOLL HAIR.

ACTIVITY: HAVE CHILDREN DECORATE THE BODIES WITH THE COLORFUL CLOTHING AND SUPPLIES. ADD SMILING FACES, EYES, HAIR, ECT.

REVIEW: DISPLAY "HAITIAN CHILDREN AROUND THE ROOM TO REMIND CHILDREN WE ARE ALL THE SAME. WE WEAR BRIGHT COLORS WE SMILE, WE HAVE HAIR ECT.

WELLNESS-CIRCLE SOCCER

PURPOSE: TO MAKE THE CHILDREN AWARE AND UNDERSTAND THAT WE MAY LIVE IN DIFFERENT PARTS OF THE WORLD BUT WE ALL LIKE TO PLAY GAMES. EXPLAIN THAT IN AMERICA WE PLAY SOCCER, BUT IN HAITI THE REALLY LOVE THIS GAME.

MATERIALS: 1 SOCCER BALL (OR 2 IF YOU DIVIDE YOUR CLASS INTO 2 GROUPS)

ACTIVITY: HAVE CHILDREN STAND IN A CIRCLE. ROLL THE BALL INTO THE CIRCLE AND WHICHEVER CHILD IT COMES TO GIVES IT A KICK ACROSS THE CIRCLE. THE BALL CONTINUES TO MOVE BACK AND FORTH ACROSS THE CIRCLE AS THE CHILDREN CONTINUE TO KICK IT.

REVIEW: TO PLAY GAMES THERE ARE NO CULTURAL BARRIERS. WE ALL PLAY THE SAME!

DISCOVERY-BEADED FRIENDSHIP BRACELET

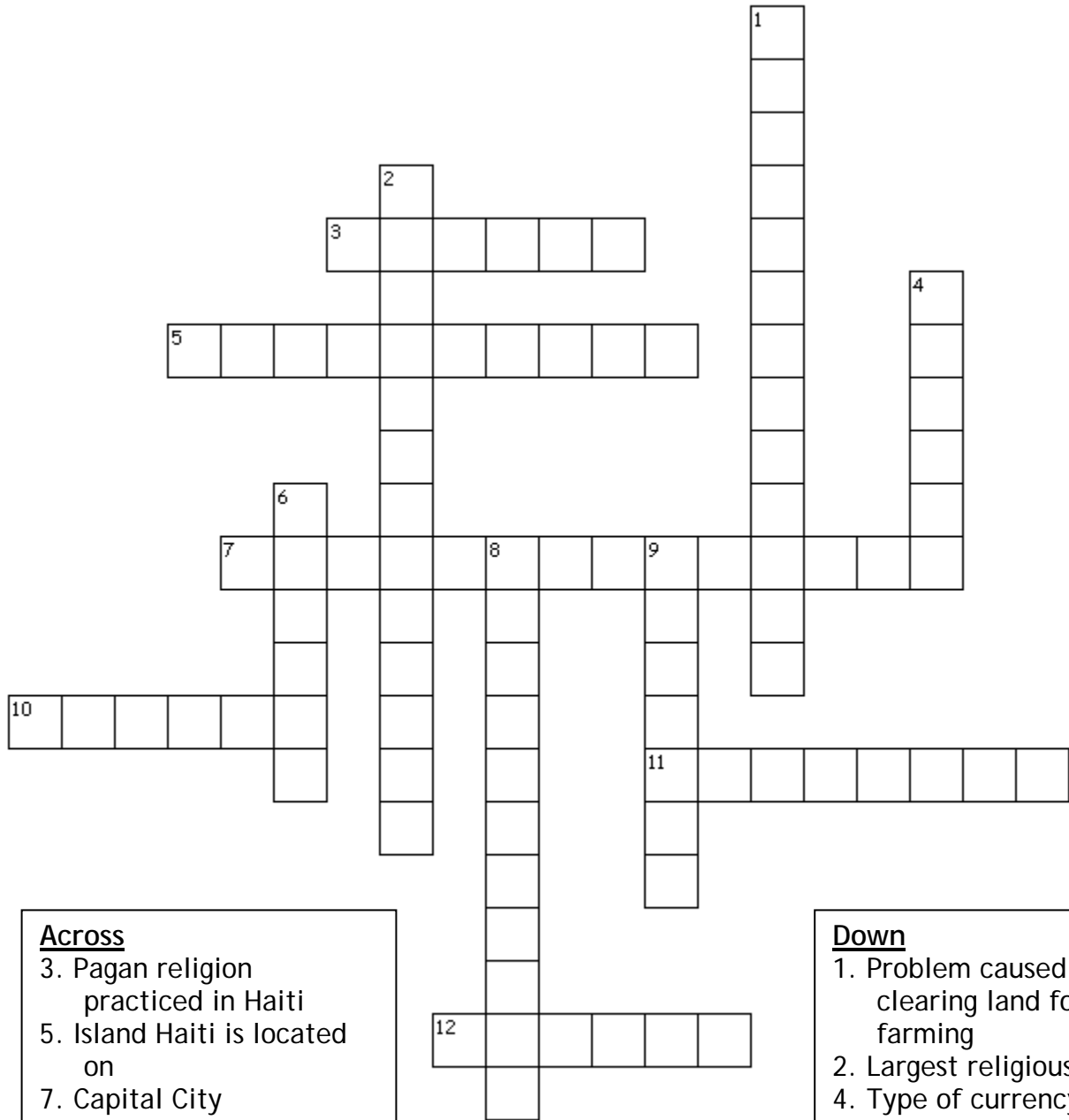
PURPOSE: TO RECOGNIZE THE COLORS OF THE HAITIAN FLAG, TO KNOW THAT THE HAITIANS ARE KNOWN FOR THEIR FRIENDLINESS AND GENEROSITY .

MATERIALS: PICTURE OF THE HAITIAN FLAG (ENCHANTEDLEARNING.COM) AMERICAN FLAG. BLUE, WHITE, RED PONY BEADS, PIPE CLEANERS.

ACTIVITY: TALK ABOUT FLAGS SHOW OURS, SHOW THEIRS, WE ALL HAVE A FLAG. TALK ABOUT BEING FRIENDLY, EXPLAIN THAT NOW WE ARE GOING TO MAKE A FRIENDSHIP BRACELET TO GIVE TO A FRIEND. USE A PIPE CLEANER WITH END BENT INTO A LOOP FOR CROSIER AND STOP BEADS FROM FALLING OFF. TRY PATTERNING RED, RED, WHITE, BLUE, BLUE, WHITE RED, RED ECT. MEASURE TO CHILD SIZED WRIST USE EXCESS PIPE CLEANER AS A HOOK TO GO THROUGH HOOP.

REVIEW: PLEDGE TO OUR FLAG AND SHARE YOUR BRACELET. REMEMBER OUR FRIENDS IN HAITI IN PRAYER. SING HE HAS THE WHOLE WORLD IN HIS HANDS.

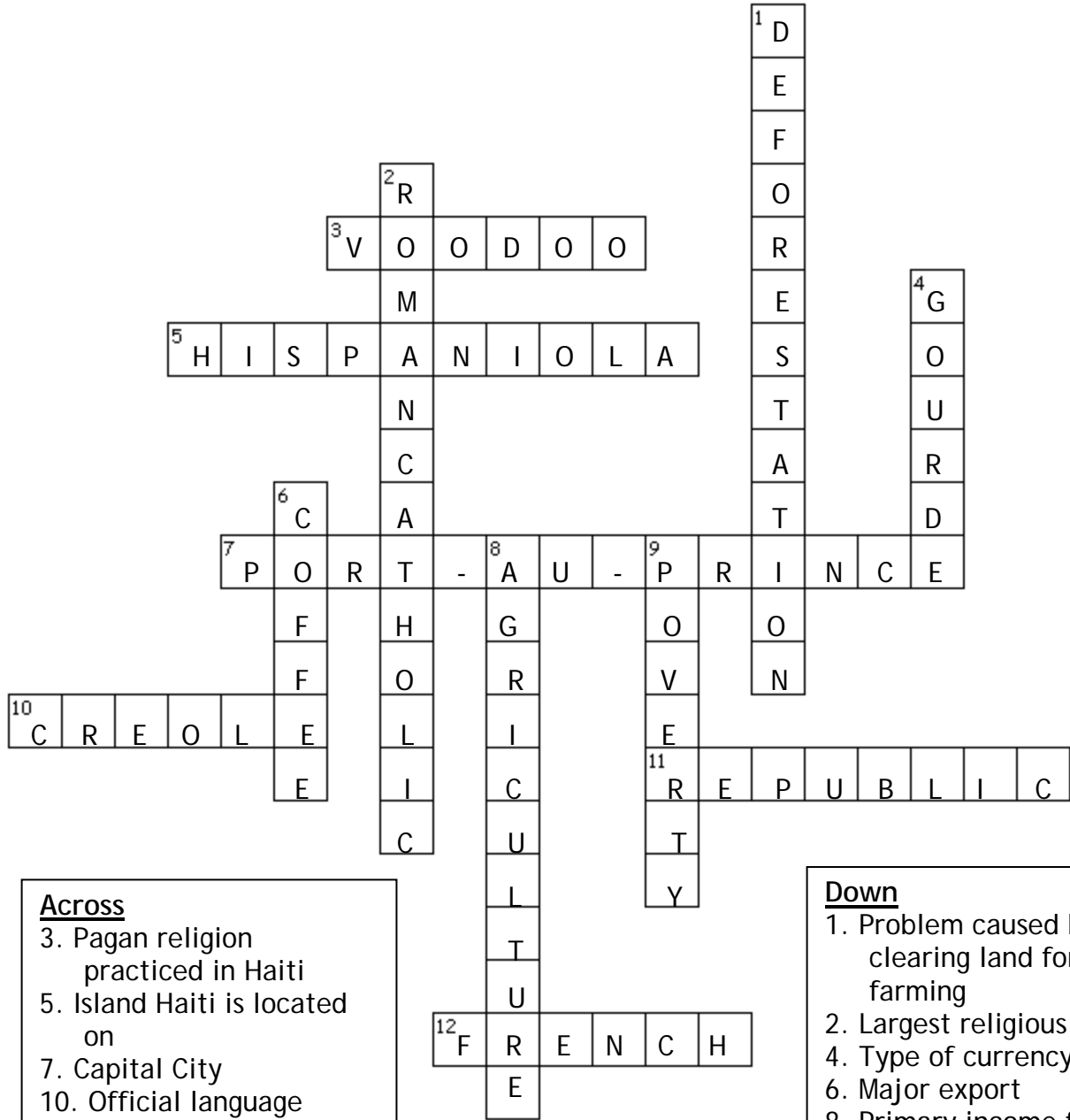
Facts on Haiti



- Across**
- 3. Pagan religion practiced in Haiti
 - 5. Island Haiti is located on
 - 7. Capital City
 - 10. Official language
 - 11. Type of government
 - 12. Official language

- Down**
- 1. Problem caused by clearing land for farming
 - 2. Largest religious group
 - 4. Type of currency
 - 6. Major export
 - 8. Primary income for Haiti
 - 9. Problem caused by high population density

Facts on Haiti - Answers



- Across**
- 3. Pagan religion practiced in Haiti
 - 5. Island Haiti is located on
 - 7. Capital City
 - 10. Official language
 - 11. Type of government
 - 12. Official language

- Down**
- 1. Problem caused by clearing land for farming
 - 2. Largest religious group
 - 4. Type of currency
 - 6. Major export
 - 8. Primary income for Haiti
 - 9. Problem caused by high population density

Created by [Puzzlemaker](http://Puzzlemaker.com) at DiscoveryEducation.com

Haiti

G I P H W A L R Y X K U S S R M W L G B X Y Z J R W V F K F
 J C Q E P H V T O D W C L E A A D B O Q H T J S X Q Q P J B
 D U U X M J R A R A E O T N E N W E V G D L F N A V B K L P
 Y I F Z V E T V S J C S V G V G E R V W A P W L H B C H D J
 B L J Z V X F R T S I E E F F O C X H D H T X D E S G O S T
 I T O O M I E Z E N A U N B Z E M M I Y H N V K T F O N C P
 I M P O K J F A I I G C C G J S D M V K T C N H L F O U S W
 N L J J Z O V M T T S G F O E U T U S A K A N V L Z X F H N
 H A I T I E E C A S P Q G D F C Y A B L O I U E R Z C P Z B
 A S O W E M R N U O M Z R H P W V Y D P Z E I C R X C R X A
 I W J D I T I G S B L U H G J Y W M R H U S X C B F P X V I
 Y Y X R N S A A C I O Z A B X B I E Q Z R G X P C B V Y Q V
 Y L P R O R M B D G W G B L E B S S N Y Q J R O O U F N D W
 U T U M I S X S Q N S Z A Y G I J P H H T E C J C R L W Z B
 Q N P X T F O I J F Z A L R D R Z W L W W E C R O B T Y X E
 D O A M A O H A D C T Q D E M K G X T A G K Z G A U X S G L
 N Z G R T G V Y F X M C N S H E L T E R N N Q Q C L M K X U
 B Q F K S D E R Z Q O T W A E N C V P Z T T T G X L U N U B
 G U B F E M W R N T U U Q A R R D L V P K S A D Q R H G X N
 E C I R R N A Y B Y N D V H T Q F M R O I R A I D Y G C C W
 A G S G O R R Y C X T S E H U E Z S U G A R C A N E R Y P E
 K I M P F O A A B B A X F G E P R H T U T V I T C S O M Q E
 L I Y Z E C F F R J I S M T Q L P Q L Y R E A Z P O S O P L
 P G P M D R O I L S N W V A V H Q W B S B O G K N S K O P O
 N H D D I A J G C J S W J E E L X A L R I K L G D A E X E E
 B P B C O O R N G L G I L I J Z V G Q B E V G Q L J V L R R
 U Q A C N C I J X S M A U S T T L K Z K T D Z G Y K Z B I C
 E N Y P Q M O H G F A F W G N F M R N P M N V L Z L F Z M X
 E J V L W P J H L U D D P E N I C I D E M N T H G M F Y P T
 X U J O F W K B B N I Y S W P J B I V C Z L E D W Z G H R E

AFRICAN
 CORN
 FOOD
 MANGOES
 PLANTAINS
 RICE
 SUGARCANE

CASSAVA
 CREOLE
 FRENCH
 MEDICINE
 POVERTY
 SHELTER
 WATER

COCOA
 EXPORTS
 GOURDE
 MOUNTAINS
 PRESIDENT
 SORGHUM
 YAMS

COFFEE
 EFORESTATION
 HAITI
 OILS
 PRIMEMINISTER
 SUGAR

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RICE (4 , 20 , W)

SORGHUM (27 , 23 , N)

SUGARCANE (18 , 21 , E)

YAMS (8 , 21 , NW)

SHELTER (14 , 17 , E)

SUGAR (10 , 9 , SW)

WATER (13 , 18 , SE)

Hearts for Haiti

Just Like Me

Middle School/High School Materials

*So God created man in his own image,
in the image of God he created him;
male and female he created them.*

Genesis 1:27

Hearts for Jesus

Just Like Me

Spiritual Aspect

So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27

PURPOSE: To make students aware that we are all part of God's family, no matter where we live or what our living conditions may be. God has created all of us in His image, and we are all His children. We are all part of the body of Christ.

MATERIALS: Two pieces foam board
Scissors
Markers, crayons, or colored pencils
Glue
Bibles

ACTIVITY:

1. Cut a puzzle pattern, perhaps in the shape of a cross, out of the center of one piece of foam board. Make enough pieces for each person in your class to have one piece, with several extra pieces that will remain blank. Along the top of the foam board, write "The Body of Christ." Glue the second board to the back of the first. Do not show the students the foam board until step 4. Note: Be sure to mark which the back of each piece is before the students decorate them.
2. Have each student decorate their piece with things that describe them: what their interests may be, what activities they are in, things they may collect, what's important to them.
3. Have each student share their piece with the rest of the class, explaining what they put on it and why.
4. Show the students the puzzle frame and allow them time to put all the pieces together. Bring out the blank pieces as well so the students can complete the puzzle.

REFLECTION: Genesis 1:27 Romans 12:4-8 1 Corinthians 12:12-27

1. Were there any things anyone had in common with someone else? What were they? There are many things people have in common with each other. We might share the same interests in music, or sports, video games or clothes. One important thing we all have in common is found in Genesis 1:27. *Have someone read it aloud.* We are all created in the image of God. No matter who we are or where we live, American, Haitian, or otherwise, we are all created in the image, in the likeness, of God.
2. If you look at the puzzle we made, we also have differences. Some of us are more artistic than others. Some of us have different interests from other people. So what does Scripture say about that? Let's look at 1 Corinthians 12:12-27 (and/or Romans 12:4-8). *Have one or more students take turns reading the passages aloud.* Each one of us is different, but we all play an important role in the body of Christ. When we think of people in countries like Haiti, we often think of them as being lower than us, or not as good as us. But God tells us in this passage that while we all have different gifts, we are all equally important in the kingdom. In our puzzle, each of us is represented by the piece we decorated. The blank pieces represent those in other places such as Haiti. We may not know anything about them, but the body of Christ would not be complete without them, just like our puzzle would not be complete without all the pieces.

EXTENSIONS: Consider laminating or sealing the puzzle and putting it up in your room as a reminder to the students that we are all part of one body, the body of Christ.

Hearts for Jesus

Just Like Me

Communication Aspect

*So God created man in his own image, in the image of God he created him;
male and female he created them. - Genesis 1:27*

- PURPOSE:** To make students aware of the current living conditions of people in Haiti and to help them see that we all share some of the same basic needs for food, water, shelter, and faith in Christ.
- MATERIALS:** Info Please - Haiti Handout
Facts on Haiti Worksheets
- ACTIVITY:** Either as a class or individually, read the *Info Please - Haiti* handout to learn the basic information on Haiti.
Use the *Facts on Haiti* word search and crossword pages to review some of the basic facts on Haiti.
- REFLECTION:** As you did this activity, what were some of the similarities you saw between the people of Haiti and us? What are some of the needs they have that we also have?
- EXTENSIONS:** Have students take on a more active role in the learning process by having groups teach one of the subcategories to the rest of the class.

Hearts for Jesus

Just Like Me

Expressive Aspect

*So God created man in his own image, in the image of God he created him;
male and female he created them. - Genesis 1:27*

PURPOSE: To make pillows for community mission projects and people in need.

MATERIALS: Fabric, thread, sewing machine, pillow stuffing

ACTIVITY: To make pillows for people those are in need.

1. Determine what size you want your pillow to be.
2. Cut 2 pieces of fabric a $\frac{1}{2}$ inch larger than you want your pillow to be.
3. Put the pieces of fabric “right sides together” that means the pretty shiny side of the fabric faces inside and the not pretty side faces outside.
4. You need to sew almost all around the fabric leaving a hole slightly bigger than your hand so that you will be able to stuff the pillow. When using the sewing machine put the needle a $\frac{1}{2}$ inch from the outside of the fabric.
5. Turn the pillow right side out.
6. Put stuffing into the pillow make sure that you have the stuffing even throughout the pillow.
7. You will need to use a needle and thread to close up the whole by stitching the hole you stuffed through by hand. This is called “slip stitching”.
8. Find a community mission project that could benefit from having pillows to give to people. Call them to see if they need to pick up the pillows or if the pillows can be delivered to their office.

REFLECTION: What would I do if I didn't have a place to sleep at night? How would I feel if I didn't have a bed, blanket, or pillow? How do you feel when you get up in the morning after you have not slept well? How does it feel when you help someone in need?

EXTENSIONS: Many people are also in need of blankets and food. Blankets could be made and distributed or the class could organize a canned food drive.

Hearts for Jesus

Just Like Me

Wellness Aspect 1

*So God created man in his own image, in the image of God he created him;
male and female he created them. - Genesis 1:27*

- PURPOSE:** To make students aware that while we may call a sport by a different name, there are games and activities people all over the world enjoy playing.
- MATERIALS:** Soccer ball
Two goals
Large field (or gym)
- ACTIVITY:** Have the students play a game of soccer.
- REFLECTION:** What would you call the game we just played? What are some names it is called in other countries? Are they the same game? Even though the name may be different and some of the rules may change, people all over the world enjoy some of the same games and activities. What are some other sports we play that people in other countries play as well?
- EXTENSIONS:** Variations of soccer can be played depending on your setting. Some areas play indoor soccer where there are no out-of-bounds (play continues when balls bounce off of walls). Kite flying and basketball are other popular activities in Haiti.

Hearts for Jesus

Just Like Me

Wellness Aspect 2

*So God created man in his own image, in the image of God he created him;
male and female he created them. - Genesis 1:27*

PURPOSE: To make students aware of the health issues faced by the majority of people living in Haiti by participating in a water relay game.

MATERIALS: 60-quart clear plastic storage tub
Sandbox sand
Towels to be placed under the storage tub
One chair per team
One empty 1-gallon water container per team
One roll paper towels per team
One clear drinking glass
Mop for clean-up
Garbage can
Water
Masking tape

SET UP: Put a couple inches of sand in the large plastic tub.
Fill large tub about half way with water.
Put one chair per team around the tub.
Place trash can near the tub.
Line teams up behind a masking tape line about 20 feet from the tub.
Provide each team with a roll of paper towels and a 1-gallon

water container.

ACTIVITY: Each team will race to complete the following five steps.

1. Empty water into container. (Note, first person will not have water to start with)
2. Sit in an empty chair and remove your socks and shoes.
3. Wash your feet with the water.
4. Dry your feet with the paper towels and put the used towels in the trash can. Then put your socks and shoes back on.
5. Fill your water container and return to your team. Give the next person the water and paper towels.

REFLECTION: *Fill a clear glass with the water in the tub after everyone has finished. Use it to illustrate the water they have to use every day.*

How do you like your water? Hot? Cold? In a tall glass with ice? Do you filter it? Maybe you drink it straight from a hose. In the United States we are blessed to be able to get water whenever and however we want. Like us, Haitian people use water for drinking, bathing, cooking, and doing laundry. Unlike us, the Haitian people often use the same water for washing, drinking, and bathing. How many of you would willingly drink this water after everyone used it to wash their dirty, smelly feet?

EXTENSIONS: Students can also race barefooted. This will make the water dirtier, and can also be used to compare the need we all have for proper clothing and shoes.

Hearts for Jesus

Just Like Me

Discovery Aspect 1

So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27

- PURPOSE:** To help students see how much work the Haitian people have to do, with little reward in the end, by exploring a method to separate chocolate chips from cookies to simulate harvesting.
- MATERIALS:** 2 chocolate chips cookies each
Toothpicks
- ACTIVITY:**
1. Use 2 toothpicks to pick the chocolate chips from both the top and bottom surfaces of one of the cookies.
A. From which surface is it easier to remove the chocolate chips? Why?
 2. Use your fingers to break the cookie into smaller pieces so that all the chocolate can be removed with the toothpick. Separate the chocolate and the remaining cookie pieces into two piles.
A. Estimate how much of the cookie was made of chocolate chips.
 3. Repeat steps 1 and 2 with a second cookie of the same brand.
A. How does the amount of chocolate "mined" from the second cookie compare to the amount from the first one?
- REFLECTION:** Agriculture is a big part of the economy in Haiti. Picking apart the chocolate chips from the cookie was hard work. In a similar

way, the Haitian people spend long hours harvesting crops, usually with very poor tools to work with. In the end,, there are fewer crops than there is soil, and the workers get paid even less than what their hard work deserves.

EXTENSIONS: Give each student two different brands of cookies. Have students compare which brand contains more cookies. Relate that to the fact that while we in the US may have more resources available to us, in the end we are all created from the same “stuff.” We are all made in the image of God. God can use us to help others by sharing the extra that we have with them.

Hearts for Jesus

Just Like Me

Discovery Aspect 2

*So God created man in his own image, in the image of God he created him;
male and female he created them. - Genesis 1:27*

PURPOSE: To make students aware of the importance each person plays in the kingdom of God by demonstrating the importance of the opposing thumbs.

MATERIALS: Your hand
Masking tape
Stopwatch

ACTIVITY:

1. Think about the things you do each day using your hands.
2. Make a list of those things which you could act out in the classroom. Collect the things you will need.
3. Use a stopwatch to time how long it takes to do the things on your list from start to finish. Round your time off to the nearest second, and record it on your list under “Thumbs.”
4. Now, have someone tape your thumbs across or next to the palms of your hands. Leave your other fingers free. Do not apply the tape tightly, as this may cut off the blood circulation. Time how long it takes to complete the list of activities, round your time off to the nearest second, and record on the list under “No Thumbs.” Add a one minute penalty for any activity you were unable to complete.

5. The difference between your “Thumb” time and your “No Thumb” time shows your loss of efficiency.

REFLECTION: Are you more efficient with or without thumbs? Why? The thumb is the shortest, thickest digit on the human hand and moves in a different direction than the other digits. Human thumbs are called **opposable thumbs**. They are called opposable thumbs because the thumb can be moved around to touch the other fingers, which gives people the ability to grasp things, pick up small objects, or eating with one hand.

More information at this website:

http://www3.nsta.org/main/news/stories/science_and_children.php?news_story_ID=49036

The Bible says that we are all part of one body, the body of believers. We are not all the same, but we each play a special role in the kingdom of God. Just like it is harder for you to do things without your thumb, the body of believers only works its best when all the members work together. The Christian believers in Haiti are part of the family of God as well. Scripture says that when one part suffers, all parts suffer with it, and when one part rejoices, everyone rejoices with it. We as the body of believers can be used by God to help and encourage our brothers and sisters in Christ in Haiti so that they can be strong and able to do their very best in difficult circumstances.

EXTENSIONS: Another option would be to make a list of things that take two people to do together, such as moving tables or carrying books. One person may be able to do them, but it works better when two people work together.

Dear Parent,

Several years ago I was privileged to be part of a group that traveled to Haiti on a mission trip.

The purpose of the trip was to provide an educational conference for Lutheran school teachers. Considering the only country I had ever visited was Mexico and the Bahamas (and on a cruise no less) this was a new experience for me. Questions flooded my mind. What were the people like? What were their needs? How could we speak effectively through a translator? It did not take me long to discover that the Christian people were, just as this week's theme indicates, just like me! They want to provide for their families' needs, they want a Christian education for their children, and they want to serve God in a way that is pleasing to Him. Of course the challenges for these phenomenal people are greater than yours and mine. The struggle of meeting life's basic needs are overwhelming and some days seemingly impossible. But, their faith in God is truly inspiring.

On the day of our return to the states, I stood aside at the airport waiting for my companions. A solemn looking security guard, with a big gun in his holster, studied the cross I wore around my neck. He pointed at it and asked me in broken English, "You! You love Jesus?" I nodded my head and replied, "Yes, yes I do love Jesus." His face broke into a huge smile as he shared that he too loved Jesus. At that moment we both rejoiced that even though we are so very different, we are the same in the eyes of God.

This week, I urge each of you to take a moment with your child and thank God for all the blessings He has bestowed upon you. Then together think about what the families in Haiti do not have. When chapel rolls around, please give back in any way the Lord leads you. Jesus said in Matthew 25:40 "I tell you the truth, whatever you do for one of the least of these brothers of mine, you do for me."

Haiti

Haiti (hā'tē) [key], Fr. *Haiti* (äētē) [key], officially Republic of Haiti, republic (2005 est. pop. 8,122,000), 10,700 sq mi (27,713 sq km), West Indies, on the western third of the island of Hispaniola. It is bounded on the north by the Atlantic Ocean, on the south by the Caribbean Sea, and on the east by the Dominican Republic. Jamaica lies to the west and Cuba to the northwest. The offshore islands of Tortuga and Gonâve also belong to Haiti. The capital and largest city is [Port-au-Prince](#).

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Land and People

The country is mostly mountainous, but about one third of the land is arable. Once covered by forest, the country has been heavily logged for wood and fuel and to clear land for farming, and is now largely deforested. In addition to the capital, other important cities include [Cap-Haïtien](#) and [Gonaïves](#). Haiti is the most densely populated country in Latin America and has the lowest per capita income, with about two thirds of the people unemployed and three quarters living in poverty. Prolonged economic inequality, political instability and repression, and a near total lack of medical care continue to be serious problems. The economic and political situations have caused numerous Haitians to seek work in the neighboring Dominican Republic, and others to emigrate, especially to the United States and the Bahamas.

About 95% of the inhabitants are descendants of African slaves who still follow West African cultural patterns. Since the mid-19th cent., however, Haiti has been dominated by the mulatto minority, which clings to the French cultural tradition. French and Haitian Creole, a French dialect, are the official languages of Haiti. Roman Catholicism is the predominant religion, but African nature gods are still worshiped, and *vodun* (voodoo) rites are practiced and are an officially recognized religion.

Economy

Agriculture is the principal economic activity in Haiti. Subsistence crops include cassava, rice, sugarcane, sorghum, yams, corn, and plantains. Most Haitians own and farm tiny plots of land, and great population density has caused rural poverty and is also a factor in the country's extensive deforestation, which has contributed to the degradation of agricultural land. Haiti's major exports are light manufactures and coffee; other exports include oils, cocoa, mangoes, sugar, sisal, and bauxite. The United States is the country's leading trading partner. Industry in Haiti consists largely of light assembly of imported parts and the manufacture of textiles. There is also sugar refining and flour milling, and other foodstuffs are produced. Some bauxite and copper are mined, but other mineral deposits have barely been tapped. Remittances from Haitians working abroad are also extremely important. Economic sanctions imposed by the United States and others to force a military regime to return power to the elected government, and again later because of the government's inability to meet aid conditions, further damaged the impoverished economy during the 1990s and early 2000s.

Government

Haiti is governed under the constitution of 1987, which was suspended and reinstated several times between 1988 and 2006, when the country returned to constitutional rule. The president is the head of state; the prime minister, who is appointed by the president and confirmed by the legislature, is the head of government. Most power resides with the president. Haiti has a bicameral legislature, the National Assembly, with a 30-seat Senate, whose members are elected to six-year terms, and a 99-seat Chamber of Deputies, whose members are elected to four-year terms. Administratively, the country is divided into 10 departments.

History

Early History to Independence

The island of Hispaniola was inhabited by the Arawaks prior to the arrival of Columbus in 1492. Disease, ill treatment, and execution by the Spaniards decimated the Arawaks, who gave Haiti ("land of mountains") its name. While establishing plantations in E Hispaniola (now the Dominican Republic), however, the Spanish largely ignored the western part of the island, which by the 17th cent. became a base for French and English buccaneers. Gradually French colonists, importing African slaves, developed sugar plantations on the northern coast. Unable to support its claim to the region, Spain ceded Haiti (then called Saint-Dominique) to France in 1697.

Haiti became France's most prosperous colony in the Americas and one of the world's chief coffee and sugar producers. The pattern of settlement took the French south in the 18th cent. and society became stratified into Frenchmen, Creoles, freed blacks, and black slaves. Between the blacks and the French and Creoles were the mulattoes, whose social status was indeterminate. When French-descended Creole planters sought to prevent mulatto representation in the French National Assembly and in local assemblies in Saint-Dominque, the mulattoes revolted under the leadership of Vincent [Ogé](#). This rebellion destroyed the rigid structure of Haitian society. The blacks formed guerrilla bands led by [Toussaint L'Ouverture](#), a former slave who had been made an officer of the French forces on Hispaniola.

When the English invaded Haiti in 1793 during the Napoleonic Wars, Toussaint maintained an uneasy alliance with the mulatto André [Rigaud](#) and cooperated with the remnant of French governmental authority. In 1795, Spain ceded its part of the island to France, and in 1801 Toussaint conquered it, abolished slavery, and proclaimed himself governor-general of an autonomous government over all Hispaniola. Napoleon sent his brother-in-law, Gen. Charles [Leclerc](#), with a huge punitive force to restore order in 1802, but he was unable to conquer the interior.

A peace was negotiated, and Toussaint, taken by trickery, died in a French prison; but the revolt continued and forced the French troops, already ravaged by yellow fever, to withdraw. The rebels received unexpected aid from U.S. President Thomas Jefferson, who feared that Napoleon would use Saint-Dominque as a base to invade Louisiana. In 1804, Haiti became the second nation in the Western Hemisphere, after the United States, to win complete independence.

The Struggles of Nationhood

After independence the remaining French and Creoles were expelled, and Jean-Jacques [Dessalines](#), an ex-slave, proclaimed himself emperor. His assassination (1806) led to the division of Haiti into a black-controlled north under Emperor Henri [Christophe](#) and a mulatto-ruled south under President Alexandre [Pétion](#). After their deaths Haiti was unified by Jean Pierre [Boyer](#), who also brought (1822-44) Santo Domingo under Haitian control. Seeking to indemnify French planters, Boyer brought financial ruin to Haiti; he was exiled in 1843. Haiti's last emperor (1847-59) was Faustin [Soulouque](#). Since the end of his reign, the country has been a republic. Political and social conflict persisted, intensified by the mulatto-black hostility, and Haiti's economy, which had never recovered from the violent struggle for independence, declined further.

After the dictator Guillaume Sam was killed in a popular uprising in 1915, the United States, troubled over its property and investments in the country and fearing Germany might seize Haiti, took the opportunity to invade Port-au-Prince. The Haitian congress was forced to accept an agreement permitting U.S. control over customs receipts; two years later the resident American naval commander dissolved the congress and dictated a new constitution. Although financial and general material progress advanced under American military occupation, Haiti protested against U.S. violation of its sovereignty, and a U.S. Senate investigation in 1921 found that the avowed purpose of preparing Haiti for responsible self-government had been ignored. In 1930 a U.S. presidential commission recommended that Haiti be allowed to elect a legislature that would, in turn, name a president. Sténio Vincent, a vocal opponent of U.S. military occupation, was chosen by the legislators. The marines were finally withdrawn in 1934, although U.S. fiscal control was maintained until 1947.

Political instability persisted in Haiti after World War II, and the country's future was clouded by rising turbulence in the Dominican Republic and by the emergence of a Communist Cuba. François (“Papa Doc”) [Duvalier](#), who was elected president in 1957, suppressed opposition through the creation of his paramilitary secret police, the *tonton macoutes*. In 1964 he proclaimed himself president for life. Upon his death in 1971 he was succeeded by his 19-year-old son, Jean-Claude (“Baby Doc”), who also became president for life. After 15 additional years of corruption, repression, and inequality under the younger Duvalier, popular discontent became great enough to induce him to flee the country in 1986.

Starting in 1986 there were several brief attempts at civilian democracy, each terminated by a military coup. In Sept., 1991, Jean-Bertrand [Aristide](#) was forced to flee the country only nine months after becoming the first freely elected president in Haiti's history. The United States and the Organization of American States responded with a trade embargo, and in 1993 a UN-sponsored oil embargo was imposed. An accord in 1993 providing for Aristide's return was repudiated by the army, which used terrorist violence to maintain power.

In 1994 the United Nations approved a nearly total trade embargo, and later authorized the use of force to restore democratic rule. On Sept. 18, 1994, as U.S. forces were poised to invade the island, an accord was negotiated. Haiti's military leaders relinquished power under an amnesty, and U.S. forces landed to oversee the transition. Aristide returned on Oct. 15 as president; U.S. troops were largely replaced by UN peacekeepers in Mar., 1995. In the December presidential election that year, René [Préval](#) was elected to succeed Aristide. In Apr., 1996, the last U.S. troops left, except for a few hundred in the capital who remained until Jan., 2000; meanwhile, after a wave of political killings, the United States suspended aid to Haiti.

In Jan., 1999, following a series of disagreements with Haitian legislators, Préval declared that their terms had expired, and he began ruling by decree. Parliamentary elections were finally held in May-June, 2000. They gave Aristide's Lavalas Family party an overwhelming majority in both houses, but the method of counting the votes, in which only those won by the four leading candidates were tallied and candidates thus did not need to win an actual absolute majority, was widely criticized.

In Nov., 2000, Aristide was again elected president, winning nearly 92% of the votes cast, but turnout for the election was light. The following year Amnesty International said that human rights and the rule of law had diminished in Haiti, citing harassment of opposition politicians and attacks on journalists. There was an apparent coup attempt against Aristide in Dec., 2001, although it was unclear who was behind it. The political stalemate with the opposition led to the freezing of foreign aid and ongoing economic hardship in Haiti.

Violence between supporters and opponents of the president increased in 2003, and several of Aristide's cabinet ministers resigned by the end of the year. Parliamentary elections failed to be held, resulting in the dissolution of parliament in Jan., 2004, leaving Aristide to rule by decree and sparking recurring anti-Aristide opposition demonstrations in the streets. In February an armed uprising began in Gonaïves, and by the end of the month armed rebels consisting of disaffected gangs formerly allied with the government, former soldiers, paramilitaries, and police, and others, were on the verge of entering the capital.

Under pressure from the United States and France, Aristide resigned and went into exile, subsequently accusing U.S. and French officials variously of duping, coercing, or kidnapping him. U.S., French, Canadian, and Chilean forces arrived to maintain order, and an interim government headed by Gérard Latortue, a former foreign minister, was established. The Caribbean Community, however, refused to recognize Prime Minister Latortue, and called for a UN investigation into Aristide's resignation. Subsequently, CARICOM decided not to readmit Haiti until after the reestablishment of a democratically elected government. In April Latortue announced that general elections for a new government would be held in 2005, but they were subsequently postponed several times during 2005 due to inadequate preparation. A UN peacekeeping force led by Brazil began replacing U.S., Canadian, and French forces in June, 2004.

Flooding from heavy rains in May killed some 1,700 in the south near the Dominican Republic, and in September Tropical Storm Jeanne caused additional deadly flooding, especially in the area around Gonaïves, where some 2,500 died. The September flooding also caused significant agricultural damage. Unrest and lawlessness on the part of Aristide supporters and opponents continued to be a problem in the country, despite the presence of foreign peacekeepers. In Nov., 2005, the much delayed 2005 national elections were postponed into 2006.

When the presidential election was held in Feb., 2006, René Préval handily led all other candidates (there were more than 30) but appeared to be falling short of the majority required to avoid a runoff. The former president and his supporters charged that there was electoral fraud, an accusation seemingly supported by an unusually high number of blank ballots and by the discovery of charred blank and Préval ballots in a dump near the capital. Amid demonstrations and mounting tension, election officials agreed to assign the blank ballots proportionally to the candidates, giving Préval nearly 51% of the vote. Parliamentary elections were held at the same time, but the investigation of electoral complaints delayed the second round into April, and Préval was not sworn in until May. The following month Haiti was readmitted to CARICOM.

Armed gangs remain a significant problem in Haiti, and in Oct., 2006, the United States partially lifted an arms embargo against Haiti so that the government could buy weapons and other equipment for the Haitian police. In Feb., 2007, the mandate of the UN peacekeepers was again extended; the Security Council called on UN forces to move more strongly against Haiti's criminal gangs. Although UN forces had successes against a number of urban gangs, some relocated to rural areas where they were less likely to be confronted by peacekeepers. Rising food prices led to antigovernment and anti-UN protests and riots in a number of Haitian cities in Apr., 2008; in Port-au-Prince rioters attempted to storm the presidential palace. The riots led the Senate to dismiss the prime minister; two nominees for the post were subsequently rejected by Haiti's legislature before Michèle Pierre-Louis was elected in July.

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JUST LIKE ME (Elementary)

Bible Verse: Gen. 1:27

Wellness:

Purpose: To make children aware of cultural differences and similarities. We all have the same needs; we just meet them in different ways. God created us in His image so we are like in many ways. People of Haiti enjoy bright colors and being outside. Kite flying is one activity for outside.

Materials: Construction paper for younger children, colorful material for older children, string

Activity: Have the younger children make a kite from construction paper. On the tail of the kite write a similarity on each bow. (God made me. I have a body just like you. I like to run and play. Etc.)

The older children can make a kite from material and then try to fly it.

JUST LIKE ME

Bible verse: Gen. 1:27 So God created humans in his image.

Spiritual:

Purpose: To show how we are similar to the children in Haiti.

God wanted to show His love to people and He wanted people to show their love back to Him. God did something special. He took some dirt and formed it into man. Then God breathed into the man and he became alive. He gave Adam a face with eyes, nose and mouth. He gave Adam strong legs for walking and strong arms for working. Next, God made a woman, Eve, to be a helper to Adam. They were the first people—people like you and me.

God created Adam and Eve. He made each one of us. He planned for people to live in families. He made big people to take care of the children. Your parents take care of you and love you. Some of you might not live with your parents. You might live in a different family, with a grandparent, or an aunt or uncle. These are the people, just like you and me, God has given you to take care of you and love you.

Activity:

Song: God is Good (*sung to tune of “Are you sleeping?”*)

God made Adam. God made Eve. Then He saw it was good. He made them to love Him. Thank you, God. Thank you, God.

Just Like Me Elementary aged children

Bible verse: Genesis 1:27

Communication:

"Tap-Tap" by Karen Lynn Williams, illustrated by Catherine Stock

Purpose: To make children aware of cultural differences and similarities. We all have the same needs, just meet those needs sometimes in different ways. God created us in his own image, so we are all very similar. In the book, "Tap-Tap" the children will learn how transportation happens in Haiti. Some people walk, while others are able to ride the "Tap-Tap."

Materials: "Tap-Tap" the book by Karen Lynn Williams. Construction paper, newsprint or some other form of paper for drawing/writing.

Activity: Read "Tap-Tap" to the children, using questioning strategies applicable to your age group. i.e. "Where would you go on the tap-tap? Why would you ride the tap-tap?" Draw a picture of a tap-tap, and write about the tap-tap. "The tap-tap is taking me to _____ because _____."

Depending on age group, would depend on how much writing you would expect from the students. The older the age group, you may want to change the prompt to something that would allow for a more extensive answer.

Review: Would you want to ride a tap-tap? Why or why not? Would you like sharing transportation with other people? If you didn't have a vehicle of your own, would you rather walk to your destination or ride the tap-tap?

"Tap-Tap" by Karen Lynn Williams is available on Amazon.com for \$6.95 new price. Used prices range from \$3.18 and up.

Just Like Me Elementary aged children

Bible verse: Genesis 1:27

Expressive Arts

Balancing Act:

Purpose: To make children aware of cultural differences and similarities. We all have the same needs, just meet those needs sometimes in different ways. God created us in his own image, so we are all very similar. The people of Haiti walk to many of their destinations. They balance baskets with different objects inside the baskets. This is their mode of transportation.

Materials: "Tap-Tap" by Karen Lynn Williams, to see the people balancing baskets on their heads. Pictures of Haiti with people balancing baskets on their heads. Different sized baskets or boxes, items to put in the baskets/boxes, clothing, books, fruit/vegetables. Classroom objects could be used as well, such as books, blocks, legos, etc.

Activity: Discuss how people of Haiti get from place to place. Most of the people walk and carry objects on their heads in baskets. Depending on what is in the basket, would depend on if you want them to race. Start with just balancing the basket, have children walk around a set path. Add one item at a time and continue the walk around the path. Continue adding objects until the basket or box falls. This can be done individually, or in a group depending upon the age group. Using a stopwatch to time children to see who can walk the quickest without dropping their basket is another way to make it competitive.

Review: How hard was it to balance the basket by itself and then with objects in the basket? Would you be able to do that every day? How do we carry objects? How is that different then in Haiti? How is it the same?

"Tap-Tap" by Karen Lynn Williams is available on Amazon.com for \$6.95 new price. Used prices range from \$3.18 and up.

Just Like Me

Bible verse: Genesis 1:27

Discovery

Purpose: To make children aware of cultural differences and similarities. We all have the same needs, just meet those needs sometimes in different ways. God created us in his own image, so we are all very similar. Every country has a place on the Globe, a flag that represents their culture and a way of life.

Materials: Maps of Haiti/Dominican Republic and globe, flag of Haiti, uncolored flag of Haiti.

Activity: Find Haiti on the globe, look at Haiti on a map, color a blank map of Haiti and the Dominican Republic, label each. Research the flag of Haiti, how did the flag come to be what it is today, color a blank flag. Older students may write a short paper on how the American flag and the flag of Haiti are similar/different.

Review: Discuss similarities between America and Haiti. What does our flag represent? 13 stripes were the 13 original colonies, 50 stars are the 50 states of today. What does Haiti's flag represent? The blue and red were retained after a revolutionary tore up a French Tricolore. The blue and red were stitched together to form a new flag. It also bears the coat of arms on a white panel in the center of the flag. This depicts "Unity makes strength." Haiti shares the island with the Dominican Republic. What does America share her continent with? How are we alike? How are we different?

Sources: google.com has a map of Haiti/Dominican Republic, enchantedlearning.com has a blank flag of Haiti, classbrain.com has a colored flag of Haiti, wikipedia.org has a history of the flag of Haiti with lots of interesting facts.

Devotion for Middle/High School students

Refuge, Rescue, and Restoration

"I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust."
Psalm 91:2.

Read Genesis 6:9; 7:6-8:1

Looking down from heaven, God was not pleased because there was sin everywhere. He was sorry he had created people in the first place. But God liked what He saw in Noah because Noah was faithful to Him. Giving Noah specific instructions, God told him exactly what to do to have refuge from the rains that were to come. Noah followed God's plan to build an ark and he and his family were rescued from the flood.

God has also given us a plan to be saved from the sin in today's world believe in His Son Jesus Christ. He alone is our salvation. He is our rescue from a life of sin. He is the One who restores us.

Looking to a more recent disaster in a not too far away place, Haiti, we ask why God allowed an earthquake to destroy parts of this nation. Why did people lose their lives? Why has more devastation come to this country that already struggles with poverty? Homes have been destroyed and lives have been lost. Oh, how the Haitian people need refuge and rescue! How they need hope! How they need to put their trust in Jesus!

Because we don't know the mind of God, we don't know the answers to all of the whys. We don't have the answers as to how the nation of Haiti will recover from the earthquakes. Restoration will take a long time. However, there is one thing of which we can be certain: our loving God still rescues as He did in Noah's time. He is the one who can bring hope to Haiti; the One they can trust. In Him they can take refuge. Perhaps this is our chance to allow God to use us as part of His restoration plan.

Heavenly Father, thank You for showing us Your love and protection. Help us to always be mindful of others who are in need. In Jesus' Name. Amen.

LANGUAGE ARTS

Activity #1 High/Middle/Upper Elementary

Objective: Vocabulary building; using new vocabulary in a story.

Use a thesaurus to look up words for “flood”, “earthquake”, and “disaster”. Working as a class, in teams, or individually, the students will use as many new words as possible to write a story about being in an earthquake. Stories could be illustrated using water colors.

A visual for this activity could include the words “flood”, “earthquake”, and “disaster” written on three large raindrops (one word per drop). Students could write the words found in the thesaurus on the appropriate drop.

Activity #2 All levels

Objective: Students will express how they may have felt in a flood in this “! Am” poem.

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____ I

Activity #3 Pre K/K

Vocabulary building: Focus on words “rain”, “earthquake”, and “rescue”.

Through role playing act out what the students think Noah and his family did all the days they were in the ark and what they did when they came out of the ark.

Music

THE ARKY ARKY SONG

God told Noah to build him an arky, arky God told Noah to build him an arky, arky Build it out of gopher barky, barky Children of the Lord.

(CHORUS: Sing after each verse or just at the end.) So rise and shine and give God the glory, glory So rise and shine and give God the glory, glory Rise and shine and give God the glory, glory Children of the Lord.

The animals, they came in, they came in by twosies, twosies The animals, they came in, they came in by twosies, twosies Elephants and kangaroosies, roosies, Children of the Lord.

It rained, it rained for forty nights and daysies, daysies, It rained, it rained for forty nights and daysies, daysies, Almost drove poor Noah crazy, crazy, Children of the Lord.

The sun came out and dried up the landy, landy, The sun came out and dried up the landy, landy, Everything was fine and dandy, dandy, Children of the Lord.

The animals they came off, they came off by threesies, threesies, The animals they came off, they came off by threesies, threesies, Grizzly bears and chimpanzeesies, zeesies Children of the Lord.

This is the end of, the end of our story, story This is the end of, the end of our story, story Everything was hunky dory, dory, Children of the Lord.

Music for Pre K/K

When a Rainbow's in the Sky (Sung to the tune of "Jesus Loves Me")

When a rainbow's in the sky Then we know it's dry outside. A rainbow tells us the storm is through
The sky above turns from grey to blue. God made a rainbow God made a rainbow God made a
rainbow And put it in the sky.

For older students

"Life is a Journey" All God's People Sing, page 160 (verse 1)

Verse 1 is the only verse about Noah. Students could write a second verse about the flood in Haiti and the children who were affected by it.

SCIENCE

Activity #1 Elementary

Flood in a Sponge

Object: To observe the affect the force of water has on an object.

You need: A measuring cup Two dry sponges Water

Fill the measuring cup with water. Very slowly pour the water onto one of the sponges. Watch what happens.

Now pour water fast onto the other sponge. What happens now? What does this tell us about floods?

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Activity #2 High/Middle School/ Upper Elementary

Drops on a Penny

Object: To observe surface tension that is produced by the force of attraction between water molecules.

This project can be done individually, in teams, or by the teacher as students watch. It could also be set up as a science center for the students to use in free time.

You need: Eyedropper
Newspaper Cup of water
Penny

1. Cover work surface with newspaper.
2. Predict how many drops of water will fit on the head of a penny before the water spills over.
3. Test it. Count drops carefully. Does the outcome match your prediction?
4. Try the experiment again. Are the results the same?

Extension of the experiment: Compare heads vrs. tails; old penny vrs. new penny, Predict what will happen if a nickel, dime, or quarter is used. What happens if you add soap to the water?

For discussion: How does this experiment relate to a river flooding its banks?

Activity #3 Pre K/K

Water play

Object: To observe what happens when too much water goes into a container. Introduce the word “overflows”.

You need: Plastic containers of different sizes Turkey basters, measuring cups, small drink cups
Containers of water

Allow the children to pour from smaller containers into larger containers. Discuss what happens when too much water goes into a container.

Discuss that this is what happens when too much rain goes into a river. It overflows its banks and causes a flood.

Physical Education

Activity #1 K-3

Stuck in the Mud

Object: Try not to get tagged.

All the fun of mud without the mess! This game should be played in an open area.

To play, pick someone to be "it." When "it" tags someone, they are stuck in the mud and can't move. To get unstuck, someone else has to crawl through the legs of the stuck player. To make it harder, you can add this twist. If a player touches the stuck player's legs when crawling through them, then they are stuck too.

The last person to be tagged is "it" in the next round.

Activity #2 Pre K/K – Elementary

Jump Over the Flood

Object: Develop long jumping skills

To play, you have to set up the river. You do this by laying two jump ropes that on the ground about a foot apart.

Next, players take turns trying to jump over the flooded river. If they land on or in the middle of the jump rope-the river, they are out. When everyone has jumped once, players move the ropes about another foot apart.

The person who is able to jump the farthest without falling into the river is the winner. (If class is large, set up two jump rope rivers or more than one student can jump at a time.)

Activity #3 Elementary/Middle/High School

Soccer

Object: Promote teamwork

Soccer is the national sport of Haiti. Many children play this game using anything they can as a substitute for a ball.

Dear Parents,

The nation of Haiti is situated south of the United States in the beautiful waters of the Caribbean. Haiti shares the island of Hispaniola with its neighbor to the east, the Dominican Republic. Although Haiti is only a short 1 hour and 55 minute flight from Miami, it is the poorest nation in the Western Hemisphere.

During the 2008 hurricane season the island was deluged with rains from Fay, Gustav, and Hanna. When Ike came roaring through a few weeks later the ground and rivers, already saturated, could hold no more. A river that has its headwaters in the Dominican Republic came raging across the border, down over the mountain side, and slammed into the seaport city of Gonaives. Because most of the trees have been cut down for firewood, the flood waters brought tons of topsoil with it. The water reached a height of 10 feet in some places.

Then in 2010 the country was hit again with devastating earthquakes that damaged many of the buildings that remained.

Now, without much government help, this city is struggling to get out from under the mud as are other towns that were in the paths of overflowing rivers. Homes and lives have been wrecked. Food is in short supply. Both hospitals in Gonaives have been destroyed. The stench of sewage fills the air in some places. Debris and waist high piles of mud are everywhere. Smashed and overturned cars and trucks that will never run again are mired down in mud. Men are earning an equivalent of \$3.00 a day shoveling mud from homes or businesses and carting it away in wheelbarrows. Restoration will take years.

Education is vitally important to this country because at present only slightly more than half of all adults can read or write. Just like concerned parents everywhere, those mothers and fathers know that education is the hope for their children to have a better life. Unfortunately the Haitian government has not made school or education a very high priority.

But the Lutheran schools in Haiti are providing hope. Two kinds of hope -hope for a brighter tomorrow through education and hope for eternal life through the message of the saving grace of Jesus Christ. Because a great many Haitians live under the fear of the voodoo gods they worship, they are in great need of a spiritual rescue. The children attending these schools are getting the firm foundation they need to worship the one true God.

Unfortunately, the Lutheran schools were also caught in the winds, rains, and floods of the hurricanes and the earthquakes. I visited one site where there is no evidence to indicate a school had ever been there. Not one thing was left! In another town the building was standing but nothing identifies it as ever having been a school. Sinks were ripped from the walls and were lying on a mud caked floor. One lone sneaker sat in the grass. Everything has been washed away.

Sadly, these schools cannot recover without our help....they just don't have the resources to do that. How blessed we are to be able to show them we care.

Sharing the love of Jesus,
Marcia

Building Blocks Devotion

There are many different types of blocks-legos, wooden blocks, Lincoln logs.

What can you build with blocks? Almost anything-schools, roads, churches, and homes! Nehemiah was a builder. He helped build a wall around Jerusalem. Some people did not want that wall built, but God helped Nehemiah. God helped people work with Nehemiah so they could get the job done.

Nehemiah did not give up. He finished the job God gave him. Through Hearts for Haiti we can help the people of Haiti finish the job of rebuilding their schools.

Dear Friend,

I am writing to you today with a great love for the people of Haiti. They have persevered through trials and tribulations beyond anything I could ever imagine. Through it all they hold onto their faith; they trust in God with great humility, determination and amazing strength. `Christ`s love` has never been more beautifully expressed to me than in the daily lives of the struggling people of Haiti.

I was in Haiti this past September working as a nurse along side of my husband a doctor, following the storms and hurricanes. I traveled to the city of Gonaives, the area most devastated by the storms. We have been working in this city for the past 2 years and even prior to these storms the people have been living in desperate conditions. While in Haiti, I visited with a friend of ours. There were about 10 of them in their house and they fled to the roof, in the blackness of the night. They had to cradle their elderly and weak parents in the arms so they wouldn`t drown. For 3 days they waited on the roof for the waters to subside, as did 1000`s of others – with no food or water – no shelter from the wind & rain and the scorching sun that followed. They welcomed us with smiles and open arms. They talked about the night of the flooding; with a thankful heart that God had watched over them and thankful for what little they still have. I was humbled to tears.

As I reflect on life in Haiti and the great struggles I`ve seen, I have to ask, “Can we step into their world and work with them for a better life?” My answer is, without a doubt, a resounding YES! We are called to work with them to rebuild their schools, their homes, and their lives.

In Haiti education is paramount. The people there know that education is one way to enable and empower the young of their country. Every school destroyed is a hope dashed. Every school rebuilt is a dream renewed. By helping them to rebuild their schools and providing food we can give them a foundation for developing strong minds and strong bodies; we can help them realize their hopes and their dreams.

The people of Haiti have many gifts to share with us; they are not material gifts or monetary gifts, but gifts from their heart. They are a people rich in beauty, culture and spirit. Today we are asking you to please consider embracing our brothers and sisters in Haiti by sending a financial gift to Hearts for Haiti through your child`s school. “Let us start rebuilding.” Nehemiah 2:17-18

In Jesus name,

Nancy Anderson

CHAPEL TIME HEARTS FOR HAITI -

“I also told them about the gracious hand of my God upon me and what the king had said to me. They replied, ‘Let us start rebuilding.’ So they began this good work”. Nehemiah 2:18

Props: A large number of pictures of tools, construction equipment, bricks, etc. Sample outline of a school that will equal the brick goal. Sample of paper brick.

Invocation

Song: “He’s Got the Whole World In His Hands”

He’s got the whole world. . .
He’s got the children in our school. . .
He’s got the children in Haiti. . .
He’s got all the builders. . .

Reading of Scripture “I also told them about the gracious hand of my God upon me and what the king had said to me. They replied, ‘Let us start rebuilding.’ So they began this good work”. Nehemiah 2:18

Good morning! Has anyone checked the weather outside? (Let the children respond.) Did anyone listen to the weather report to see if there is going to be any rain today? (Let the children respond.)

(If is rain expected, continue with these words:) Since we are going to have rain, then it is a perfect time to get ready for the work that needs to be done to help some people.

(If it is a sunny day, continue with these words:) That is wonderful news! We will have a day filled with sunshine! We have a lot to do to be ready for the work that needs to be done to help some people.

We know that weather can change our plans about what to wear to school or if we can play outside during recess or P.E. It is always good to be prepared for rain. God has really blessed us with weather stations to tell us when bad weather is coming.

We know, if it is raining while we are at school, God made sure that some people built our school so we would be safe and dry. Our school has been safe through many rain storms. Some children, in Florida or Georgia, have had schools that have made it through hurricanes! They may have had some damages, but the school was fixed and they did not really miss much school time.

We have heard about children in Haiti who had their schools destroyed by hurricanes and floods from hurricanes and earthquakes. Their schools were not very strong and now they have no schools. When we listen to God’s words, today we hear that some people, like us, had been blessed and they were able to help rebuild buildings. We can help rebuild the schools that were destroyed.

What kind of things will be needed to build a school? (Let them list – as listed, have helpers hold up the pictures.) Look at all of these things! Look at how many people we needed to help. It takes a lot of money to buy all of these things. We can help with making sure the schools are built. We can send money so that they can buy what they need. They will gather the people to do the building.

You have a chance to bring money to help. For every \$1.62 you bring, it will be like buying a brick to build strong walls. Our goal is to collect _____ dollars to buy _____ bricks. I think we can do that, don't you? In the Bible reading it says they wanted to help, so they said, 'Let us start rebuilding.' Let's say the same thing - Let us start rebuilding! Come on say it like you mean it - **Let us start rebuilding!**

This is a plan for a school building. It needs bricks. We will put a paper brick for every up for every \$1.62 that is donated. When we have reached our goal, our paper school will be finished. Our paper school will be posted in the _____, so everyone can see how we are doing as we bring our money.

The Bible then says, "So they began this good work." God gives us hope that we can do His work. Let's sing a song about "Hope's Celebration."

Song "Hope's Celebration" Concordia Publishing House

Prayer

Father, we praise You for taking care of us. Thank you for our strong school. We know you helped people build our school. Helps us reach our goal so that the children in Haiti can have strong schools, like us. Thank You for loving all people and for giving us hope. In Jesus' name we pray. Amen.

It Depends Whose Hands

It was close to graduation and I kept asking myself, what can I do? I knew what I could not do. For instance, a basketball in my hands is worth maybe \$35.00. In Michael Jordan's hand, it is worth about 35 million dollars. It depends whose hands it is in.

A tennis racket in my hands is absolutely useless. In Venus or Serena Williams's hands, it becomes worth millions. Likewise, a golf club in my hands might be a little embarrassing. In the hands of a man called "Tiger" it becomes a precision instrument. It just depends on whose hand it is in.

Our brothers and sisters in Haiti are without a doubt, the most wretchedly poor of the poor. The people of Haiti are convinced that education is their only hope to a better life. The storms have wiped out their schools and destroyed their hopes.

Hearts for Jesus has placed in our hands the opportunity to rebuild dreams. We will reach out with our time, our talents and our treasures to rebuild that which is broken and useless.

"Let us start rebuilding." So they began His good work
Nehemiah 2:17-18

Music and movement

Ages 3-8

Cooperative musical hoops:

Purpose: To make children aware of the need for building and restoring the schools in Haiti by letting them experience crowded conditions. Explain when the hurricanes destroyed some of the classrooms and the children were required to share the rooms that were left standing.

Materials: Hoops at least 1 for every 2 children placed on the floor.

Activity:

Start with one or two children standing inside each hoop. When the music starts children move from hoop to hoop, Remove one hoop. When the music stops children must get into a hoop. Continue starting and stopping the music till children can not get into the hoops that are left, one foot in counts. Talk about the children having to crowd into little rooms and fewer schools.

Review: How did it feel to be so close to the other children? How do you think it would feel with out air conditioning? If your classroom windows did not have screens, what do you think would happen?

Extensions: Play island music. (Google music of Haiti). Have the children move from hoop to hoop in different ways. In the noon day heat, in a rain storm, in a hurricane, or simple motor movements like walking, skipping, galloping and hopping.

Make a bulletin board display for measuring donations.

Building walls for Haitian schools

Children like to see their efforts grow. A concrete block cost a little less than \$2. For each \$2 brought in by the class a paper block could be added to the bulletin board wall. Have a friendly competition between classrooms and/or other schools.

Children could write their names on the blocks for every \$2 they bring in.

Shoe boxes covered in paper could be brought to chapel for every ten blocks collected in the class and used to build a wall for the church members to see.

There are many jobs that need to be done to rebuild the Lutheran Schools in Haiti. Solving these problems can help you understand some of the cost involved.

1. To prepare a floor for the new school in Haiti, a cement slab must be poured that is 42 feet wide and 108 feet long, and 6 in. deep. A truck can carry ten cubic yards of cement per trip. (each yard is three ft. by three ft. by six inches) How many trips will the truck make before the slab is completely poured? Also, what is the cost if each cubic yard is \$65 delivered?

2. In the school each classroom measures 20 ft. wide and 20 ft. long. What is the perimeter of the room? Also, how many square feet are there on the classroom floor?

If each room is 10 ft. high, what is the volume of each room?

3. Some volunteers want to paint the outside of the building. If it normally takes four volunteers five days to paint it, How many people will be needed to paint it in only two days?

4. If a cement block is 12 inches by 6 inches by 6 inches, how many will it take to build a school wall 20 feet long and 10 feet high?

5. If the schoolroom has four walls 20 ft. by 10 ft. and three windows 3 ft. by 5 ft. and two doors 3 ft. by 7 ft., how many blocks are needed to enclose a room while allowing for the openings named? (draw a diagram of the room to show your plan for calculation)

Each block cost \$1.62. How much will it cost to build the school room?



Nehemiah needs your help so that he is ready to build schools in Haiti. He needs tools and a hard hat. Choose two tools to draw in his hands: level, tape measure, hammer, drill, or a saw. Draw a tool-belt around his waist with tools in the belt pockets.

"I also told them about the gracious hand of my God upon me and what the king had said to me. They replied, "Let us start rebuilding." So they began this good work". Nehemiah 2:18

Dear friends in Christ,

The people of Haiti are among the most poverty-stricken in the Western Hemisphere. Its capitol, Port 'au Prince, is often referred to as "the Calcutta of the West." Nearly all of its natural resources have long since been stripped away. This once beautiful Caribbean island is now barren, with polluted water and air. The government is corrupt. The infrastructure is almost nonexistent, and the practice of Voo Doo and Santoria runs rampant.

A bright spot in the darkness is the ministry of the Lutheran Church of Haiti through its Lutheran schools. While they may not look like much, they are places where children go for clothing and food and for an education that give them hope for a better future. Most importantly, they are places where the children learn about Jesus and His love for them and the eternal hope that is theirs because of what He has done for them.

There are over 12,000 children in the Lutheran schools in Florida and Georgia. Together, our goal is to contribute at least \$50,000 so that reconstruction and renovation can take place so that Haitian children can return to school. Even in challenging economic times in this country, we can do so much by giving but a small portion of what we have to help restore the Lutheran schools in Haiti. Please join families of Lutheran school students throughout Florida and Georgia in their efforts to make "Operation Restoration" an incredible blessing to fellow students who need our help now.

God's richest blessings to you and your family as we celebrate all that He has done because of His great love for us.

"Let us start rebuilding." So they began His good work
Nehemiah 2:17-18

Math

Ages 3-8

Storm recovery sequence

Purpose: To make children aware of the need for clearing the debris, sorting the usable materials from the mud water before the renovation or building process can begin for the Haitian schools.

Materials: Blocks and an assortment of items. For example 3 different kinds of blocks for young children, Toy animals, blocks and cars for older pre-k

Activity: Dump all the materials into the center of the floor. Tell the children how the water from the flooding would collect everything in its path and deposit up against the walls of the school. Each item needs to be sorted and removed from the area before building can begin.

Review: Our toys are clean, how do you think the toys, books and papers in the Haitian school look now? What things do you think they found in the mud?

Extensions: Place items in the sand box to sort. Have children sort by kind and color of each item and move things in and out of the area in toy trucks. Build a school on cleared area.

"Let us start rebuilding." So they began His good work
Nehemiah 2:17-18

Art

Ages 3-8

Quality building

Purpose: To help the children understand the need to purchase quality building materials to rebuild the schools in Haiti.

Materials: spray bottle filled with water, poster board, permanent ink markers and washable ink markers.

Activity: Draw a picture of a school on the shiny side of the poster board using the permanent markers, and one using the washable markers. Have the children pick a school and use the spray bottle of water to spray the poster board. The school drawn with washable markers will wash away.

Review: Like the school made of washable makers, many schools in Haiti were destroyed by the flood waters. What can we do to help build good schools?

Extensions: Talk about the firm foundation needed to build on and how God's words give us a firm foundation.

"Let us start rebuilding." So they began His good work
Nehemiah 2:17-18

Movement

Ages 3-8

Racing to rebuild

Purpose: To make children aware that most Haitian schools are not open yet and there is urgency to rebuild. Many children in Haiti only eat at school.

Materials: blocks

Activity: Have a relay to build a wall. Divide the children into two teams Place building materials (blocks) at one end of the room. Designate a line to build on at the other end of the room. Have one child at a time from each team take a block to the line and return to the material area until the materials are used and the wall is completed. The first team to complete the wall celebrates.

Review: What is needed to build the schools? What would you do if you did not have a school to go to?

Extensions: Have only one team and time them to get a lower time. Make the path to and from the materials an obstacle course. Discuss the poor road conditions.

Read Nehemiah 2-3

Compare length of Nehemiah's trip from Babylon to Jerusalem to length of trip we would have to take to go to Haiti to help rebuild.

Research materials used to rebuild the wall around Jerusalem and materials used in Haiti to build homes.

Research what type of people helped rebuild Jerusalem's wall, their roles, and how long it took them compared to what type of workers are needed, what people are doing to help, and how long it will take to rebuild in Haiti.

Nehemiah had the people rebuild the wall right where they lived. This was to make sure that they did a good job because no one wanted the wall to break down right by their home. We still do the same things today, we are more likely to get involved and do a better job when it is something we see every day. It is easy to ignore something that doesn't directly impact us on a regular basis. But God tells us we are to care for all His people and creation.

What can we do to help people in Haiti?

Why should we do these things?

The people in Nehemiah's times faced many hardships while rebuilding. What hardships do people in Haiti face? How can we help them overcome those hardships?

Activity

Build a model home out of only popsicle sticks, stir sticks, and glue. Include doors, windows, roof, floor, walls, etc that would be in an average Haitian home.

What tools would make this job easier?

What supplies would make this job easier?

Is your home strong enough to survive another storm? Would you have taken more time and built it better if you had to live in it? Why?

What might make it stronger? What might people in Haiti do to make their shelters stronger? How can we help them do this?

Do the Haitian people have these resources? Can we help them get these resources?

In Nehemiah, only certain skilled people worked on the gates. Why? Were certain people better at parts of this activity than others? Why? So with those helping in Haiti who should do what and why?

How long do you think it would take you to build a house with only the supplies and tools available to native Haitians? Why?

How many times have you heard the question "What would Jesus Do?" The answer is different for each person because each of us has a different mission or calling in life. All of us are called to act with compassion and share the heart of Jesus.

When we love with the love of Jesus, our hands reach out to the weak and the helpless, the homeless and the forgotten children of God. What would Jesus do? He would walk with His hurting brothers and sisters. He would lift them up, help them rebuild and renew their dignity and their pride. We know what Jesus would do. Our question must be how will we show the hurting of the world that they and their needs are precious to Him? How can we help the students of Haiti?

Be a blessing to the world. Be a blessing to one another. Renew, refresh and rebuild.

I watched the children start their day. They did not wash their hands or brush their teeth. There were bugs everywhere.

The Lord hears the cry of the poor, blessed be the Lord.

My friends when you are sad and do not know what to do you can cry out and the God who loves you will answer. God loves to hear from us. When you call, He is going to answer. He will say, "here I am, I will help you when you give food to the hungry or clothes to people who need them." God smiles. His smile is a light. You help Him spread that light even when it is really scary or dark. So Father, I pray that You be with me as I join my brothers and sisters all over the Florida and Georgia to do what you have called us to do help rebuild the Lutheran Schools of Haiti.

Name _____

Date _____

English and French Words

E	E	V	L	A	O	N	E	N	M	N	N	M	V	U	P	E	M	E	E	I	G	L		
E	I	B	E	N	R	Q	E	E	A	C	C	S	S	I	E	L	E	K	E	C	A	T	R	O
U	C	C	B	T	D	I	E	I	T	L	B	L	H	T	A	H	E	E	E	G	U	A	U	R
E	M	C	D	O	D	V	U	L	W	E	E	A	E	N	N	L	C	M	L	A	O	V	T	O
O	T	C	O	F	E	V	'	E	N		M	E	C	V	B	W	E	R	E	G	M	D	C	L
H	C	R	E	A		N	T	L	C	M	E	H	W	I	A	N	O	T	R	S	N	C	T	N
E	V	O	N	A	T	B	E	I	E	M	E	R	B	O	T		R	U	B	C	R	O	V	T
T	E	A	B		L	E	M	R	R	T	T	I	E	N	O	A	E	L	U	E	L	R	'	D
O	P	E	M	D	E	E	N	L	T	D	R	L	L	O	M	D	H	O	M	O	R	R	S	L
L	B	B	S	R	N	A	R	E	M	A	M	S	O		R	E		E	O	E	E	C	P	E
C	N	E	L	T	I	T	C	D	L	S	L	E	E	L	E	L	E	A	V	E	L	L	I	L
A	L	B	A	L	T	C	A	L	B	L	B	L	I	A	T	M	C	I	E	T	T	W	S	T
A	I	V	I	E	F		U	E	R	N	E	G	O	N	I	R	R	T	E	O	L	I	C	V
L	D	L	M	L	L	A	E	A	R	P	E	M	M	E	R	D	L	W	E	W	B	R	E	I
A	E	E	A	O	E	A	D	A	R	W	E	L	R	E	W	E		U	I	E	N	E	E	A
Q	Q		B		T	E		N	W	M	R	E	E	A	I	E	R	I	N	E	N	U	S	
A	M	O	T	L	F	I	H	B	L	V	C	I	R		R	E	E		E	D	D		N	A
D		A	N	O	A	E	C	E	R	D	L	C		A	A	E	T	T	N	C	D	O	A	R
U	I	A	R	E	U	A	N	R		I	S	I	E		L	L	B	R	N	R	O	O	W	H
N	U	I	R	U	E	R	B	E	T	T	Q	N	M		V	R	E	R	O	W	U	W	E	L
M	G	L	T	M	M	K	N	G	T	B	R	U	L	R	E	O	O	N	I	P	N	E	L	C
N	W	A	S	T	L	A	L	E	E	R	T	E	E	V	O	A	O	O	P	C		E	N	S
E	M	F	O	V	T	W	I	A	V	E	E	R	M	A	N	O	H	R	N		K	A	L	R
K	R	I	T	O	A	B	A	L	R	I	E		O	M	L	M	R	B	E	W	I	E	L	D
B	N	N	D	N	L	T	I	S	C	E	S	P	E	L	E	L	U	R	O	A	P	O	R	E

hammer	le marteau	saw	a vu
nail	l'ongle	screwdriver	le tournevis
brick	la brique	window	la fenetre
door	la porte	cement	le ciment
wood	planchette	Bible	God

Name _____

Date _____

Construction Words

A	E	W	S	L	D	D	E	E	S	S	D	S	T	L	S	D	T	S	O	R	S	L	T	S
T	T	O	M	L	T	N	E	I	T	D	R	S	D	W	O	U	T	S	W	S	E	C	O	L
W	N	H	E	N	S	N	T	L	S	S	S	T	O	N	L	R	E	T	D	S	R	N	E	E
E	C	A	E	R	D	I	R	R	I	S	M	O	D	S	T	C	L	O	A	I	N	O	A	R
E	S	M	B	T	A	A	L	O	R	E	S	M	N	C	S	S	O	O	T	T	O	H	B	C
O	E	N	C	H	J	O	L	E	C	C	P	N	A	I	O	R	H	T	O	R	O	E	C	C
C	C	L	D	E	O	L	R	E	A	C	O	K	D	T	S	C	R	O	K	H	I	T	I	T
C	T	O	W	S	U	I	S	C	O	R	R	O	D	E	T	P	I	N	R	A	C	E	S	E
R	H	E	S	N	N	K	S	B	S	H	N	E	H	F	J	L	O	E	T	C	M	S	S	L
R	L	P	T	I	C	T	S	L	R	S	S	I	H	E	S	S	C	H	W	P	B	T	H	O
N	O	T	S	O	O	E	E	D	K	E	S	G	N	R	L	L	C	H	H	L	O	L	T	E
L	E	A	L	O	T	T	I	I	D	S	S	S	T	G	E	P	G	K	D	R	O	O	L	I
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L	C	N	S	N	B	L	C	R	S	C	K	E	O	D	S	C	R	S	S	S	E	E	O	S
U	O	O	E	I	S	N	L	O	C	J	F	S	N	R	E	K	P	O	F	S	A	B	L	O
E	R	S	B	I	L	R	L	A	E	S	W	T	E	O	A	S	E	J	K	O	S	S	H	S
O	B	L	T	T	S	N	E	S	W	E	H	I	E	F	L	T	U	S	E	N	O	S	R	S
R	E	L	S	U	U	L	U	H	S	C	R	S	N	S	H	S	I	P	H	N	P	R	T	I
S	G	S	I	I	D	S	L	S	C	S	T	E	I	D	C	W	O	O	P	B	U	W	E	T
E	E	S	C	N	P	E	R	H	S	A	R	T	E	B	O	A	C	E	N	L	B	N	T	R
T	U	O	R	K	H	L	N	S	E	K	E	L	E	A	I	W	S	S	L	R	I	L	R	J
P	A	I	E	O	I	S	K	T	T	B	E	T	E	I	S	O	S	A	S	O	T	E	S	S
O	M	M	N	E	S	O	L	D	S	E	T	E	S	E	C	G	S	U	T	S	E	E	S	S
K	A	O	B	O	O	S	S	S	S	P	K	I	O	W	S	E	E	U	R	E	K	R	I	A
P	A	O	P	B	S	T	C	O	A	P	I	T	J	W	F	R	T	E	S	E	N	O	C	T

- | | | | |
|----------|---------|----------|-------------|
| blocks | cement | help | restoration |
| school | Jesus | Bible | storms |
| Haiti | Creole | students | teachers |
| walls | windows | doors | roof |
| learning | books | desks | supplies |

Hearts For Jesus - Operation Restoration

Theme: The Light of the World

Bible Verse: Matthew 5:14-16

"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Devotion:

We have reflective light. Jesus is the light of the world. John 8:12 'Then Jesus spoke to them again saying, "I am the Light of the World. He who follows Me shall not walk in darkness, but have the light of life."

When you have Jesus in your heart, then you have the light of life. Will you choose to share your light so others may see your good deeds and praise God? Just as our sun is the physical light of this world, so Jesus is the spiritual light of the world. Some people are living in spiritual darkness. Operation Restoration will help us to give the people of Haiti life and hope. Jesus is asking you to share His light and bring them life.

Prayer:

Dear Lord God Almighty, King of the Universe. We love You. We thank You for giving us Your Son, Jesus to be the Light of the World. Show us how to shine His light for all to see. Haiti is a mess from the floods and hurricanes. Help us to restore the Lutheran Schools so the children can learn about You and receive the love and light of Jesus. Thank you, dearest Lord. Amen

PreK Activities - Hearts For Jesus - Operation Restoration

Objective: Students will be able to understand that the Haitian children live in physical and spiritual darkness. They need 'The Light of the World'.

Use a night light. Plug it in where all the children can see it. Turn all the other lights off. Place a big bowl over the night light to hide it. Reread the Bible verse as you do this: "Neither do people light a lamp and put it under a bowl." Take the bowl away. With only the night light shining tell them, "In the same way let your light shine before everyone." Turn the night light off. Tell the children that in Haiti, the classrooms have no electricity. The only light they have is from the sunshine. Operation Restoration needs your lights to shine for the children of Haiti.

Sing the song: 'This Little Light of Mine'

Make a cross using craft sticks. Glue sparkles or glitter on the crosses. The children can hold and move the crosses while singing the song.

Sing the song: Jesus is the Light of the World
The Light of the World
The Light of the World
Jesus is the Light of the World
And I will shine for Him!

Extend the songs by asking the children to draw something to brighten up the classrooms in Haiti!

Kindergarten, First and Second Grades Activities Hearts For Jesus - Operation Restoration

Objective: The students will understand that Haitian children live in physical and spiritual darkness. We can bring light and life to them.

Turn off all the lights. Plug in a night light. Tell the children "A little light in a room can light up a whole room. That gives you and others safety, direction, and life." Turn the night light off. "We feel lost without light. How will we read and write? The classrooms in Haiti only have the light that you see now. They need the physical light of the sunshine to light their classrooms. Operation Restoration needs your lights to shine for the children of Haiti. We can offer them the spiritual light of Jesus to give them life and hope.

Use a mirror or bicycle reflector. Show the children how they are the 'reflectors' of Jesus. His light reflects from them to others just as the sunlight reflects from the mirror to others.

"Let your light so shine before men that they may see your good deeds and praise your Father in heaven." Matthew 5:16

Cut out three paper circles for each child using plain white paper or construction paper (about 4"x4"). Use glue and glitter to cover each circle. To Assemble the Mobile:

1. Place circle A face down (wrong side faces down).
2. Fold each remaining circle in half with the right sides facing in and the wrong sides facing out.
3. Glue the wrong side of each half circle to the wrong side of circle A.
4. Finally glue the wrong sides of the half circles together. You can use a needle to put string through this mobile and hang it up!
5. They will be your 'reflectors' to remind you to shine your light!

Third and Fourth Grade Activities **Hearts For Jesus - Operation Restoration**

Objective: The students will identify the country of Haiti on a map. Haiti is our neighbor. The schools have been damaged and we can help to restore the schools.

Provide the students with an outline map of Haiti. They will draw a cross with light beams radiating from it on the map. Then they will write their own personal prayer for the children of Haiti. This may be used for a bulletin board display.

Word Scramble using the words from the Bible verses.

Answers: hidden, world, praise, light, lamp, darkness, shine
life, heaven, reflector

Song: "Turn On Your Heart Light" from the movie 'E.T.'

Hearts For Jesus - Operation Restoration - Word Scramble

NDIEHD _____
10

RDOLW _____
20

SAEIRP _____
30

GLTIH _____
40

MLAP _____
50

SERKSDAN _____
60

EHINS _____
70

EFIL _____
80

NEEHVA _____
90

OTRCLEEFR _____
100

_____!
10 20 30 40 50 60 70 80 90 100

MIDDLE SCHOOL/HIGH SCHOOL
Hearts For Jesus - Operation Restoration

Objective: Students will understand that they can choose to be positive or negative. Choose to live in the light or in the darkness. We can bring light and hope to the Haitian children.

The students will work together in small groups (3 or 4) to discuss the main question: **'There are rich people in the world and there are poor people in the world. How can those people who have been given much help those people who have so little?'**

Give the students Poster Paper and Markers. They should write and illustrate their responses to this question.

Another question they should consider: **'Is it the responsibility of those who *have* to help those who *have not*. Why or why not?'**

When the groups are finished, they should present their responses to the class.

Skit for the students to act out.

Student Number One: "The bus broke down and our field trip is cancelled. This is not fair. I hate this place."

Student Number Two: "The bus broke down and our field trip is cancelled. Let's plan a special day right here at school and have some fun!"

Student Number One: "I'm not eating this lunch. My mom keeps giving me stuff I don't like. She never listens to me."

Student Number Two: "I'm going to start making my own lunches because mom just has too much to do and doesn't remember what I don't like."

Student Number One: "We worked so hard. We got up early and practiced and prayed and we still lost. I can't believe those girls won!"

Student Number Two: "I guess we won't be having a party since we came in second place. Well, we could invite the winners to a celebration party! Then we can have a party for them and us!"

We can choose to reflect the love of Jesus and find something bright and positive even when things don't turn out the way we expect them to.

Song: 'Gather Us In'

MIDDLE SCHOOL/HIGH SCHOOL

Hearts For Jesus - Operation Restoration

Objective: Students will create poster maps to distribute to other classrooms.

Students will design a lesson plan for each subject using limited resources as are available in Haiti.

Place an outline map of Haiti on the overhead projector. Display it on poster paper and have the students trace it. The students can work in pairs and each pair can do one map. After they trace it, they can label the capital city and place crosses where the Lutheran Schools are located in Haiti. Then they can distribute their posters to each classroom in their school.

Students can work in small groups (3 to 4). Explain to them that the resources in Haiti are very limited and that there is no electricity in the classrooms. Sometimes there will be two grades being taught together.

Ask the students to design a lesson plan using only the resources available in a Haitian classroom. Give each group a subject. One group does a lesson plan for Language Arts, another group does a science lesson, etc.

The students should share their lesson plans with the class.

Song: 'Gather Us In'

Gather Us In

Text: Marty Haugen, b.1952

Tune: GATHER US IN, Irregular; Marty Haugen, b.1952



1. Here in this place new light is stream-ing,
 2. We are the young— our lives are a mys-t'ry,
 3. Here we will take the wine and the wa-ter,
 4. Not in the dark of build-ings con-fin-ing,



Now is the dark-ness van-ished a-way,
 We are the old—who yearn for your face,
 Here we will take the bread of new birth,
 Not in some heav-en, light-years a-way, But



See in this space our fears and our dream-ings,
 We have been sung through-out all of his-t'ry,
 Here you shall call your sons and your daugh-ters,
 here in this place the new light is shin-ing,



Brought here to you in the light of this
 Called to be light to the whole hu-man
 Call us a-new to be salt for the
 Now is the King-dom, now is the

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D C/D Gm⁶/D D A C/G

day. Gath-er us in— the
 race. Gath-er us in— the
 earth. Give us to drink the
 day. Gath-er us in and

D/F# G A C/G

lost and for - sak - en, Gath - er us in— the
 rich and the haugh - ty, Gath - er us in— the
 wine of com - pas - sion, Give us to eat the
 hold us for ev - er, Gath - er us in and

D/F# G A D A

blind and the lame; Call to us now, and
 proud and the strong; Give us a heart so
 bread that is you; Nour - ish us well, and
 make us your own; Gath - er us in— all

C G Gm/Bb Dm

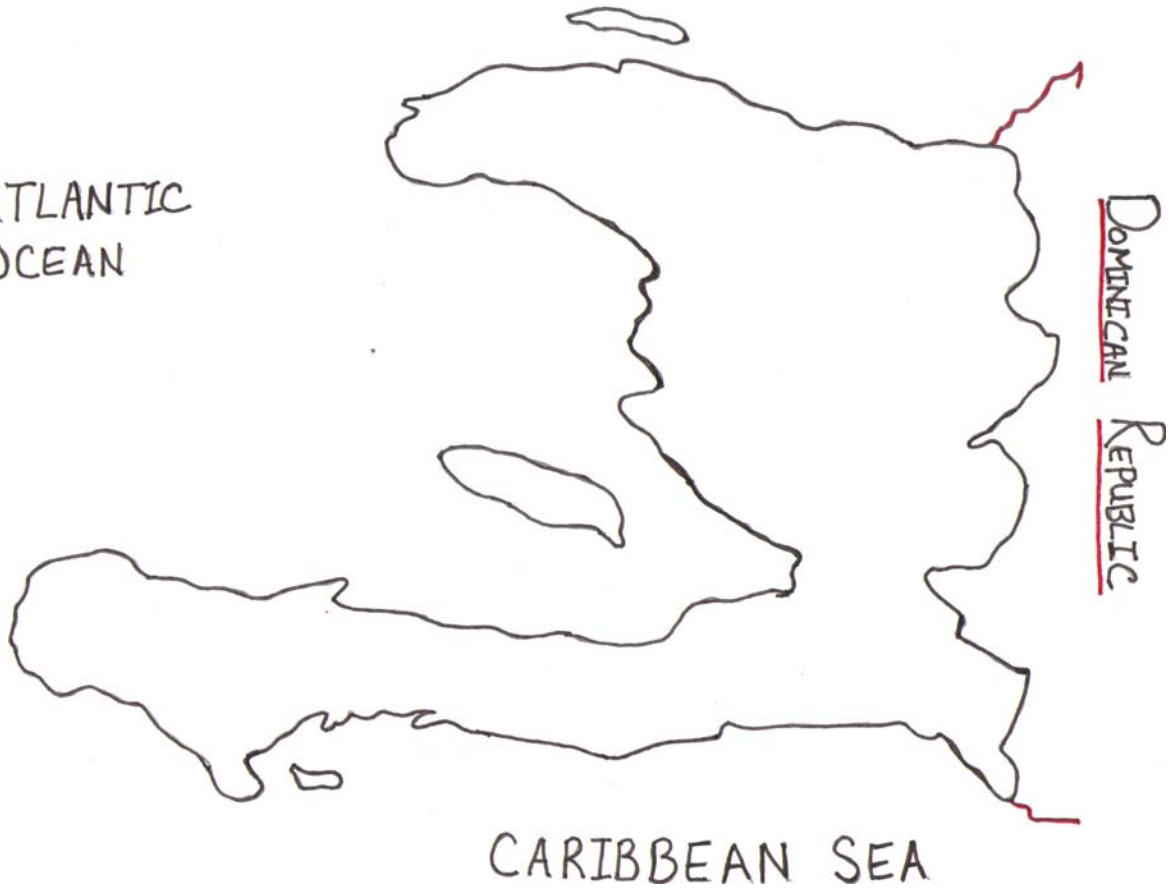
we shall a - wak - en, We shall a - rise at the
 meek and so low - ly, Give us the cour - age to
 teach us to fash - ion Lives that are ho - ly and
 peo - ples to - geth - er, Fire of love in our

C Am⁷ D C/D Gm⁶/D D

sound of our name.
 en - ter the song.
 hearts that are true.
 flesh and our bone.

HAITI

ATLANTIC
OCEAN



DOMINICAN
REPUBLIC

CARIBBEAN SEA

Hearts For Jesus - Operation Restoration
Theme: Light of the World
Physical Education/Wellness Activities

"Lighting the Way"

Objective: Students will work as partners with one leading the way for the other. They will experience walking in darkness. They will experience leading someone to the light.

Instruction: Blind fold races with partners who lead the way. Students work in pairs. First one student wears the blindfold and is led to the finish line. Then the students switch places and the other student wears the blindfold.

Grade Levels: This activity can be used in grades K-12.

"Lights Out"

Objective: Students will understand that your activities in the darkness are very limited. The darkness can 'freeze' us and keep us from becoming who God created us to be.

Instruction: Freeze Dance. Play music for children to dance to. Turn the music and lights off at the same time. They freeze until the lights and music come back on.

Grade Levels: This activity can be used in grades K-12.

HEARTLIGHT

Neil Diamond

Written by Neil Diamond, Burt Bacharach and Carole Bayer Sager

Come back again
I want you to stay next time
'Cause sometimes the world ain't kind
When people get lost like you and me
I just made a friend
A friend is someone you need
But now that he had to go away
I still feel the words that he might say

Turn on your heartlight
Let it shine wherever you go
Let it make a happy glow
For all the world to see

Turn on your heartlight
In the middle of a young boy's dream
Don't wake me up too soon
Gonna take a ride across the moon
You and me

He's lookin' for home
'Cause everyone needs a place
And home's the most excellent place of all
And I'll be right here if you should call me

Turn on your heartlight
Let it shine wherever you go
Let it make a happy glow
For all the world to see

Turn on your heartlight
In the middle of a young boy's dream
Don't wake me up too soon
Gonna take a ride across the moon
You and me

Turn on you heartlight now
Turn on you heartlight now

“Love thy neighbor as thyself”

Personal story:

I am a nine year old boy who lived in Haiti until this past September when my family moved to southern Florida. Living in Haiti was a different experience than my living conditions today. The hospitals were very dirty and we often got sick from drinking the water in Haiti. School was enjoyable in Haiti, but we had to sit on the floor or benches while learning. Now I have my very own desk, books, and school supplies! I am thankful to have come to the United States of America. I am so happy to learn about Jesus and his love for us.

Pre-school Activities

- Children will decorate several heart shapes with crayons, glitter, and various art supplies. After decorating, teacher will guide the students into forming the hearts into letters. The letters will spell Haiti, love, Jesus, or other words relating to Hearts for Jesus.
- Sing “Jesus Loves Me,” “Jesus Loves the Little Children,” and “The Love Round”
- In a gymnasium or large area, children will lie down and use their bodies to form a heart as a class. Other options would be to make the earth, cross, etc. Prior to class, teacher could place yarn on the floor to help aid the children in where to be placed.
- Children will use their five senses in the sensory box as they explore the different materials used to build schools or items children in Haiti use in school. Prior to investigating the sensory box, teacher can place various items in a box in addition to shredded paper, sand, etc.
- Children will communicate what they love about their classmates as they sit in a circle, pass a bean bag, and share something they love about the person sitting next to them. Students can conclude their turn by stating, “Jesus Loves You, ____ (child’s name___.”

Elementary Activities

- Students will locate the country of Haiti on a map. Using a map of Haiti, tissue squares, pencils, and glue, students will present a map of Haiti in groups of 3 or 4. Place glue on designated area of map, put the tissue paper on the end of pencil, and lay pencil upright so the tissue sticks to the map in an upright fashion. Green tissue squares can be used to represent the land and blue can represent water.
- Students will write an acrostic poem using the phrase “Hearts for Jesus.” For each letter, students will write a way they can share God’s love or help others with Operation Restoration.
- After learning about the events that occurred in Haiti, students will write a journal entry describing a day in the life of a child in Haiti.

- Children will sing praises to God during a hymn sing as they are reminded of the loving God we serve. “We are the Church,” “Someone Special,” “Lord, Be Glorified” Students can create their own verse to a familiar tune.
- Students will take a virtual tour at www.panoramaproductions.net/tours/haiti/tour.html and view pictures of life in Haiti.

Middle School

- Students will create a jungle picture including three different types of plants and animals. With their composition, students will show depth by placing larger plants and animals in the foreground. Layering the plants and animals will create harmony, rhythm, balance, and symmetry. Students can make an 1” border and fill it in with words and repeating shapes and colors. (Henri Rousseau is the artist that can be studied before the lesson is presented)
- Students will record the number of children participating in the Hearts for Jesus project by creating a school wide bar graph. Middle school students can track and record the children who return their money box. Graphs could include the total amount of money collected over a given time period according to class, or show the number of participants helping share the love of God through this mission project.
- Students will learn about the country of Haiti through researching an assigned topic. Topics might include language, ethnicity, population, clothing, etc.
- Students will collect nonperishable food items for a local shelter in need of food.

JUST LIKE ME: KINDERGARTEN THROUGH SECOND GRADE

Who Are You?

Objective: Children will use sight words that are question words.

Write the poem “All About You” on chart paper, highlighting the question/sight words with a different- colored marker. Read the poem aloud once through and ask children what they notice about the highlighted words. After eliciting that these are question words, reread the poem and invite the children to chime in on those words. Discuss how children in Haiti might answer these questions.

ALL ABOUT YOU

Who are you?

Do you have a name?

Who are you?

How are we the same?

What do you do

After school is done?

What do you do

In the rain, snow and sun?

Where do you go

With your very best friends?

Where do you go

When the school week ends?

How do you get to school?

In a car or bused?

How do you get to school?

You can walk with us!

Which kind of books

Do you read each day?

Books about people,

Or lands far away?

When do you go

To sleep every night?

When do you wake up?

Is the time just right?

Why do I ask these questions?

Why do I want to find out?

Because we are alike, yet different.

And that’s what it’s all about!