

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?

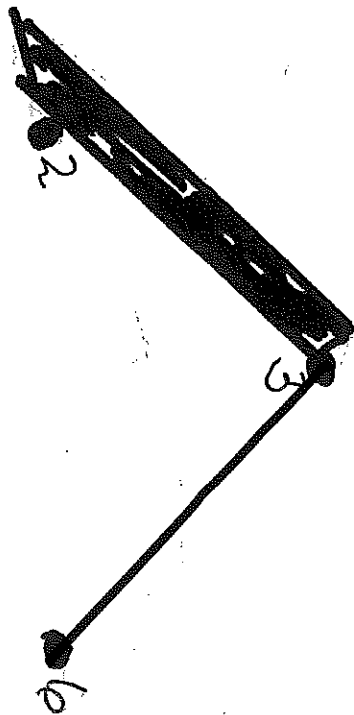
What might make it stronger? What might people in Haiti do to make their shelters stronger? How can we help them do this?

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

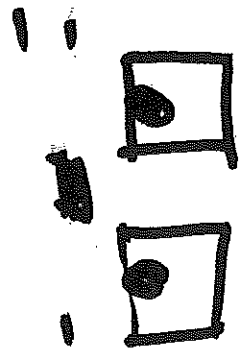
In Nehemiah, only certain skilled people worked on the gates. Why? Were certain people better at parts of this activity than others? Why? So with those helping in Haiti who should do what and why?

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

Help build the Haitian school by connecting the dots.



4



5



Who is our foundation built on? To find out, color in the shapes with a letter "o" on them.

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
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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
L	L	B	B	S	S	J	C	R	O	A	T	T	H	I	S	S	J	I	M	S	D	D	E	S
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 |

“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!