

# CREATOR'S CANYON

## LEADER GUIDE

PASSPORT  
to PEACE







## ***Creator's Canyon Leader Guide***

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## **Get Connected!**



**Pinterest:** *GrowingUpCatholic*

<https://www.pinterest.com/GrowingUpCatholic/passport-to-peace>  
"Passport to Peace" board



# WELCOME TO PASSPORT to PEACE

**Passport to Peace** is a one-week Vacation Bible School (VBS) curriculum designed to help children make peace a way of life. Peacemaking skills are essential for those who want to follow Jesus' way of peace. Children will be introduced to a variety of strategies for peacemaking and will practice those skills at VBS and at home.

**Passport to Peace** invites children to see every person as part of God's family and every interaction as an opportunity for peacemaking.

In a world that is too often divided by race, class, ethnicity, and country of origin, **Passport to Peace** is a reminder that the love of God and the way of peace transcend all borders and divisions. All are welcome in the family of God. Led by God's Spirit, we can all participate in creating a more peaceful world.

<b>ARRIVAL (35 min)</b> <i>Children start in small groups and then gather for worship.</i>	<b>DESTINATIONS (90 min + snack)</b> <i>Small groups rotate between three activity stations and have a snack.</i>	<b>DEPARTURE (10 min)</b> <i>Small groups debrief and then gather for worship and dismissal.</i>
<b>Check In (10 min)</b> (small groups) <b>Boarding (10 min)</b> (call to peace, songs, Peace Mission) <b>Takeoff (15 min)</b> (drama, peace talk, prayer)	<b>Bible Beach (30 min)</b> (Bible activities) <b>Creator's Canyon (30 min)</b> (art and science) <b>Move-It Mountain (30 min)</b> (active games) <b>Snacks (15 min)</b>	<b>Check In</b> (small groups) <b>Boarding</b> (call to peace, songs) <b>Takeoff</b> (blessing, dismissal)

Items you will need from the VBS Starter Kit:

- *Creator's Canyon Leader Guide*
- Creator's Canyon folder from the Music & Resource electronic files
- Creator's Canyon Area Poster

The **Music & Resource electronic files** include a folder of teaching aids to accompany the leader guide. Each Creator's Canyon leader should be given access to the relevant folder to print pages for the chosen activities. The Creator's Canyon folder includes the following:

- Days 1–5 Peace Banner Words
- Day 1 "Countdown to Peace" Plane Example
- Day 2 Peace Pinwheel Example
- Day 3 "Peace Inside" Lantern Example
- Day 4 Peace Spinner Example
- Day 4 Well Craft
- Day 5 Stained Glass Peace Dove
- Day 5 "World of Peace" Puzzle
- Day 5 "Remembering Peace" Game Clues

Media Connections are included in each session and posted on the **Growing Up Catholic Pinterest page** for ease of use. Locate the "Passport to Peace" board (see below). The items are organized by day. Additional songs, decorating ideas, and offering-related videos are also included on Pinterest.

## Get Connected!



**Pinterest:** *Growing Up Catholic*

"Passport to Peace" board

<https://pinterest.com/GrowingUpCatholic/passport-to-peace>

# WELCOME TO CREATOR'S CANYON!



Creator's Canyon is one of three 30-minute **DESTINATIONS** activity stations following **ARRIVAL** (opening worship). Each Creator's Canyon session includes art and science explorations and has three parts: Check In, Destinations, and Departure.

## CHECK IN

Gather the children for a brief recap of the Bible story.

## DESTINATIONS

There are three Create options each day. One is a 3D craft project or game from the *Peace Passport* student booklet. The second option is related to the Bible story or "Path to Peace" statement. The third option features background information about a peace artist who lives on the focus continent for that day. Children will then have an opportunity to create art in the style of the featured peace artist.

There are two Discover options each day. These include information about Bible times or a country from the focus continent. There are also activities related to modern-day peacemakers.

Try to incorporate at least one Create art project and one Discover science exploration activity each day to allow for varied learning styles, individual preferences, and age-group abilities and interests. Each activity includes "Talk About It" prompts to help you guide conversations with children, connecting the activity to the Bible story and children's experiences. Media Connections are included for each day.

## DEPARTURE

Work together with the children to clean up materials in preparation for the next group, and then send children out with a short prayer of blessing.

## TASKS FOR VOLUNTEERS

There are many tasks that volunteers can do before, during, and after each day of VBS. Many people are not able to attend VBS, but they would be happy to donate supplies, prepare craft items, or decorate the room.

### Days 1-5:

- **Before:** Print, copy and cut out items from the Music & Resource electronic files.
- **Before:** Elicit donations of needed supplies.
- **Before:** Prepare examples of Create projects.
- **Before:** Preview Media Connections to decide which items to use for Discover.

- **Before:** Purchase or make a large supply of play dough in different colors for use on Days 2, 3, and 5. There is a recipe on our Pinterest page.
- **During:** Assist children in making Create projects. Clean up between groups.
- **During:** Staff the Discover area, supervise use of media, and lead science-related conversations.
- **After:** Clean up the activity areas in preparation for the next day. Make sure art projects get to the children to take home.

### Day 1:

- **"Countdown to Peace" Plane:** Make a "Countdown to Peace" Plane Example (electronic files).
- **Featured Artists:** Gather a large supply of collage materials (fabric, ribbon, magazine or newspaper clippings, paper, tissue paper, foil, yarn, items from nature, or whatever else is readily available). Gather pieces of card stock or cardboard to be the "base" for each collage.

### Day 2:

- **Peace Pinwheel:** Make a Peace Pinwheel Example (electronic files).

### Day 3:

- **"Peace Inside" Lantern:** Make a "Peace Inside" Lantern Example (electronic files).
- **"World Peace" Yarn Balls:** Make an example of a yarn ball.

### Day 4:

- **Peace Spinners:** Make a Peace Spinner Example (electronic files). Cut out 4 in / 10 cm cardboard circles, one per person. Cut out pieces of sturdy string that are 24 in / 60 cm long, one per person.
- **Well of Peace:** Print the Day 4 Well Craft (electronic files), one per person. Make an example.
- **Sand Dams:** Practice making a sand dam.

### Day 5:

- **Sandy Paintings:** Mix sand and powdered tempera paint in a variety of colors.
- **"World of Peace" Puzzle:** Print the Day 5 "World of Peace" Puzzle (electronic files) for each person.
- **Featured Artist:** Print a Day 5 Stained Glass Peace Dove (electronic files) for each person. Make an example.



## ***Responsibilities of the Create Leader***

- Select one or more Create activities for each day, depending on the time, supplies, and number of children involved.
- Print all needed pages from the Creator's Canyon folder in the Music & Resource electronic files.
- Coordinate volunteers who can help prepare materials, make examples, and support children as they work on the projects.
- Solicit donations from church members for needed supplies.
- Set up and decorate the Create areas. Hang up the Creator's Canyon Area Poster.
- Explain craft projects to the children.
- Clean up at the close of each day.

## ***Setting Up the Create Area***

In the Create area, children will be making a variety of arts-and-crafts projects. Place drop cloths under and around tables. Cover tables with disposable tablecloths or newspapers for messy projects. Individual trays or baking sheets will help to contain materials to a specific space.

Provide appropriate table and chair sizes for both younger and older children. It is difficult and unsafe for younger children to sit on their knees at a table that is too big, and it is uncomfortable for older children to sit in small chairs. Be aware that some children also work better when standing rather than sitting still.

Many of the Create projects reflect the values of process art. Process art is child-directed, choice-driven, and celebrates the experience of discovery. In process art, the final product is unique, and the focus is on the creation of the work, not the outcome. Children should be given the freedom of self-expression within the art they create and so no two pieces will look the same. Leaders can guide children by asking them open-ended questions about what they are creating and how it helps them make a connection with God and the Bible stories from the week.

### ***General supplies that are needed throughout the week:***

- |  |   |
|--|---|
| <input type="checkbox"/> Copy paper, card stock, poster board or butcher paper, and construction paper | <input type="checkbox"/> Watercolor paints                            |
| <input type="checkbox"/> Craft glue and glue sticks  | <input type="checkbox"/> Washable tempera paint (a variety of colors) |
| <input type="checkbox"/> Washable markers  | <input type="checkbox"/> Paint smocks (or large T-shirts)             |
| <input type="checkbox"/> Crayons   | <input type="checkbox"/> Paintbrushes (a variety of sizes)            |
| <input type="checkbox"/> Colored pencils   | <input type="checkbox"/> Scissors (include left-handed)               |
| <input type="checkbox"/> Pencils or pens   | <input type="checkbox"/> Tape   |

The daily chart of supplies in each session only lists items that are ***in addition to*** general art supplies.

Organize supplies so they are easily accessible. Baskets, large cups, and/or plastic utensil caddies can be filled with pencils, markers, or scissors, and placed on tables. Keep paper in a central location. Keep paints safely stored away until you are ready to use them. Washable markers and paints are best for younger children. Adult-size scissors can be used by older children but store them out of reach from younger children.

Have cleanup items available (handwipes, paper towels/sponges, and cleaning spray). A hand-held vacuum is helpful but not necessary. Rinse paintbrushes in a sink and air-dry at the end of each day.

### ***Nurture Creativity and Curiosity through Conversation***

Each Creator's Canyon activity includes "Talk About It" prompts, which will help children make connections between the Bible story, the activity, and their own experiences. Open-ended activities and questions help children to express their own ideas and perspectives. They also help build relationships between the children and leaders. These prompts can be used while the children are working or at the close of an activity.

When talking with children about their artwork, it is common to say things like, "What a great job!" or "Wow, you're really creative!" These responses sound positive but are not the most helpful responses to Create activities. Saying, "I see that you drew many people in your scene. Who are they?" communicates to a child that you are paying attention and see something unique in what they have done. Saying, "Tell me about your picture" opens a conversation rather than giving an assessment of what the child did.



## Responsibilities of the Discover Leader

- Set up and decorate the Discover table and book corner.
- Preview and select media. Videos and books are posted on the **Growing Up Catholic Pinterest** page and organized by day for ease of use. See the “Passport to Peace” board.
- Go to a library and check out relevant picture books/informational books. A list is included in Media Connections for each day, but your local librarian may also have suggestions. The *Passport to Peace* Booklist (electronic files) contains articles and a website that can help you select books that are culturally sensitive and accurate in their portrayals.
- Sit at the Discover table and facilitate activities and conversation.
- Supervise the use of technology and ensure the safety of electronic devices.

## Setting Up the Discover Area

The Discover area is designed to be used by small groups for short periods of time, allowing all the children in the group to have an opportunity to visit the area during the 30-minute time frame. Set up a long table next to a wall. At one end, set up a laptop, tablet, or other Internet-connected device to show media connections. You may want to provide headphones. Near the table, set up a book corner that has picture books and informational books from your local library. Book suggestions are provided for each day.

To go along with the “Passport to Peace” theme, purchase a plastic tablecloth that has international flags on it. Put a world map on the wall and a globe on the table. If possible, find a map puzzle that children can work on throughout the week if they finish early.

### **General supplies that are needed throughout the week:**

- ☐ Pencils
- ☐ Paper
- ☐ Laptop or tablet with Internet connection
- ☐ Headphones (optional)
- ☐ Tablecloth with flags
- ☐ World map
- ☐ Globe
- ☐ Map puzzle
- ☐ Books

## Using Media Connections

Each session includes a variety of media connections, including websites, videos, and books. Add the books to your book corner. Some books provide information about that day’s continent or include stories of peacemakers from that continent. Show videos to the entire group or allow children to view them independently using a tablet with headphones.

### **Tips for Media Use:**

- Preview all video suggestions to be sure they will work for the age and interests of the group.
- Decide how and when you will use media (small group, large group, individuals).
- Set up clear guidelines if children will be viewing things independently. They should watch only items that have been chosen by the leader.



# 1

## Day 1

### CAN WE TALK?

#### **Scripture Text:**

Acts 8:4–8, 26–40

#### **Seed of Faith:**

Peacemakers listen to and learn from people who are different.

#### **Bible Essay:**

Philip the Evangelist, as he is sometimes known, is introduced in the book of Acts as one of seven Jewish deacons to oversee the distribution of food to widows in the early church. (He is not to be confused with Jesus' disciple Philip.) He goes on to preach in a city in Samaria, spreading the good news of Jesus to all he meets. Jews and Samaritans were not on good terms, to say the least. But like Jesus, Philip preaches in Samaritan towns despite the animosity that exists. Many people believe in Jesus because of Philip's ministry there, which includes teaching, miracles, healings, and even exorcisms.

One day an angel sends Philip out to a desert road from Jerusalem to Gaza. He meets an official traveling from Jerusalem, where he had come to worship, back to his home in Ethiopia.

The official couldn't have been more different than Philip. This respected court official is the treasurer for Candace of Ethiopia and is wealthy enough to own his own scroll of Isaiah. Socially, he is well above Philip. Most people assume that he was Gentile, but this is unclear. Regardless of whether he was Jew or Gentile, he would have been an outsider, rejected and shamed because he was a eunuch (a man who was castrated). Because of the law of Moses, the eunuch would have been refused entry into the Jerusalem temple, despite his lengthy trip from Ethiopia.

The official invites Philip into his chariot to help him understand the Isaiah passage he is reading. Philip connects Isaiah 53:7–8 to Jesus, the Lamb of God who was despised and rejected and ultimately killed.

After Philip's explanation of the Isaiah text, the two men come to some water. The Ethiopian official asks a bold question with a life-changing answer: "What is to prevent me from being baptized?" The answer? Nothing! People may have kept him out of the temple, but he could not be kept out of the kingdom of God. Rejection, shame, and alienation have no place there.

This transformative message is critical for children: nothing can keep them out! There are no barriers to becoming part of God's family. As Pope Francis continually emphasizes, all are welcome. No one should ever be turned away from Jesus! This type of radical acceptance is the foundation of peaceful relationships. When we see ourselves—and everyone else—as created in the image of God and worthy of love and welcome, then the only response is to treat everyone with dignity and honor. With a foundation of respect and acceptance, we can then learn from one another and work together to create a more peaceful world.



# Day 1 At-a-Glance



## Advance Preparation

- Read Acts 8:26–40 and the Bible background essay for Day 1 on page 6.
- Read through the Creator's Canyon session plan. Choose one or more Create ideas and one or more Discover activities to include depending on the space, group size, available materials, and amount of time you have. Gather needed supplies.
- Communicate with volunteers about their role and tasks.

## Session Plan

### CHECK IN

Welcome the group and give a brief recap of the Bible story. Refer to the story summary on page 6. Explain the layout of the room and location of the Creator's Canyon activities. Remind the children that today's focus continent is Africa.

### DESTINATIONS

Complete one or more of the Creator's Canyon activities. Leave time to clean up, return materials to their place, and prepare the space for the next group.

### CREATE

OPTIONS	SUPPLIES* / TO DO
<b>"COUNTDOWN TO PEACE" PLANE</b>	<ul style="list-style-type: none"><li>• <i>Peace Passport</i> student booklets</li><li>• Day 1 "Countdown to Peace" Plane Example (electronic files)</li></ul> <b>To do:</b> Make a "Countdown to Peace" Plane Example (electronic files).
<b>PEACE BANNER</b>	<ul style="list-style-type: none"><li>• Internet-connected device</li></ul>
<b>FEATURED ART: COLLAGE</b>	<ul style="list-style-type: none"><li>• Collage materials</li><li>• Cardboard or card stock</li></ul> <b>To do:</b> Gather a variety of materials that children can use to make collages. This could include fabric, ribbon, magazine or newspaper clippings, paper, tissue paper, foil, yarn, items from nature, or whatever else is readily available.

### DISCOVER

OPTIONS	SUPPLIES* / TO DO
<b>PEACE IN MY BUCKET</b>	<ul style="list-style-type: none"><li>• Small bucket</li><li>• Bottle caps</li><li>• Two towels</li></ul>
<b>WHAT A TRIP!</b>	<ul style="list-style-type: none"><li>• Calculator (optional)</li></ul>

\*In addition to general supplies on pages 4–5

### DEPARTURE

Gather the group. Say a closing prayer:

God, give us ears to listen to new people and those who are different from us. Help us listen with love, knowing that every person is created in the image of God. Amen.



# CREATE

## "Countdown to Peace" Plane

Have the Small Group Leader distribute the *Peace Passport* student booklets. Children can follow the instructions on pages 15–16 to make the "Countdown to Peace" Plane. Be sure the children write their names on the blank line. **Note:** The electronic files have a template of the plane. Print one (double-sided) and make an example ahead of time.

### Talk About It

After the plane is assembled, the "countdown" concept will be visible. Tell children that when we have a conflict or fight, we can stop and count down to peace:

- **3:** Take three deep breaths. (*Do this together.*) Ask yourself, "How do I feel? Why?"
- **2:** Think of two peaceful responses. Ask yourself, "Do I need help?" If so, find someone who can help you think of an idea or help you carry out your idea.
- **1:** Try one of your ideas. Ask yourself, "How did it go?" You might need to try something else or start the countdown all over!

Practice using the countdown with a simple conflict scenario. Say, "Your best friend broke your favorite toy. Let's count down to peace." Lead children through the steps.

### Supplies

- ☐ *Peace Passport* student booklets
- ☐ Day 1 "Countdown to Peace" Plane Example (electronic files)
- ☐ Scissors

## Peace Banner

Make a banner with the word *peace* in a variety of languages that are spoken in Africa. Some examples include: **vrede** (Afrikaans, spoken in South Africa, Namibia); **selam** (Amharic, spoken in Ethiopia); **amani** (Swahili, spoken in Rwanda, Kenya, Tanzania, Burundi); **ukuthula** (Zulu, spoken in South Africa); **alaafia** (Yoruba, spoken in Nigeria, Benin, Togo). This could be done as a large group on poster board or butcher paper and posted in the worship space, or as an individual project on copy paper to take home. As children paint, play "Ukuthula," a Zulu prayer for peace sung by the Cape Town Youth Choir on YouTube. **Tip:** This peace banner could be added to throughout the week with peace words in additional languages. See the Day 1–5 Peace Banner Words (electronic files).

### Pronunciation guide:

- **Vrede:** FREE-dee
- **Selam:** suh-LAHM
- **Amani:** uh-MAH-nee
- **Alaafia:** ah-la-AH-fee-ah
- **Ukuthula:** oo-coo-TOO-la

### Talk About It

Philip and the Ethiopian man were from different countries. Talking to people from other places can be challenging. You might not always use the same words or understand things in the same way. You might believe different things. What kinds of things can we learn from people who are different than us?

### Supplies

- ☐ Internet-connected device
- ☐ Poster board, butcher paper, or copy paper
- ☐ Markers or paint
- ☐ Paintbrushes and bowls (as needed)
- ☐ Day 1–5 Peace Banner Words (electronic files), optional

## Featured Artists: Noah Mulubrhan (Ethiopia) and Nebay Abraha (Eritrea)

**Background:** The countries of Ethiopia and Eritrea in Africa were at war from 1998–2000. In 2018, the Ethiopian Prime Minister started a peace process with Eritrea. More than a dozen Eritrean artists moved to Ethiopia to create art with Ethiopian artists. They wanted to celebrate what they had in common. Noah Mulubrhan from Ethiopia does acrylic paintings. Nebay Abraha from Eritrea draws charcoal portraits and does collages with a variety of materials including magazine clippings. Noah says, "You live by sharing ideas. You live by preaching the peace. You live by preaching the love. So we can use art to reunite all the people."

**Project:** After reading the background information, ask children to find a partner who is different from them in some way (different school, age, town, skin color). The pairs can work together to create a peace collage on a piece of cardboard or card stock. It could include words, pictures, or symbols. Collage materials could include fabric, ribbon, magazine or newspaper clippings, paper, tissue paper, foil, yarn, items from nature, or whatever else is readily available.

### Talk About It

As you work with your partner, talk about ways that you are similar and different. What does peace mean to you? How have you reached out to or spent time with someone who is different than you?

### Supplies

- ☐ Collage materials
- ☐ Glue
- ☐ Tape
- ☐ Cardboard or card stock



# DISCOVER

## Peace in My Bucket

Read the story about Issa Ebombolo, a peacemaker from Burundi, on page 3 of the *Peace Passport* student booklet. Experiment with his idea of filling a bucket using bottle caps! Set a small bucket (like those used to make a sandcastle) on a towel in case of spills. Give each child one or two bottle caps, such as those from a plastic water bottle or two-liter bottle. (Or the bottle caps could be passed from person to person.) Set a large bowl of water across the room and also on a towel. Have children guess how many bottle caps of water it will take to fill the bucket. Record their guesses. Children can gather by the water. Two at a time, have them fill their bottle caps and run across the room to pour the water in the bucket. An adult can sit there to record the number of bottle caps using tally marks. Whose guess was closest?

### Talk About It

What did you think and feel during the game? Were you discouraged or frustrated? Issa Ebombolo says, “Every drop makes a difference.” What are some small things you could do this week to make peace? These small things won’t fix all the problems, but each action contributes to a more peaceful world.

### Supplies

- ☐ Small bucket
- ☐ Bottle caps
- ☐ Two towels
- ☐ Paper
- ☐ Pencil or pen

## What a Trip! (Ethiopia)

The Ethiopian official in today’s Bible story traveled to Jerusalem to worship God. Search for directions on Google Maps to drive from Addis Ababa, the capital of Ethiopia, to Jerusalem, Israel. How many miles/kilometres is the trip? How long would it take by car or airplane to make that trip? What is the terrain like (mountains, rivers, lakes, desert)? Today, cars can cross the Red Sea on a ferry, but that would not have been true for the Ethiopian official. What route would he have needed to take to get there?

**Math challenge:** How long might this trip have taken by chariot?! A horse could pull a chariot at speeds up to 25 mph / 40 km/h. While a horse could not have sustained that speed for very long, use that number to determine how many hours the trip could have taken. **The solution using the rounded mileage for the car trip on Google Maps is 2,500 miles divided by 25 mph = 100 hours / 4,000 km divided by 40 km/h = 100 hours.**

### Talk About It

Why do you think the official traveled so far to worship God? It took a lot of commitment, time, energy, and money to make such a trip. Sometimes we worship God in a church or travel to a special place to worship, but we can worship God anywhere we are—at home, school, outside, or while visiting a friend.

### Supplies

- ☐ Internet-connected device
- ☐ Pencils and paper or calculator (optional)

## Media Connections

- *Mama Miti: Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli
- *God’s Dream* by Archbishop Desmond Tutu and Douglas Carlton Abrams
- *The Day You Begin* by Jacqueline Woodson
- “Ukuthula” sung by Cape Town Youth Choir of South Africa
- “Star - 30 Second Breathing Exercise” by the Mindfulness Teacher (YouTube)
- *Songs in the Shade of the Cashew and Coconut Trees: Lullabies and Nursery Rhymes from West Africa and the Caribbean.* Songs collected by Nathalie Soussana and musical arrangements by Jean-Christophe Hoarau
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul
- *I Am Farmer: Growing an Environmental Movement in Cameroon* by Miranda Paul and Baptiste Paul (Cameroon)
- *Pink and Say* by Patricia Polacco
- “Adinkra Symbols” by Adwoa’s Amazing World (YouTube; watch for the three peace symbols)
- “All About Ethiopia (Documentary for Kids)” by Zaky and Musa Adventures (YouTube)
- **For Teachers:** “Eritrean artists profit from peace to make their mark on Ethiopia” ([www.thenationalnews.com](http://www.thenationalnews.com))
- **For Teachers:** “Shalom—Peace” by BibleProject (YouTube)



# Days 1–5 *Peace Banner Words*

Day 1 Create includes instructions for a Peace Banner that incorporates the word “peace” in a variety of African languages. This banner could be continued and expanded throughout the week. Place the day’s finished banner in the worship area. The next day, have children make a new banner on poster board or butcher paper with languages from the continent of the day. Tape it next to the previous banner(s) in the worship area until all the regions are included. Some suggestions are below, but there are many other languages spoken on these continents that could be included.

If you do not wish to have children make the banner, youth or adult volunteers could make large banners using peace words ahead of time. Use them to decorate the worship space, entryway, hallways, or **DESTINATIONS** activity stations.

## **DAY 1: AFRICA**

- **vrede** (Afrikaans, spoken in South Africa, Namibia)
- **selam** (Amharic, spoken in Ethiopia)
- **amani** (Swahili, spoken in Rwanda, Kenya, Tanzania, Burundi)
- **ukuthula** (Zulu, spoken in South Africa)
- **alaafia** (Yoruba, spoken in Nigeria, Benin, Togo)

## **DAY 2: NORTH AMERICA (TOP FIVE LANGUAGES SPOKEN)**

- **peace** (English)
- **paz** (Spanish)
- **paix** (French)
- **hé píng 和平** (Chinese)
- **kapayapaan** (Tagalog)

## **DAY 3: ASIA**

- **hòa bình** (Vietnamese)
- **heiwa 平和** (Japanese)
- **pyonghwa 평화** (Korean)
- **shanti शांति** (Hindi, spoken in India, Nepal, Fiji, Pakistan)
- **shalom** (Hebrew, spoken in Israel)

## **DAY 4: EUROPE**

- **mir мир** (Russian)
- **frieden** (German)
- **pokoj** (Polish)
- **pace** (Romanian)
- **rauha** (Finnish)

## **DAY 5: SOUTH AMERICA**

- **paz** (Spanish, Portuguese)
- **qasikay** (Quechua, spoken in Peru)
- **nerane’i** (Guaraní, spoken in Paraguay, Bolivia, Argentina, Brazil)
- **pava** (Rapa Nui, spoken in Chile)
- **hacaña** (Aymara; spoken in Peru and Bolivia)
- **uvchin** (Mapadungun; spoken in Chile)

# *Day 1 “Countdown to Peace” Plane Example*

Print the Plane Example on the next two pages double-sided and cut it out. Lay it horizontally in front of you so that the words “Countdown/Get ready!” is in the bottom left corner. Follow the numbers to fold the plane in preparation for Day 1 Create (“Countdown to Peace” Plane).





## COUNTDOWN

Get ready!

3

Take 3  
deep breaths.

## TO PEACE

Ask yourself...

3

How do I feel?  
Why?

↕ ⑥ Fold up to top edge.

↕ ① Fold in half, and then unfold.

↕ ② Fold down to middle fold line.

↕ ③ Fold up to middle fold line.

**"COUNTDOWN TO PEACE" PLANE**

