

LEADER GUIDE

WORSHIP & DRAMA



PASSPORT
to PEACE



Worship & Drama Leader Guide

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Project Directors: Paul Canavese, Joan L. Daggett

Writers: Chrissie Muecke, Joyce Peachey Lind

Editors: Ann Naffziger, Colleen Smith, Paul Canavese, Chrissie Muecke, Joan L. Daggett, Rachel Nussbaum Eby

Consultants: Ruth Kamau, Darla Kay Deardorff

Designers: Kerri Hiebert, Merrill Miller

Illustrations: Pages 51–55 and electronic files: Illustrations by David Leonard, originally in *Making Waves: Fifty Stories about Sharing Love and Changing the World* by Judy Clemens, © 2020 by Herald Press. Images not otherwise credited are from Getty Images.

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 **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.

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

Items you will need:

- *Worship & Drama Leader Guide*
- Music & Resource Electronic files

The **Music & Resource Electronic files** includes a folder of teaching aids and materials related to worship and drama, plus one for music. Each leader (song leader, drama coordinator) should be given access to the relevant materials. The folders include the following:

- 5 Worship PowerPoints, one per day
- Song Lyric PowerPoints
- 7 songs in MP3 format
- Lead sheets for each song
- Song motions
- Drama scripts
- Days 1–5 Peace Doves
- Day 1–5 Peace Tickets and Peacemaker Passports
- "Peace Mission" Resources
- Small Group Signs
- "Call to Peace" Demonstration Video

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.

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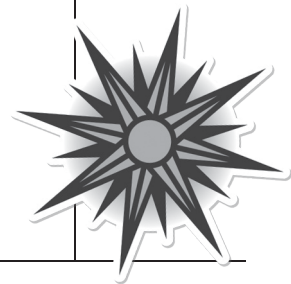


Pinterest: *Growing Up Catholic*

"Passport to Peace" board

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

WELCOME TO WORSHIP!



Each day of *Passport to Peace* has three main sections: **ARRIVAL** (opening worship), **DESTINATIONS** (activity stations) and **DEPARTURE** (closing worship). The provided times for each worship session are approximate. They can easily be shortened or lengthened depending on your schedule.

ARRIVAL (opening worship, 35 minutes)

Check In (10 minutes): Children gather in small groups with a group leader and participate in activities designed to nurture relationships and introduce the theme of the day. There is a Peace Ticket and Peacemaker Passport with instructions for each day in the Music & Resource Electronic files as well as on pages 51–55 in this guide. Print one set of materials for each leader.

Boarding (15 minutes): Small groups come together for worship, beginning with a Call to Peace followed by singing. Children are then introduced to the Peace Mission project. See page 5 for information about the Peace Mission. The Electronic files have a Worship PowerPoint for each day that includes the Call to Peace, song lyrics, Peace Mission information, Peace Talk questions, and the benediction. Customize it to fit your needs.

Takeoff (10 minutes): Children watch a dramatization of the Bible story, discuss a Peace Talk question(s), and close in prayer.

DESTINATIONS (activity stations, 90 minutes)

Small groups of children rotate through three activity stations: **Bible Beach** (Bible activities), **Move-It Mountain** (active games), and **Creator's Canyon** (art and science activities). Each station is 30 minutes. A snack can be incorporated into this time period if desired.

DEPARTURE (closing worship, 10 minutes)

Small groups return to the worship area with their group leaders to sing, pray, and reflect on what they have learned. Children will receive stamps in their *Peace Passport* student booklets to highlight peacemaking strategies they learned. Each day closes with a song and a peace blessing.

Worship Leaders

The worship plan of this guide could be implemented by one leader, or the tasks could be divided in the following way:

- **Worship Coordinator:** Oversee all worship and drama-related leaders. Oversee Small Group Leaders, welcome the children, lead Call to Peace and prayers each day.
- **Song Leader:** Choose and lead songs or coordinate a music team.
- **Drama Director:** Coordinate the dramas, find actors, design set, gather props, and arrange rehearsals.
- **Technology Coordinator:** Set up the laptop, projector, and screen. Show the Worship PowerPoint for each day. Play MP3 versions of songs as needed. Troubleshoot problems that arise.

Small Group Leaders

The children will gather and then move throughout the day in small groups. Leaders are needed for each group of children. Group size will vary depending on the number of children and volunteers you have. Leaders will implement the Check In activities, which are designed to build relationships and connect to the theme of the day. Then they will guide children to their activity stations and back to the worship area for closing worship. Leaders will need to carry the children's *Peace Passport* student booklets throughout VBS. The booklets are used in both Creator's Canyon and Bible Beach as well as during **DEPARTURE** (closing worship).



SETTING UP THE WORSHIP SPACE

Designate an area for each small group of children so they know where to go at arrival time. Depending on your space, this could be tables, pews, or blankets on the floor. Each small group area will need a suitcase, a different Small Group Sign (electronic files), set of Days 1–5 Peace Tickets and Peacemaker Passports (pages 51–55 and electronic files), and name tags (electronic files).

Refer to the *Director Guide* and the Growing Up Catholic: Passport to Peace board on the Pinterest page for ideas about decorating.

A stage or raised area (or the altar, if appropriate) is best for presenting dramas. Information about staging and props is on pages 31–32 of this guide.

A laptop, projector, and screen are needed for the Worship PowerPoint for each day. You will also need a way to play MP3 versions of the chosen songs if you don't have live music. There is a chord chart for every song (electronic files) if you wish to have someone lead the songs with a guitar or piano.

Worship Preparation

ARRIVAL (opening worship) and **DEPARTURE** (closing worship) have a variety of repeated elements. Prepare for the week by completing the tasks on list. Many of these can be done by volunteers.

- Make Small Group Signs for each group (electronic files). Use the signs to mark the meeting space for each group.
- Make a “peace stone” for each group. Use a permanent marker to write “peace” on a smooth rock that would fit in a child’s hand. “River rocks” can often be purchased from a dollar store and would work well for this purpose. Read the introduction to the Check In on the Electronic files.
- Print name tags (electronic files) for each child. If possible, print them on card stock and insert them in name tag holders so they can be reused from day to day.
- Be sure each small group leader has a washable inkpad and stamp to use with the *Peace Passport* student booklets. Travel stamps are available in bulk online.
- Set up a Peace Mission display using ideas from Peace Mission Resources (electronic files). Count and record the amount of money collected.
- Choose and learn songs (electronic files).
- Practice words and motions for songs and the readings.
- Rehearse the Bible story drama for each day.

General Supplies

- Laptop, projector, screen
- MP3 player
- Containers to collect an offering (as needed)
- Peace Mission display (ideas on electronic files)
- Name tags (electronic files)
- Small Group Signs (electronic files)
- Peace stones (one per small group)
- Washable inkpads and stamps (one per small group)

Music

The theme song for VBS is titled “Power of Peace.” It is included on the Music & Resource Electronic files along with six other songs for you to choose from. In addition to the **MP3 versions** of the songs, there are **chord charts** and **song motions** for each song. (Song motions are also on pages 56–57 of this guide.)

The lyrics are included in the Worship PowerPoint for each day but also as a separate Song Lyrics PowerPoint in case you want to use alternate or additional songs on any given day. Delete the slides from the Worship PowerPoint that you won’t be using. Copy and paste the slides from the Song Lyrics PowerPoint into the Worship PowerPoint in the appropriate place. **Note: If you choose different songs, the slide numbers in the session plan will no longer be correct. You will need to update them to reflect your changes.**

Some songs are used every day:

- The theme song “Power of Peace” is played to cue small groups to gather for worship and then later sung together.
- “Walking the Ways of Peace” is the Peace Mission song.
- “May Your Kingdom Come” is used during **DEPARTURE** (closing worship).
- The remaining songs can be used in whatever way works best for your group.
- “Peacemaker”
- “God Is Bigger”
- “Our God Is Good”
- “Give Us Your Peace”

Please note that music from the Electronic files cannot be duplicated or distributed because of copyright laws! If you wish to share the music with children and their families, purchase the packs of *Passport to Peace* Student CDs or MP3 cards that are sold separately.

Peace Mission

Work with the Director to choose a Peace Mission project. There are three options described in greater depth in the “Peace Mission” Resources file (electronic files).

- **Peace Mission 1:** Collect an offering for an organization doing peacebuilding work.
- **Peace Mission 2:** Spread messages of peace around the world through a pen pal organization or by writing to parishioners doing volunteer or ministry work to build peace at home or abroad.
- **Peace Mission 3:** Spread messages of peace in your own community.

The *Director Guide*, electronic files, and Pinterest page have further information about the Peace Mission project options, including books, videos, and Peace Mission display ideas.

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.

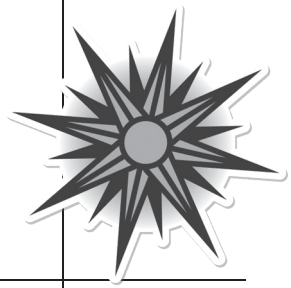
One day an angel sends Philip out to a desert road from Jerusalem to Gaza. He meets an official traveling from Jerusalem, where he had come to worship, back to his home in Ethiopia.

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 essay for Day 1 on page 6 of this guide.
- Read the opening and closing worship plans. Make modifications as needed.
- Customize the Day 1 Worship PowerPoint (electronic files) to reflect your plans.
- Hang up the Worship & Drama Area Poster from the VBS physical kit.
- Communicate with Small Group Leaders, the Worship & Drama Leaders, the Music Leader, the Technology Coordinator, and drama participants about their roles and tasks.

	SUPPLIES	TO DO
ARRIVAL <i>Opening Worship</i>	<ul style="list-style-type: none"> • Name tags (template on electronic files) • Small Group Signs (electronic files) • Day 1 Peace Ticket and Peacemaker Passport (p. 51 or electronic files) • Peace stones (one per group) • Day 1 Worship PowerPoint (electronic files) • Selected songs (electronic files) • Laptop, projector, and screen • MP3 player • Offering containers (as needed) • Drama props • Bell 	<p>Make Small Group Signs (electronic files) for each small group.</p> <p>Make name tags (electronic files) for each child and leader.</p> <p>Print the Day 1 Peace Ticket and Peacemaker Passport (p. 51 or electronic files), one per small group. Place one near each Small Group Sign.</p> <p>Use a permanent marker to write <i>peace</i> on smooth stones, one per small group. Read more about the peace stones in the Introduction to Check In (electronic files).</p> <p>Learn songs and motions (pg. 56 or electronic files).</p> <p>Set up for and rehearse the drama.</p>
DEPARTURE <i>Closing Worship</i>	<ul style="list-style-type: none"> • Day 1 Worship PowerPoint • Selected songs (electronic files) • Laptop, projector, and screen • MP3 player • Washable inkpads • Stamps (travel symbol) • Peace stones (one per group) 	<p>Be sure each small group leader has a washable inkpad and stamp to use with the <i>Peace Passport</i> student booklets.</p>



ARRIVAL

CHECK IN

As children arrive, they can join their groups, put on a name tag, and complete the activities described on the Day 1 Peace Ticket and Peacemaker Passport (page 51 or electronic files). Be sure each group has a peace stone. The focus continent is Africa, and the peacemaker is Tegla Loroupe, a runner from Kenya who started a peace foundation. If you wish to show current photos or learn more about Tegla Loroupe's work, go to: <https://teglapeace.org/> or search for the Tegla Loroupe Peace Foundation on Facebook.

BOARDING

When you are ready to begin large group worship, turn on the theme song "Power of Peace" (electronic files). This will serve as a cue for small groups to prepare for worship.

Project the Day 1 Worship PowerPoint (electronic files), clicking through the slides as indicated. **Note: If you choose different songs than the suggested ones, the slide numbers will need to be adjusted to reflect your changes.**

(Slide 3) Welcome everyone to the first day of Vacation Bible School. Say:

Welcome, peacemakers! We are so glad you are here for our *Passport to Peace* VBS! (Hold up a passport.) Have you ever seen one of these before? When people travel from country to country, they take a little booklet called a passport. Each time people go to a new country, they get a stamp to show that they went there. (Hold up a Peace Passport student booklet.) This week you will each get a peace passport and we will imagine traveling all over the world! You will get stamps in your peace passport to show the things you learn about peacemaking. No matter where you are or where you go, you can always be a peacemaker!

Call to Peace

(Slide 4) Use motions as you lead children in the Call to Peace. The electronic files has a demonstration video.

Come along, peacemakers. (*Gesture "come."*)

Come and see. (*Clap once on each word.*)

Going to a new place (*march in place, pumping your arms*),

where will it be? (*Shrug your shoulders and arms to convey, "I don't know."*)

Down the street, 'round the world, here we go! (*Extend your arms out to the sides like airplane wings.*)

What will we discover? (*Shrug your shoulders and arms to convey, "I don't know."*)

We really want to know. (*Clap once on each underlined word.*)

Come along, peacemakers! (*Gesture "come."*)

Time to call (*cup your hands around your mouth like a megaphone*),

"Peace for me (*point to yourself*)

and peace for all." (*Extend your arms out to the sides.*)

Songs

(Slides 5–17) Sing "Power of Peace" and "Peacemaker." Motions are on pages 56–57 in this guide and on the electronic files.

Peace Mission

(Slide 18) Introduce the chosen Peace Mission. Refer to the "Peace Mission" Resources (electronic files) for options. You may want to show a relevant video, read a short book, or provide supplies for children to create something. If you are taking an offering, explain how you will collect the money. This might include having children come forward to place their offering in a basket or passing baskets from group to group.

(Slides 19–23) Sing or listen to "Walking the Ways of Peace" (electronic files) during the Peace Mission time.

TAKEOFF

The Story

(Slide 24) Introduce the Bible story drama titled “Can We Talk?” Say:

Think of the person you talk to the most. Maybe it’s someone in your family or one of your friends. What do you like to talk about? Maybe you talk about what you did that day or where you went or what you like. Often, we have a lot of things in common with our friends—we like the same games, we enjoy the same activities, we laugh at the same jokes. But what happens when we are different from other people? What if we like different games and activities? What if we speak different languages or eat different foods? We are going to watch a drama to see what can happen.

(Slides 25–30) Present the Day 1 drama (pages 33–35 in this guide and the electronic files). There are several slides that are used during the Bible story portion of the drama so be ready to click through them when indicated in the script.

Peace Talk

(Slide 31) Give several minutes for the small groups to discuss one or both of the “Peace Talk” questions on the slide. Pass the peace stone during the conversation.

- What did Philip and the Ethiopian man have in common? How were they different?
- What could you learn from someone who is different than you?

Ring a bell to get everyone’s attention again. Pray:

God, there are many ways that people are the same, but there are also ways that people are different from each other. Sometimes we let those differences come between us. Show us how to welcome and love all people. Show us how to live at peace with everyone. Amen.

Dismissal

(Slide 32) Explain the schedule of the day and let the children know what activities they will be doing today. Remind children to stay with their Small Group Leader throughout the day and let them know they will have a chance to visit every activity station. Leaders will need to carry children’s Peace Passport student booklets throughout the day since these booklets are used in Creator’s Canyon, Bible Beach, and **DEPARTURE** (closing worship).

Dismiss the children by groups to go to the **DESTINATIONS** Stations: Bible Beach, Creator’s Canyon, and Move-It Mountain.



DEPARTURE

Check In

(Slide 34) Play the song “May Your Kingdom Come” (electronic files) as children are returning to the worship space.

Have small groups gather in their original locations. Small Group Leaders or children can put three stamps in the Day 1 section on the inside front cover of each *Peace Passport* student booklet to highlight the peace strategies from today. If there is time, pass the peace stone around the group and share one thing they learned about Africa or peacemaking.

Takeoff

(Slides 35–38) Sing “Peacemaker.” Use motions from pages 56–57 or electronic files as desired.

(Slides 39–42) Sing “May Your Kingdom Come” using motions (page 56 in this guide and electronic files).

(Slide 43) Say the closing blessing, which will be repeated every day:

May God’s peace be in you (*extend two hands toward the children*),
and God’s peace be in me. (*Place your hands over heart.*)

May God’s peace fill the world (*extend your arms out to the sides*),
and every person I meet. (*Wave.*)

Ask Small Group Leaders to distribute the “Countdown to Peace” Planes completed in Creator’s Canyon (pages 15–16 in the *Peace Passport* student booklet).

(Slide 44) Review the strategy described on the plane:

- (*Hold up three fingers.*) When a problem arises, take **three** deep breaths. (*Take three breaths.*)
- (*Hold up two fingers.*) Think of **two** ideas how to handle it.
- (*Hold up one finger.*) Take **one** action and see how it goes.

Encourage children to practice the peace strategy at home and teach it to a family member.

If preschool children are in the group, distribute the Day 1 Take-Home Ticket from the *Peace Express* student booklet.

Remind children to remove their name tags and leave them beside their Small Group Sign so they can be reused tomorrow.

WELCOME TO DRAMA

Introduction

The Bible story dramas are the heart of each day's large group worship experience. The drama scripts are included in the Worship & Drama folder in the electronic files for ease of adaptation, emailing, and printing. There is a Drama section on the "Growing Up Catholic Passport to Peace" Pinterest board that has ideas for creating sets and props.

Each drama begins with a simple conflict between friends and family members. On Day 1, the children address a problem during a game at school. On Day 2, two friends take a camping trip and discover some challenges. On Day 3, two siblings get angry about a broken LEGO® building. On Day 4, three friends are forced to leave a park and the recreation center where they are playing. On Day 5, two friends at a city park have to decide whether to help people or not. After setting up the conflict, an adult shares the Bible story that has a similar situation. The adult(s) and children then talk about the connections between the Bible story and the children's situation.

While the Bible story is being told, the technology coordinator will need to advance the slides in the Worship PowerPoint for that day to show the pictures. The script indicates when to do this.

Characters

There are two or three children and one or two adults in each drama. These actors could be consistent from day to day or changed so that more people can be involved. The important thing is that the child actors are confident and can speak loudly and clearly. If you do not have children who can do this, consider using youth instead (rather than using all adults). The script might need to be modified somewhat to address the fact that the actors are older. Day 5 does have several additional actors, but they do not have speaking roles.

The dramas have been written so that the children remain seated or in one place most of the time, and the amount of movement and number of props has been limited to keep things manageable for younger actors. Staging is such that actors can have their scripts on the desk or lap and won't need to memorize everything.

Costumes

Costumes are very simple and casual since these are all modern-day people in their daily lives. The children and adults should simply dress in whatever way they would typically dress for the setting of the story.

Props and Supplies

Each script includes a list of props and supplies. Feel free to modify the props to make them work best for your setting and the amount of space you have.

REHEARSALS

Plan rehearsals (as many as you can) that will take place a week or two before VBS. Distribute scripts in advance so that participants are familiar with their parts. Make it clear whether lines should be memorized or if it is okay to read from the script.

At the first rehearsal, read through each drama without moving around to allow actors to become familiar with the stories. For subsequent rehearsals, read the script and incorporate suggested movements as well as alternative or additional movements that work for your space. Rehearse each drama several times.

Feel free to make adjustments that will add meaning or that express the personality of the people who are filling the roles. Preparation and rehearsals will help the stories come to life, showing that you value the stories you are presenting to the children.

Set Design

Ideally, present dramas on a stage or an altar (if appropriate). If presented at floor level, you may need to make some adjustments to stage instructions so children can see what is happening.

The sets are all modern-day scenes. Because these are “everyday” scenes, it’s not necessary to give more than a few basics just to let children know what the setting is. However, feel free to make the background scenery more elaborate using the ideas here and the pinned ideas on the Drama section of the Pinterest board.

Day 1: Classroom

Place a desk or table at the center of the stage. Place items on the desk to indicate that it is a teacher’s desk, such as a jar of pencils or markers, stapler, coffee mug, laptop, and small plant. Decorate the surrounding area with inspirational or educational posters, a world map, bulletin board, and other school décor as desired. Place a chair on the left and a chair on the right side of the desk.

Day 2: Camping area

Set up a fire ring or circle of stones on stage left. Pile up sticks/logs to make a campfire. Place two foldable camping chairs near it. Set up a freestanding tent on stage right. If it is a large tent, unzip it so that the actors can sit inside the tent with the flaps open. If desired, create large trees to give it a wooded feel. Add cutouts of animals and birds. The trees and animals could be reused for Day 5. A kayak or canoe could be off to the side.

Day 3: Living room or kitchen

The setting is either a living room or kitchen in a home. The living room would need several seats and a large coffee table. The kitchen would need at minimum a table and chairs. Add relevant decorations and “walls” to make it feel more like a room.

Day 4: Porch or outside steps of a city home

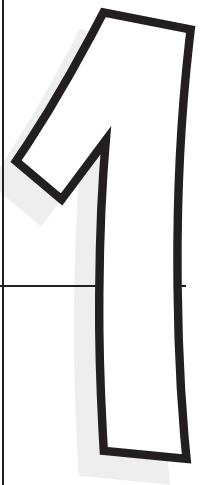
The proposed setting is on the porch or steps of a city home. This is not absolutely necessary for the plot, but the goal across the week is to provide a variety of settings, including both rural and urban. If possible, paint a city backdrop. Party stores or online suppliers often carry a “cityscape” backdrop or banner that could work for this purpose.

Day 5: Park

The setting is a city park that has a walking path, a park bench or two, and a pond. There is a lengthier description and diagram of the stage layout on pages 46–47. Add trees, flowers, animals, a picnic table, or other park-related props as space allows.

Day 1 Drama

CAN WE TALK?



Scripture Text

Acts 8:26–40

Summary

Two children talk to their teacher about a conflict that occurred during a game of four square. The teacher tells the story of Philip and the Ethiopian man. The children agree to help each other learn new games.

Characters

- Teacher
- Child 1
- Child 2

Props

- Desk or table
- Pencil and paper
- Classroom items, such as posters, office supplies, and a bulletin board
- Four square ball (bouncy/rubber playground ball)

Supplies

- Day 1 Worship PowerPoint (electronic files)
- Laptop
- Projector
- Screen

Preparation

Place a desk or table at the center of the stage. Place items on the desk to indicate that it is a teacher's desk, such as a jar of pencils or markers, stapler, coffee mug, laptop, and small plant. Decorate the surrounding area with inspirational or educational posters, a bulletin board, and other school décor as desired. Place a chair on the left and a chair on the right side of the desk.

Choose a country of origin for Child 2. Ideally, it would be one of the countries from the list of games below.

Choose a ball game from the list or research a game from the chosen country of Child 2. It would not have to be a ball game, but the dialogue would need to be changed slightly to reflect that.

- **Sepak takraw (Southeast Asia):** This game is like volleyball, but you can only use your feet, knee, and head to touch the ball.
- **Ulama (Mexico):** You can only use your forearm to hit the ball.
- **Oba (Colombia):** Throw a ball against a wall and then do motions or sing a song.
- **Korfball (Sweden):** This game is like basketball.
- **Valencian pilota (Spain):** This game is like tennis, but you can only hit it with your bare hand.

The Bible story portion of the drama is told using illustrations from the Day 1 Worship PowerPoint. If you do not wish to use the PowerPoint, you could get people to act out the Bible story while it is read by the Teacher.

SCRIPT

(Teacher is sitting at the desk, busily writing or typing on a laptop. Child 1 enters from the left and sits in a chair on the left side of the desk. He is holding a four square ball. He looks annoyed. Child 2 enters from the right and sits in a chair on the right side of the desk looking sad.)

Teacher: *(looking up, surprised)* Hi! What's up? I thought you'd be outside playing games. Everyone was so excited about playing four square.

Child 1: It was fun for a while. But then _____ *(Child 2)* got in the game. *(Child 1 points at Child 2.)* He was hitting the ball out on purpose and moving to the wrong square. It ruined the game and all the other kids left.

Teacher: *(turning to Child 2)* Is that true?

Child 2: I've never played four square before, so I didn't know what I was supposed to do. I asked Sophie to explain it, but she just looked at me like I was dumb.

Child 1: Wait. You've never played four square before?

Child 2: No. I'm new this year. When my family lived in _____ *(country)*, we played lots of other games, but the kids here only want to play four square. If I don't play, then I'm all by myself. But today when I played, I made mistakes, and everyone left. Now they're mad at me for ruining the game.

Teacher: This actually reminds me of a story! Remember when we were studying countries in the Middle East? This story takes place in Israel and it's from the Bible.

Child 1: A Bible story? Someone was playing four square in the Bible?

Teacher: *(laughing)* Not exactly! But this is a story about people from different countries, just like the two of you. Philip was from Israel, but he walked from place to place telling people about Jesus. The Ethiopian man worked for Candace of Ethiopia. He was in charge of the queen's treasury, so he was pretty important. Let's find out what happened.

*(Read the story using the slides from the Day 1 Worship PowerPoint. Start on the slide showing Philip (slide 25). Advance the slides for each bold underlined **word**.)*

Philip was a follower of Jesus. He lived in the country of Israel.

An **official** from the country of Ethiopia went to Israel to worship God. It was a long trip from Israel to Ethiopia, especially riding in a chariot!

One day, an angel appeared to Philip, "Go south to the road that leads from Jerusalem to Gaza." So Philip went.

On the road, he met the Ethiopian court official, who was going back to his home in Ethiopia. The man was reading from the scroll of the prophet Isaiah. Philip asked, “Do you understand what you’re reading?” The official said, “No, I need someone to help me.”

Philip got in the chariot. He explained the prophet’s words and told the official the good news about Jesus. The official was very excited!

They came to some water. The official said, “I want to be baptized!” They stopped. He and Philip went down into the water and Philip baptized him.

Child 1: I like that story. I would love a chariot ride! But what does it have to do with four square?

Teacher: Philip didn’t look at the Ethiopian man and think, “He’s from another country. I’m not talking to him.” Philip didn’t make fun of him for not understanding the Bible. He just asked a simple question: “Do you understand what you’re reading?” Then Philip offered to help.

And the Ethiopian man didn’t look at Philip and think, “Who is this weird guy walking around in the wilderness in a dirty robe? He’s not getting into my fancy chariot.” He was willing to accept the help Philip offered.

It’s easy to look at someone who is different and think, “I know more than you.” Or “You look strange so I’m going to stay away from you.” Or “My way is better than your way.” But when we give people a chance—when we ask questions and listen to each other—great things can happen.

Child 1: I think I get it. _____ (Child 2), would you teach us one of the games you played when you lived in _____ (country)?

Child 2: Sure! I would love that. Have you ever heard of _____ (chosen game)? My friends and I played it all the time. The game is kind of like _____. (Give a very short explanation of the game.) We could even use the four square ball.

Child 1: (tossing ball across the desk to Child 2) Sounds fun! Let’s go get the others and we can play it together. And then if you want, I could teach you how to play four square!

Child 2: That would be great! Let’s play!

(The two children run off the stage together.)



DAY 1 PEACE TICKET



Destination: *Africa*

Path to Peace: Peacemakers listen to and learn from people who are different.

1. Sit in a circle. Pass the peace stone around the circle. The person holding the stone says her/his name and one word to describe how she/he feels today.
2. Show the Africa map on this ticket. Point out the country of Kenya, where today's peacemaker is from, and tell the distance from Kenya to your town: _____ mi / km
3. Read the story of Tegla Loroupe on the Day 1 Peacemaker Passport below.
4. Pass the peace stone so each person can name one sport or game she/he likes to play with friends.
5. If there is additional time, see how many African countries the group can name from memory, or give each person a chance to read a country name from the Africa map.



Day 1 Peacemaker Passport



Name: Tegla Loroupe

Birthplace: *Kenya*

Tegla Loroupe was born in Kenya. She became an amazing runner. In 1994, she was the first African woman to win the New York City Marathon. She created the Tegla Loroupe Peace Foundation to help people build friendships through sports. Every year they hold a 10K Peace Race and Peace Marathons. Kenyan leaders and people from different ethnic groups race together to bring peace. Tegla also created the Tegla Loroupe Peace Academy so that children can get a great education and have access to housing, food, and sports. Tegla believes that sports are not just something fun to do; sports are a way to build peace!"

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