

SAMBURU CHILDREN GO TO SCHOOL

*A Ministry of the Evangelical Lutheran Church in Kenya
in partnership with the World Mission Prayer League*



A Kid - to - Kid Mission Education Guide

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BACKGROUND INFORMATION

“I like to sleep outside and look up at the stars at night. I think of the stars as being the eyes of God,” a camel herder muses.

“It must be very hard for God to take care of us. I know how hard it is to take care of my goats and camels. They are very stubborn,” a Samburu shepherd explains.

“I hope your cattle are well” is a typical Samburu greeting.

“The worst thing in the world would be if a boy or girl would see a stray goat or cow and not bring it to the safety of the manyatta (community). That child would never be forgiven. Respect for animals, respect for your neighbor - this is very important in our life,” explains a camel herder and father of three children.

The Samburu people are close cousins of the *Maasai*. They are pastoralists; their entire world revolves around their life with grazing animals. Their social structure, their religious beliefs, their greetings, their values passed down to the children, their folk stories, etc. all reflect a life of intimate connection with their herds of cows, especially, and more recently because of drought, camels and goats. These animals are the center of their daily lives because through them they receive milk, blood, butter, meat, skins, hides, thongs, horns, ornaments, and also status in the community. The nomad's diet consists mainly of blood, milk and meat; a diet solely coming from their herds. They also enjoy honey, tea and maize porridge when they can purchase it. Late in the afternoon, the shepherds round up their herds and head back to the manyatta, the homestead, where they will be safe from the lions and hyenas. A thick thorn fence surrounds the community of stick huts. When it is dark, the fires glow and it is time to gather around to hear stories of the past.

Power and community decisions rest in the hands of the elders, because of their age. The married man (*lpayan*) is next in rank, being the responsible citizen of the clan. The warrior (*moran*) is responsible for the safety of the clan. Next comes the young shepherd (*layeni*) and last but not least the child (*nkerai*). Women have no particular value in the community, as they are not destined to remain in the clan. Girls marry at a young age and live with the husband's clan.

The Samburu believe in *Nkai*, God, who is omniscient and omnipresent. God is God and is recognized as the one to be worshipped. The Samburu also believe in an evil power.

Samburu District is in the north central part of Kenya. Traditionally, the Samburu have been able to herd their animals for a season, pack up all their belonging and then move on to another location suitable for grazing. But war, drought and famine have hindered that movement in recent history; and, subsequently, relief food must be brought in for survival. With the presence and availability of relief food, some communities are not “moving on” anymore. Villages are sprouting up here and there. This is the challenge to all those who work among them: introducing health care, education and community development without stripping these communities of their identity as a nomadic, pastoralist society. K-8 education is required by the government; what happens after that? This semi-education disqualifies them from their own society and doesn't give them suitable skills to make a living elsewhere. Many schools copy a European model,

teaching in English and Swahili, not in Samburu, their native language. Any attempt to minister among them has to be done with a lot of wisdom, offering assistance when asked for with an attitude of preserving the “Samburu-ness” of the culture.

“We don’t need your money for wells, for fancy things. We need your understanding and friendship. If you want to help us, help us educate our children. Help us give them tools to help ourselves,” says a community worker. He wants his children to go to school, but he wants them to know the Samburu way.

The Evangelical Church of Kenya sponsors a number of schools, including Arsim Primary School and Ngilai Primary School in Samburu District. The World Mission Prayer League works in partnership with the ELCK and missionaries are currently living and working in Arsim and Ngilai where the schools are located. These missionaries have expressed their concerns for the education of the Samburu children, especially the girls. They see change happening so quickly in the Samburu society; they feel education is vital for their survival as a people.

The “Kenya Education Fund” has been set up to be a means by which scholarships, supplies, food, playground equipment, building supplies, teaching resources and other materials can be obtained to make a difference in the lives of these children. Tuition for attending school for one term in grades 1-4 is 80 Kenyan shillings (approximately \$1). The cost for grades 5-8 is 120 Kenyan shillings (approximately \$1.80). There are three terms in the school year.

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For information concerning WMPL missionaries in Samburu District, contact the above address. *Note: Gifts should be designated “Kenya Education Fund.”*

OVERVIEW

THEME: The education of children of Samburu District in north central Kenya. The Evangelical Lutheran Church of Kenya sponsors schools in various locations including Arsim Lutheran Primary School and Ngilai Lutheran Primary School. The Kenya Education Fund has been set up to help needy families send their children to school.

BIBLE VERSE: Psalm 23:1 portrays God as our Shepherd. The Samburu people know how hard it is to guide their flocks; they understand this language.

OFFERING: Offering gifts would be used for a number of needs including scholarships to cover tuition and uniform costs, school supplies for the children, teaching materials, lunch program, playground equipment and construction of new classrooms.

MISSION MINUTES: Mission Minutes are to be used in the large group time. We have provided eight Mission Minutes. Use these Minutes to inform the children about the nature of the ministry, the country and culture of the Samburu people. Use one Mission Minute each Sunday.

HANDS-ON PROJECT: Dedicate one Sunday's classroom time to make one or more of the following items: (See Appendix #1 for instructions.)

- Hand-stamped school bags
- School kits
- Banner bordered with children's handprints

Note: Due to the high cost of shipping overseas, it is recommended that the supplies be hand-carried as luggage. The charge for an extra piece of luggage is around \$150. Be sure to contact WMPL for details. Or, better yet, send a representative of your church to deliver the supplies!

CLASSROOM ACTIVITIES: These are activities that can be done in the individual classrooms as time permits throughout the weeks of the emphasis.

1. I'M TRI-LINGUAL! - An activity that teaches common words in the three languages that are used in the Samburu schools: Samburu, Swahili and English.
2. IT'S A NOMAD'S LIFE! – An activity based on several Bible passages that show how nomads lived in Bible times. Not much has changed since then in the lives of Samburu shepherds.
3. THE SHEPHERD'S PSALM – An activity based on Psalm 23 that helps children reflect on the care and love a shepherd has for the flock and relate that to how God cares for his people.
4. ANIMAL TRADING CARDS – An activity that encourages children to learn about the relationship the Samburu have with animals and involves them in role-playing how some Samburu communities are selling animals to be able to send children to school. (See Appendix #2.)

5. BUILD AND PRAY – An activity that teaches the children about the homes of the Samburu and engages them in prayer for the Samburu people.
6. HANDS-ON PROJECT – An activity that allows the children to make something for the Samburu children.
7. OFFERING OF PRAYERS – An activity that allows children to write their own prayers for the Samburu children.
8. TIME FOR TEA! – A tea-tasting activity that will allow the children to drink tea like the Samburu drink it.

VISUAL RESOURCES: A Power Point Presentation, “Samburu Children Go To School,” to be used in Mission Minute #6 is available on CD at the World Mission Prayer League for checkout or for sale. The same presentation is available on our website, www.wmpl.org. Look for pictures portraying Samburu people, scenery and animals on the same website. Several activity booklets featuring the Samburu, animals, birds, insects and trees of Kenya have been assembled and are available by contacting the WMPL.

SONGS: The first two are African songs that reflect sharing God’s love with others. Sing the songs as often as possible; repetition is important.

- “*Jesu, Jesu, Fill Us With Your Love*” (With One Voice #765).
- “*We Are Marching in the Light of God*” (With One Voice #650).
- “*Jesus Loves Me*” and “*Thank you, Thank you, Jesus*” in Swahili. (Appendix #3)

OFFERING BOARD: Use a big (3’X5’) poster board with an outline of a school room on it. Cutouts of school supplies (paper, pencils, rulers, etc.) and playground equipment are set to one side. Each item represents a certain amount of offering collected each Sunday. Put one item into the schoolroom when that amount is collected. Children love to see the Offering Board take shape. Try to make it happen so that one item can be placed in the schoolroom each week.

CELEBRATION EVENT: When the emphasis is over, take time to celebrate what you have learned. Some ideas for the event are:

- Invite a mission representative to the large group time and show them what you have been doing. Present the check and hands-on project at that time.
- Arrange for several children to present to the congregation what has been learned. Use the offering board and show the congregation the projects that were made.
- Help organize a church-wide mission festival around the same theme and allow the children to be an integral part of all of the activities of the day (Samburu dances, music, food, games, clothing, wildlife on parade, storytelling, etc.).

FOLLOW-UP: In the months and even years after the mission emphasis is over, keep the children informed about the schools in Samburu through:

- Prayer updates from Samburu
- Correspondence received
- Photos received

LARGE GROUP ACTIVITY

MISSION MINUTE -

You will need: Map of the world, yarn

Preparation: Find your location and Kenya on the map

Tell the children that they will be “going on safari” which means they will be going on a trip. “Safari” means “travel” in Swahili, the main language of Kenya. Based on the action rhyme, “We’re Going on a Bear Hunt,” lead the children in “We’re Going on Safari.” Get everybody alternately clapping their knee, right, left, etc. in a steady beat. Explain that they are to repeat what you say and do.

REFRAIN:

WE’RE GOING ON SAFARI. (Children echo.)

WE’RE GOING TO SAMBURU. (Children echo.) **Repeat 2x.**

HOW WILL WE GET THERE? (Children echo.)

THERE’S A BIG OCEAN! (Children echo.) 2.SAVANNAH 3.MOUNTAIN 4.RIVER

CAN’T GET UNDER IT! (Children echo.)

CAN’T GET AROUND IT! (Children echo.)

GOTTA FLY OVER IT! (Children echo and pretend to fly an airplane.) 2.GO THROUGH IT 3.

GO OVER IT 4. GO THROUGH IT

ARE WE THERE YET? (Children say “No!”)

REFRAIN (get the beat going again)

I SEE A CAMEL! (Children echo and pretend to ride a camel.)

I SEE AN ELEPHANT! (Children echo and pretend to raise the trunk with arms interlocked.)

I SEE A LION! (Children echo and roar.)

I SEE A RHINO! (Children echo and pretend they have a horn on their head.)

I SEE A MANYATTA! (*mahn-ee-ah-tah*) (Children echo.)

I SEE A SAMBURU! (Children echo.)

ARE WE THERE YET? (Children echo “Yes!”)

Tell the children that it takes almost a day to travel to Nairobi, Kenya, from the United States. Show children where Kenya is on the map and use the yarn to show the distance between your location and Kenya. Explain that it takes two days to travel from Nairobi to Samburu over mountains, through rivers, across large stretches of dry grassland. You know you have arrived when you see the “*manyatta*” (*mahn-ee-ah-tah*) or Samburu house made from clay and sticks shaped like a round loaf of bread. The goal of this safari is to imagine ourselves inside this *manyatta*, sitting on the floor, drinking tea with milk (probably camel’s milk) with lots of sugar and listening to stories.

Tell the children they will learn more next week about the Samburu people.

OFFERING BOARD REPORT – The Offering Board will not be used this week.

SONG – “*Jesu, Jesu, Fill Us With Your Love*” or “*We Are Marching in the Light of God.*”

PRAYER – Lord, Samburu District is so far away from where we live. It takes a long, long time to get there. But we know that you are there all the time. Help us to remember that you have a family all around the world. Bless the Samburu people, especially the children. Amen.

SMALL GROUP ACTIVITY

I’M TRILINGUAL! - Tell the children that they will learn how to say “hello,” “thank you,” and “God loves you” in Samburu, the language of the Samburu people in north central Kenya and Swahili, the national language of Kenya. Have them copy the words on paper and practice saying them to one another.

ENGLISH	SAMBURU	SWAHILI
Hello	Supa (SOO-pah)	Hujambo (hoo-JAHM-boh)
Thank you	Ache oleng’ (ah-shay oh-LANG)	Asante sana (ah-sahn-tay SAH-na)
God loves you	Kecham nkai iyie (keh-chim in-kah-ee ee-yee-EH)	Mungu akupenda (moon-goo ah-koo-PEHN-dah)

LARGE GROUP ACTIVITY

BIBLE VERSE – Introduce Psalm 23:1 as a theme verse for this unit.

MISSION MINUTE –

***You will need:** map from last week, picture of acacia tree, gourd, piece of wood, spear or club.*

***Preparation:** you may draw or outline these items on poster board (see Appendix #4) or, better yet, find items or pictures.*

Ask the children if anyone had watched the “Survivor” series on television in the Fall of 2001. Tell them that the show was filmed in Samburu District, the place in Kenya that we are learning about. You might want to show the map from last week. Ask: “What is a survivor?” (One who never gives up, doesn’t die, has gone through hard times, etc.) Ask: “What are some of the hardships the Survivor team members endured?” (Lack of water, shade, firewood, fear of wild animals, dust, sickness, fatigue and weakness, cold nights, hot days, etc.) Ask: “What happened to the weakest members of the teams?” (They were kicked out.)

Tell the children that the Samburu people have been survivors for hundreds of years. They have adapted to the harsh environment. Show the pictures (or items) and tell them that each represents a hardship that the Samburu people have learned to live with. Elicit from children their thoughts about what each picture represents:

Acacia tree – shade from the hot, burning sun,

Gourd – water from a riverbed in a land of famine,

Firewood – fuel to cook their food,

Spear – protection from wild animals (hyenas, lions, snakes, etc.).

Tell the children that in the following weeks they will learn more about the Samburu. Explain that when the weak members of the Survivor teams left, they could go back to their homes. When a Samburu child or sick person needs help, Christians (Kenyan and foreign missionaries) go to them and ask, “How can we help?”

OFFERING BOARD REPORT – The Offering Board will not be used this week.

SONG - “*Jesu, Jesu, Fill Us With Your Love*” or “*We Are Marching in the Light of God.*”

PRAYER – Dear God, we know that surviving in Samburu District is not a game. For those that live there and call it home, we pray for protection from the intense heat of the sun, for clean and sufficient water to drink, for firewood and food to eat and for protection from wild and dangerous animals. Bless the Samburu people and show them your love through Christians that care. Amen.

SMALL GROUP ACTIVITY

IT'S A NOMAD'S LIFE! - Discuss the term “nomad.” Who are nomads? (People who move from place to place to provide pasture for their flocks) Where do they live in Kenya? (Northern Kenya is where the Samburu live, but there are several nomadic tribes all over Kenya.) What do they do? (Their main job is taking care of their animals – cattle, goats, and camels.) What do they eat? (They eat food that their animals provide – milk, meat and blood. They also drink lots of tea mixed with milk and sugar.)

Read the following passages. Discuss what it was like to live with animals and to take care of animals. Stress that the nomads of Kenya live like the nomads of the Bible did thousands of years ago. Discuss the difference between a farmer and a nomad.

Proverbs 27:23-27 – Taking care of animals is hard work; the Samburu know that.

Isaiah 40:11 – God is our shepherd, like the Samburu are shepherds to their animals.

Proverbs 12:10 – God wants us to be kind to animals. The Samburu are.

Psalms 104:10-24 – God cares for the animals of the earth, just like the Samburu.

Genesis 17:7-8 – Abraham's food was meat and milk, just like the Samburu food.

LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE –

You will need: *Two pieces of fabric, 5'x4', one red and one light blue, to represent the “nanka” or dress and many brightly colored beads.*

Preparation: *Practice putting the red fabric around the waist with the corner tucked in tightly. The blue cloth is draped from under one arm and tied on top of the opposite shoulder. Wear the beads over the cloth.*

You are the Grandma, the storyteller. There is no better way to get to know people than through their stories. In the evening in a Samburu *manyatta* (community of huts) after the camels, cows and goats are all gathered, and as the evening meal is being eaten, most children start to think about going to Grandma’s fire. There they will sing, tell jokes, share the day’s news, and ask riddles in preparation for story time. When all have arrived, Grandma begins to tell the stories handed down to her by her grandmothers and her mother-in-law. Here is one story that a missionary heard on a visit to Samburu:

It had started to rain in the mountains but not in the valley. Everyday, the Great goat herder looked at the clouds and listened for thunder, but he didn’t see any signs that the river would fill up. One late afternoon, the Great goat herder was on the side of the river opposite his *manyatta* and he heard a roar, like thunder, and he knew the river was filling up. As he called his goats, “Korro, korro, korro,” they began running to the path that led down into the river and up the other side. It was a wide riverbed and there were over 100 goats. The children who were supposed to help the Great goat herder were playing elsewhere. He had to hurry. While he and his goats were jumping over rocks and boulders trying to get up the path leading home, the river raged down its course. The Great herder used his staff to help the little ones over the boulders and rocks and up on to the path. The river raged closer and closer. The Great goat herder didn’t count his goats because Samburu don’t count animals one, two, three.... He looked them over and thought of their names. One goat named Lang’ida, or Beloved, was missing. He looked around and saw her off near a cave in the riverbank. After being sure all the other goats were on the path up out of the river bed, he ran to the cave for Lang’ida. The river was now filling up fast.

That night in the *manyatta*, the women checked over the goats again, calling them off by name. They saw that Lang’ida and the Great goat herder were missing. The river was full and over flowing; they would have to wait until morning.

Early in the morning the warriors of the *manyatta* went to look for the Great goat herder and Lang’ida. In a very small cave near the top of the riverbank they found the Great goat herder covering the opening with his body. His face was down into the cave. When they tugged at his body they saw he was dead. But snuggled inside the small cave was Lang’ida, the Beloved One, the errant goat who had played far off instead of coming when called. But she was alive. The Great goat herder had given his life so that a small naughty goat could live.

OFFERING BOARD REPORT – The Offering Board will be introduced next week.

SONG - “*Jesu, Jesu, Fill Us With Your Love*” or “*We Are Marching in the Light of God.*”

PRAYER – Dear God, thank you for the story about the Great goat herder. He loved his goats very much, so much that he gave his life for one. We know that you love us and died for us much like the goat herder in the story. Thank you for your love; help us never to forget it. Amen.

SMALL GROUP ACTIVITY

THE SHEPHERD’S PSALM – Read Psalm 23 aloud, one verse at a time. Allow time between each verse for the children to quietly write down on a sheet of paper how the Lord is their Shepherd. Share answers at the end.

LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE –

You will need: Offering Board

Preparation: On a large (3'X5') poster board draw or outline a schoolroom.

Prepare cutouts of school supplies (paper, pencils, rulers, etc.) and playground equipment and set them to one side of the Offering Board. Each item represents a certain amount of offering collected each Sunday. Put one item into the schoolroom when that amount is collected. Children love to see the Offering Board take shape. Try to make it happen so that one item can be placed in the schoolroom each week.

Note: You need to determine how much of the offering will be designated for the Mission emphasis. Some churches give one-half of their Sunday School offering, others more or less.

Prepare the children to understand where their offering will be going by asking the following questions:

- What country are we learning about? (Kenya)
- Which part of Kenya? (Samburu District)
- What hardships do the Samburu people live with? (lack of water, heat, wild animals, lack of firewood)
- The Samburu people are survivors and have been for many, many years, but they have asked for help in one area. They realize that to keep their land and traditions, they need to give their children a good education. Why is education so important? (good jobs, future teachers, doctors, nurses, etc.)
- In many Samburu families, one child is chosen to go to school. The rest of the children take care of the animals. What is the advantage of that system? (the animals are taken care of, at least someone in the family is learning to read and write and can teach the rest) Would you like that?

Show children the Offering Board. Tell them that the cutouts of school supplies represent items that are needed in Samburu District schools. The cost of attending school is \$2.00/year for grades K-4 and \$3.60 for grades 5-8. There are about 100 children in each school. The offering would help families pay the tuition and buy uniforms and supplies. It would also help buy supplies for teachers, playground equipment, and even help with a lunch program. The offering gifts can go a long way! Tell the children that for every \$_____ collected, one of the cutouts will go into the school.

SONG - “*Jesu, Jesu, Fill Us With Your Love*” or “*We Are Marching in the Light of God*”

PRAYER – Lord, we pray for the school children in Samburu District. Thank you for the chance to make a difference in the lives of some children who would not go unless helped. Bless our offering. May it be a blessing to the Samburu children. Amen.

SMALL GROUP ACTIVITY

ANIMAL TRADING CARDS – This activity encourages children to learn about the relationship the Samburu have with animals around them. Make as many copies of Appendix #2 as you need to give each child in the class 5-6 cards. Cut the cards apart. Each card has the picture of an animal on it and also a description of how the Samburu relate to that animal.

Each child represents a “*manyatta*” (Samburu community of huts). The children will trade animals among themselves with the goal of acquiring herd animals to sell. That money can then be used to send their children to school. Some of the animals are beneficial to the *manyatta* (goats, camels, etc.), but others are not (snake, lion etc.). Each *manyatta* wants to get rid of the harmful animals but accumulate the beneficial ones. Some animals cannot be sold. They are protected animals and belong to no one.

Put the animals in a bag and let each child take one card at a time until all the cards are gone. They will trade cards with each other at a designated time each Sunday (before or after class). When trading cards, the children should not show the card. They might say something like: “I have two cards to trade. Who wants two cards?” The goal of each *manyatta* is to acquire the following animals:

- 4 goats
- 4 sheep
- 1 cow
- 2 camels

When a *manyatta* has acquired these animals, they have the satisfaction of knowing that they can afford to send one of their children to school. Another goal is to end the game with as few harmful animals as possible. These animals are:

- snake
- lion
- monkey

The protected animals and neutral to this game are:

- elephant
- rhinoceros
- gecko
- giraffe
- zebra

LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE -

***You will need:** 2 pieces of red cloth (3'X5'), multi-colored bead necklaces, staff*

***Preparation:** Make a photocopy of the script for the children representing two Samburu children, Elizabeth and Julius. "Elizabeth" will wear the beads around her neck and the cloth around her waist. "Julius" will wear cloth around his waist and carry the staff.*

Tell the children that they will meet two Samburu children today. Their names are Elizabeth and Julius and their stories are real.

Elizabeth: *Supa.* (hello) My name is Elizabeth. I am eight years old and I live in Samburu District near Elephant Mountain. I live in my uncle's *manyatta* with my mother and five sisters and brothers. I have one sister that died. Everyone in the family shaves their head when a family member dies. But I don't mind; girls always wear their hair short. It is cooler that way in the hot sun. My father died also; that is why we live in the *manyatta* of my uncle. I like to sing in church and love to climb trees. I don't like to take care of my younger brother and sisters. They are harder to watch than even the naughtiest goat! If I could only go to school, I wouldn't have to watch them so much. But my mother says that she doesn't have money. Sometimes she says that it would be better for me to just get married and go live in some other *manyatta*. But I'd rather go to school.

Julius: *Supa.* (hello) My name is Julius. I am twelve years old. I am in the 6th Grade in school. I was the top student of my class last year. I love to learn about the world. I like reading books. I like dogs; I wish I had one for a pet. I like playing with my friends. I played Super Mario once and it was cool. My father doesn't live with us anymore, so my mother had to leave his *manyatta*. We went to another village, and my mother looks for different jobs. She says I can go to school only if she gets the money to pay for the uniform and books.

OFFERING BOARD REPORT – Thank the children for their offerings and have a child move the appropriate items into the schoolroom. Remind them that they are helping children like Elizabeth and Julius and making a big difference in their lives.

SONG - "Jesu, Jesu, Fill Us With Your Love" or "We Are Marching in the Light of God"

PRAYER – Lord, we pray for Elizabeth and Julius today. We pray that you would bless them with friends, with enough food to eat, and most of all, a chance to go to school. Thank you for the teachers we have in school and in Sunday school. Amen.

SMALL GROUP ACTIVITY

BUILD AND PRAY – This is an activity that teaches the children about Samburu homes and engages them in prayer for the Samburu people. Provide the following items:

Popsicle sticks – for the house

Modeling clay, brown or red – to hold the house together

Small twigs – for the fence around the *manyatta*

Tell the children that they are going to build a *manyatta*, or community of huts. It is the home of a Samburu family, or clan. The parents and their adult children and their children all stay together. The clan builds a strong fence made of the branches of bushes and trees in a big circle, bigger than a basketball court, but smaller than a soccer field. The parents will build a house for themselves and each adult son will build a house for themselves and their families. Unmarried sons and unmarried older girls live in separate houses. When the girls get married, they move to the *manyatta* of their husband.

The houses are made of sticks and mud, in the shape of an oval loaf of bread. People must bend over to get in. There is one main room for sleeping and an entryway where the mothers cook over a fire.

All of the herd animals (camels, cows, goats and sheep) are brought inside the fence for protection from wild animals. Each family will light a fire at night and after storytime, go to sleep inside the house.

Help them build the *manyatta*. Some can build the houses and some the fence around the houses. If there is time, some can form animals out of the modeling clay. When they are done, tell them that everyone is invited to pray for the families that live in the *manyatta*, especially the children. Pray for their protection. Pray for the animals. Pray for a good water supply. End with a prayer for the children that can't go to school.



LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE –

You will need: Power Point Presentation (see Resources Available)

Preparation: Become familiar with the presentation

Introduce the presentation by reviewing what you have learned so far about the Samburu people and how you are getting involved. After the presentation, ask:

- How are you and the Samburu children alike? Different?
- How did you feel when you saw the dry well? What would you do if the water towers went dry?
- How important are the animals to the shepherds?
- How is God like a shepherd to his children?
- How many children were sitting at the desk? How many sit at a desk in your school?
- Do you think it is important to help them go to school? Why?

OFFERING BOARD UPDATE – Thank the children for their offerings and remind them that they are making a difference in the lives of Samburu children.

SONG - Sing the chorus of “Jesus Loves Me” or “Thank you, Thank you, Jesus” in Swahili (Appendix #3).

PRAYER – Lord, thank you for Christians who are willing to go to a place as far away as Samburu. They are there because they know you love the Samburu people. Help us to be willing to go wherever you want us to go. Amen.

SMALL GROUP ACTIVITY

HANDS-ON PROJECT – The children have an opportunity to make something to give to the Samburu school children. The work itself will only take a few minutes, but they will be satisfied in knowing that they have made something to give. See Appendix #1 for instructions for one of the projects suggested. The options are:

- hand stamped book bags
- school kits
- personalized bookmarks
- hand stamped banner for the school

LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE –

***You will need:** clothes, staff, and beads from Weeks #3 and #5 plus another red cloth (3'X5') and a spear.*

***Preparation:** Make 4 copies of the script. Dress the characters appropriately.*

Characters:

Samburu warrior (red cloth, a few bead necklaces and spear)

Grandmother (red and blue cloth, bead necklaces)

Shepherd boy (red cloth around the waist, staff)

Girl (red cloth tied at the neck and under one arm, bead necklaces)

Leader: We have been learning many things about the Samburu people. Wouldn't it be wonderful if we could visit Samburu District and go into a *manyatta* and see all the animals? Maybe someday you can! Today we are going to pretend that we have visitors from Samburu. Here they are!

Warrior: Supa! (Hello!) I hope your cattle are well! You are always welcome in my *manyatta*. If you come to Samburu District and visit me and my family, we would slaughter a goat in your honor!

Grandmother: Where are your manners, son! First they must know that we will pray and thank God for a safe arrival to our *manyatta*. You know, there is nothing more important than remembering God in all we do. Don't you remember the story about the cocky woman who forgot to thank God and was eaten by a lion right outside our *manyatta*?

Warrior: Yes, Grandmother, how can I forget? You remind us of that story many times. After thanking God for their safe arrival, I will slaughter a goat.

Boy: Will you let them drink the blood of the goat?

Warrior: Of course! That will give them strength!

Girl: I will get fresh water from the riverbed and make them a cup of tea. Do you like your tea with milk? How about with sugar?

Boy: Of course they like sugar! Who doesn't? I can let them help herd the goats. I wish I could herd the camels and cows, but only the warriors can do that.

Warrior: You'll be a warrior someday! Right now, you need to learn how to herd goats. Camels and cattle are very difficult to control sometimes.

Girl: Are you going to let them milk the camel? They're giving two gourds a day now! I love camel's milk. Cow's milk tastes awful. Yuck! Say, If all these children come and visit us, they can help me collect firewood. That's my job; I sure could use help!

Grandmother: And you haul water! You can balance a full gourd on your head now! I welcome all these children also! I will tell you stories by my fire when all the day's work is done and the sky is full of stars. Did you know that stars are the eyes of God? We like to think so. Well, children, *ache oleng'*. (thank you)

Warrior, boy and girl: *Ache oleng'*.

OFFERING BOARD UPDATE: Thank the children for their offerings. Remind them that their offerings bring a loud "*ache oleng'*" from school children who are helped.

SONG - "*Jesu, Jesu, Fill Us With Your Love*" or "*We Are Marching in the Light of God.*"

PRAYER – Lord, the Samburu are so different and yet they are so similar to us. They love visitors, love to sing and play, and they love animals. Bless their cattle with good health. Help us to remember you in everything we do, too, just like the Grandmother reminded us today. Thank you for your love. *Ache oleng'*. Amen.

SMALL GROUP ACTIVITY

OFFERING OF PRAYERS – This is an activity that encourages children to write their own prayers for the Samburu children, especially the children that need help to be able to go to school. Show the children a basket. (A Kenyan grass basket would be ideal!) Tell the children that along with the offering of money next week, they will be offering prayers to God for the Samburu children. Give them some strips of paper and encourage them to remember all that they have learned. Help them write out their prayers and put them in the basket.

LARGE GROUP ACTIVITY

BIBLE VERSE – Psalm 23:1

MISSION MINUTE –

You will need: Prayer cards.

Preparation: Photocopy and cut prayer cards apart. Select children ahead of time to read the prayers.

Tell the children that this is the last time that you will be talking about the Samburu children. But just because they won't be talked about doesn't mean that they are forgotten. One way to remember them is to pray for them. Thank them for writing their offering of prayers (last week's activity) and invite a representative of each class to bring them forward. Have selected children read the following prayers:

PRAYER #1: Dear God, we have learned so much about the Samburu children. They work so hard cutting firewood, herding baby goats, and hauling water. Help them in their work. Amen.

PRAYER #2: Dear God, thank you for being our Good Shepherd. You take care of us everyday. Help the Samburu people to know that you are their Good Shepherd, also. Help them to know that you love them and that you also love their animals. Amen.

PRAYER #3: Dear God, thank you for the songs we can sing here in this church. It is good to know that Samburu children love to sing also. Put a song of joy in their hearts today. Amen.

PRAYER #4: Dear God, thank you for water to drink. I pray for good, clean water in Samburu District for the people and for the animals to drink. Send enough rain to fill up the rivers. Help them find good places to dig wells. Amen.

PRAYER #5: Dear God, we pray for all the Samburu children who can't go to school. We pray that you will use our offerings to help them buy uniforms and school supplies so that they can go this year. Please bless the teachers, also. Amen.

OFFERING BOARD REPORT – Thank the children for their offerings.

SONG - -“Jesu, Jesu, Fill Us With Your Love” or “We Are Marching in the Light of God.” *IDEA:* Practice “Jesus Loves Me” or “Thank you, thank you, Jesus” in Swahili again to be ready to sing it in front of the congregation for a Celebration Event!

SMALL GROUP ACTIVITY

TIME FOR TEA! - This activity will allow the children to drink tea like the Samburu drink it. Before class, brew strong black tea. When the children arrive, show them how to make the tea “Samburu-style” by adding milk and sugar. A good Samburu tea will have three parts tea and one part milk. Add sugar until sweet.

Explain that in the Samburu culture, boys and girls don't sit together. To drink the tea, they need to sit in two groups on the floor. Girls sit on the floor, legs together with toes pointed upwards. Boys squat on their haunches, feet flat on the ground.

Pass out the tea to the boys first, from the eldest to the youngest and then to the girls, from the eldest to the youngest. As they drink the tea, explain that milk and meat are the main diet of the Samburu. Tea is served to guests and is a special treat. That is because the tea and sugar need to be purchased. They always have milk and meat available. Ask the children why meat and milk are always available. (Their animals give milk and meat.)

Extension of activity for older students: You will need a gourd or picture of a gourd. Ask the children, “Where do you store your milk?” (refrigerator) Why do you store it in the refrigerator? (So it will not spoil) Tell them that the Samburu do not have refrigerators but have found a way to keep milk for a long time. They keep it in gourds like this one. (Show gourd) They don't have Lysol disinfectant or bleach; they don't even have running water and soap to wash their dishes, but the Samburu know that there is something else that kills bacteria and keeps milk safe inside a gourd. Can you guess what it is? (Fire) When the gourd is empty, the Samburu take hot, burning coals from a fire, put them inside the gourd, cover it and shake and shake it like crazy. It gets very hot inside and all the bacteria die; it is safe to put milk inside it again. How do you think the coals will affect the flavor of the milk? (It tastes smoky.) Smoky, but safe.

INSTRUCTIONS FOR HANDS- ON PROJECT

Note: Due to the high price of shipping, and uncertainty of postal delivery, contact the World Mission Prayer League before deciding on a project. It is best to send it along with someone that is traveling to Kenya, preferably as their luggage, but usually as an extra suitcase. If it is an extra suitcase, the cost would be around \$150.00 per suitcase.

Some projects need parental cooperation.

HAND STAMPED SCHOOL BAGS – Children in Kenya wear uniforms to school. Part of this uniform includes a book bag, similar to a tote bag.

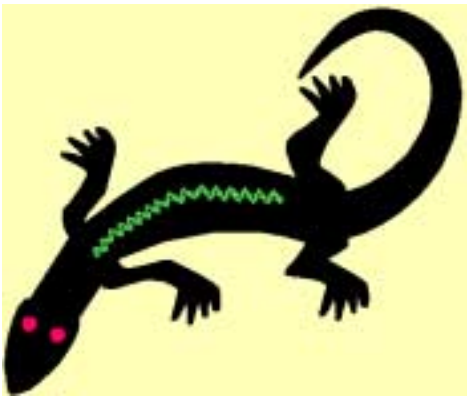
1. Make rectangular cloth bags, approximately 12"x15" with handles long enough so students can wear them over their shoulder. The bags should be made of denim or other sturdy cloth.
2. Select large cookie cutters or stamps featuring animals and letters and fabric paint in bright primary colors.
3. Put a section of newspaper inside bag so the paint will not go through to the back.
4. Have students stamp bags.

SCHOOL KITS – If you wish to send supplies to go along with the school bags, ask children to bring the following items: (Put them into the book bags, securing the bags so that the contents don't fall out in shipping.)

1. Paper, unlined,
2. Construction paper,
3. Crayons,
4. Pencils and pens,
5. Pencil sharpener,
6. Colored pencils,
7. Math sets – ruler, compass, protractor, etc.,
8. Scissors.

BANNER – Brighten up a school wall with a colorful banner.

1. Select a piece of fabric, around 3'x5', depicting a Bible story, colorful animals, children's faces, etc. to be the center of the banner.
2. Cut strips of white fabric, 8" wide to be used as a border.
3. With a roller, cover children's right hand with fabric paint.
4. Have child place hand on strip carefully at one end of the strip.
5. Have another child place right hand IN OPPOSITE DIRECTION with a different color next to first handprint. Continue till strip is full. Make enough strips to be sewn around the banner.
6. Wash hands!
7. Sew handprint border around center fabric piece. Line if possible.



Gecko



Rhino



Camel



Elephant



Monkey



Zebra



Cow



Lion



Snake



Goat



Giraffes

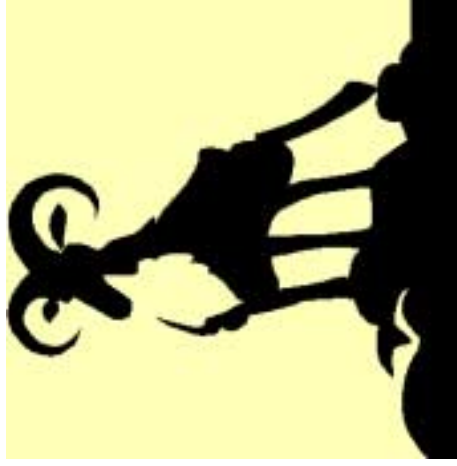


Sheep

<p>GECKO</p> <p>Geckos are good animals to have around the house. They eat mosquitoes, spiders, ants and other pesky bugs. "Catch me if you can!" they seem to say as they scurry along the walls and rooftops.</p>	<p>ELEPHANT</p> <p>Elephants are fun to watch at the waterhole, but you better get out of the way if they don't want you watching them. They make a mess when they run through your yard! All the trees and bushes are destroyed in their path.</p>	<p>COW</p> <p>Cows are the center of life in a Samburu manyatta. They give milk, meat, blood and hides to the clan. Samburu people move from place to place to find good grazing land for their cows. Children paint patterns on them with mud.</p>	<p>GOAT</p> <p>Samburu boys take care of the goats. They help shepherd the goats in the hills during the day and then guide them back in the evening to the safety of the manyatta. Goat milk for breakfast and lunch and then goat meat for supper!</p>
<p>RHINO</p> <p>Rhinos have been hunted for years in Samburu District. It is now against the law, but too late for the rhino. It is rare to see one in the wild these days. When one is spotted, no one dares to disturb it because it can run fast!</p>	<p>MONKEY</p> <p>Monkeys are cute and funny, but that only lasts for a minute. They are also thieves and mischief-makers! They'll steal a sandwich right out of your hand! And can they get mad if they don't get their way!</p>	<p>LION</p> <p>Deepest respect is given the most feared of African animals. Warriors keep watch at night, listening for the loud purr from this enormous cat. Lions have been known to kill not only goats and calves, but people that are not careful.</p>	<p>GIRAFFE</p> <p>This gentle giant walks with a graceful gait from tree to tree. They love the acacia leaves and don't even mind the thorns on each branch. Giraffes are protected animals. When they die, their hides are used for pouches.</p>
<p>CAMEL</p> <p>Camels and the desert are made for each other. They do not require as much water or grass as a cow. They give a lot of good, creamy milk to drink. But they are stubborn! Watch out if they look you in the eye. They might spit!</p>	<p>ZEBRA</p> <p>Zebras are protected animals and seem to know that no one will hurt them. They will graze alongside of warthogs, wildebeests, and herds of goats or sheep. They will even give birds a ride on their backs.</p>	<p>SNAKE</p> <p>When you live in the desert, you get to know your snakes. Some are good and some are very, very bad. Cobras and black mambas are very bad snakes. The Samburu use their rungs, or clubs, and their spears against them.</p>	<p>SHEEP</p> <p>Sheep give many gifts to the Samburu – milk, wool and meat. But they are very difficult to care for. They go the wrong way and they get stuck in thorn bushes. But they will come when their shepherd calls them to come home.</p>



Goat



Goat



Goat



Camel



Camel



Camel



Sheep



Sheep



Sheep



Cow



Cow



Cow

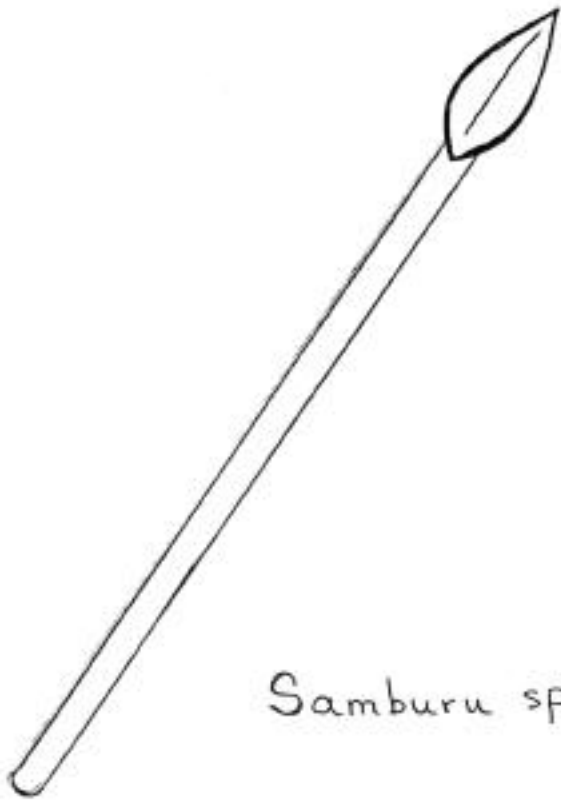
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Yes, Jesus Loves Me

**Yesu, anipenda,
Yesu anipenda,
Kweli anipenda,
Mungu amesema.**

Thank you, Thank you Jesus

**Asante sana, Yesu,
Asante sana, Yesu,
Asante sana, Yesu moyoni.
Asante sana, Yesu,
Asante sana, Yesu,
Asante sana Yesu, moyoni.**

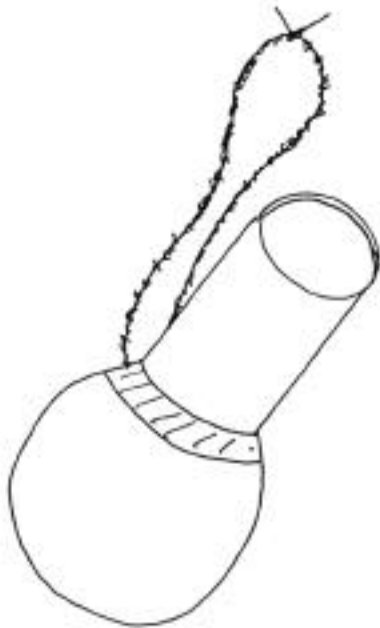


Samburu spear

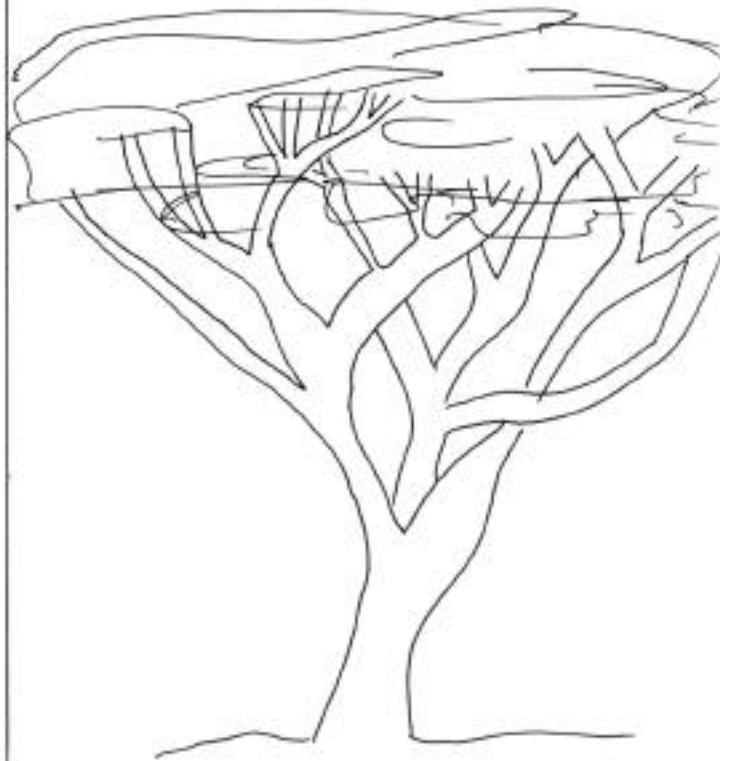
firewood



Gourd



Acacia tree



WE'D LIKE YOUR FEEDBACK!
WHAT WORKED? WHAT DIDN'T?

As we seek to promote mission education for children and attempt to provide some guides for Sunday School directors, we need to hear from you. Was this a helpful guide? Please fill this form out, fold and place it in the mail or fax it to: World Mission Prayer League at (612)871-6844.

Name of your church or organization _____
Address _____

Name of contact person _____
Position _____
Telephone/e-mail _____

- **When did you use our materials?**

- **Which Mission Minutes did you use?**

- **With what age groups did you use the materials?**

- **What worked best?**

- **What didn't work? What needs to be improved?**

- **Please comment on Mission Minutes:**

On Offering Board

On the songs

On the hands-on project

On the related activities

- **Is there anything else we should know?**

PLACE
STAMP
HERE

World Mission Prayer League
232 Clifton Ave.
Minneapolis, MN 55403