

TRANSFORMANDO NACIONES DISCIPULANDO A LA GENERACIÓN

4/14

MANUAL DE ESTUDIO INDIVIDUAL Y EN GRUPO



EDICIÓN PARA MAESTROS Y ESTUDIANTES



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Brief Introduction

- Main focus of this manual (curriculum)
 - Inspire, motivate and contribute with the church, so that the body of Christ is made conscience of the importance of raising up the Digital Generation, (children, adolescents and youth) to transform the world.
- Why?
 - Far more important than just working with children, **WE ARE DISCIPLING A NATION.**

Our Goal

- To provide educative material based on Biblical Worldview of the spheres of most influence in a society.
- To provide a foundation that can be sown in the hearts and minds of children from ages 4 to 14 years old, opening their eyes to the true kingdom of God which implies and transforms every area of our social life.
- Why?
 - We believe that every individual has a calling, to bring the kingdom of God to at least one of the spheres of society and so fulfilling the **Cultural Mandate** given in Genesis 1:28 and **The Great Commission** given in Mathew 28:16-20.

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Lesson

Samples

Fear of the Lord 4-7
years old

Family 4-7 years old

Fear of the Lord 4-7 years old

Fear of the Lord

(Children's class: ages 4-7)

Class duration: 1 hour and half

Objectives:

- o To learn what the fear of the Lord is.
- o To understand the real meaning of obedience.
- o To know in which areas we need the fear of the Lord.
- o To examine which areas in their lives need the fear of the Lord.
- o To long the fear of the Lord in their lives.

Vocabulary: *(The vocabulary words that are being taught to the children are based on this definition.)*

Fear of the Lord:

- It is a holy astonishment or a reverence towards God and His laws, that comes from a just perspective and the true love towards divine character, that guides individuals to hate and reject everything that can offend a being so holy and inclines them to aspire a perfect obedience. (Webster's Dictionary 1828)

Principal Idea:

- o The fear of the Lord is to hate sin.

Biblical Scripture:

- o Proverbs 8:13^a: "The fear of the Lord is to hate evil." (NASB)

Content:

Beginning Activity:

You will need:

- 1 Trash Bag (filled with trash).

Drama:

(A person comes in with a trash bag, smelling it, hugging it, etc. and says): "this trash is so good", "I like to smell and play with trash, and it's so good". (Continues with this dialogue for a while and then leaves the scene).

(Teacher says): Isn't this horrible?! How can it be possible that someone wants to roll himself in trash? That is disgusting. It's awful! What do you think kids? (Let the kids answer).

You know what? When we sin it's as horrible as this; we are dirtying and damaging our heart.

Development:

You will need:

- Label of the vocabulary word FEAR OF THE LORD (Picture 6.1)
- Plastic bowl (one for each student and two more)
- Spoons (one for each student and two additional spoons)
- Napkins (for everybody in the classroom)
- Bananas with peels (you will need half a banana for each student in the classroom and two more)

- Apples (1/4 of an apple for every student and two more)
- Strawberries (one strawberry for every student and two more)
- Coffee (a cup of coffee for the disobedient child)
- Cooking oil (a teaspoon for the disobedient child)
- Small rocks (around 10, they need to look like raisins for the disobedient child)
- Raisins (5 for each student and two more)
- Picture of Obedience (Picture 6.2)
- A suitcase or backpack (where you can fit 9 pictures)
- Picture of the silhouette of a child (Picture 6.3)
- Picture of a cap (Picture 6.4)
- Picture of a mouth (Picture 6.5)
- Picture of hands and shoes (Picture 6.6)
- Picture of eyes and ears (Picture 6.7)
- Picture of a wristwatch (Picture 6.8)
- Picture of a shirt and a pair of pants (Picture 6.9)
- Picture of a man's wallet (Picture 6.10)

Then, *why do we sin?*

1. Because the motive of our heart is Selfishness and not Love; ME (MYSELF) reigns and not GOD.
2. Because we do not have the fear of the Lord to hate sin, to resist it, and obey GOD.

Today we are going to learn what the fear of the Lord is and how it will help you get away from evil. The fear of the Lord does NOT mean to be afraid of God; there is no reason to be *afraid* of Him because He is a good God. In the Bible we can find what the fear of Lord is. *(Look-up Proverbs 8:13^a and read it to the children. If you prefer, you can have them underline it in their Bibles.)* According to this passage, the fear of the Lord is to hate evil. In other words it's to love God in such a way that you hate and detest EVERYTHING that He hates and detests and to love EVERYTHING that He loves. *(Show and put the label of the vocabulary word FEAR OF THE LORD in the treasure chest [see Picture 6.1])*

What things do we know of that are NOT pleasant to God? *(Allow the children to answer)*. Very good, we know that God does not like it when we lie, when we fight with our friends, when we steal, etc... Finally, we know that God does not like evil or sin.

Do you remember the person in the beginning of the class, when he entered saying he liked trash? What did you think about that person? *(Allow the children to answer)* You must have thought that he was crazy, he had some loose screws in his head, or that he was ridiculous. It's the same with a person that likes to sin or disobey God doing wrong. He seems ridiculous and he is a fool, he is not an intelligent person. The Bible says that whoever fears God is wise. (Psalm 111:10)

Obedience activity: (Each child will follow the instructions of the teacher to make a fruit salad. A volunteer from the leaders will play as a disobedient child. This person will do the contrary of the instructions from the teacher. Read the following instructions for the fruit salad and the dialogue for the disobedient one):

Instructions that the teacher gives	What the disobedient do
<p>Ingredients: (you can change the fruits according to the fruits of the season)</p> <ul style="list-style-type: none"> • _ Banana with skin • ¼ seedless apple • 1 strawberry • Honey • Raisins 	<p>Ingredients: you can change the fruits according to the fruits of the season)</p> <ul style="list-style-type: none"> • _ Banana with skin • ¼ seedless apple • 1 strawberry • Honey • Raisins • 1 cup of coffee • Cooking oil • Small rocks • (Note: he will have the same ingredients as the other children, plus things that only he will use)
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Peel the banana. 2. Cut the banana into three or four pieces. 3. Cut the apple into four pieces. 4. Cut the strawberry into four sheets. 5. Put the fruits in a plastic bowl. 6. Pour a teaspoon of honey and mix. 7. Decorate with raisins. 	<p>(Dialogue according to the instruction the teacher gives)</p> <ol style="list-style-type: none"> 1. Oh no, I am not going to peel it, that is too much work. 2. I am going to put it in as a whole piece because it is easier. 3. This looks like too much work so I am going to put the entire apple. 4. I do not want to put the strawberry; it will be better if I put some coffee in it. 5. This one I am going to obey. (Puts everything in the bowl). 6. I am going to pour a teaspoon of oil; it's the same color. 7. I think the small rocks will add the same touch.

(When they finish the fruit salads, compare the salads that the obedient children made with the one that the disobedient child made. Say): Since you obeyed the instructions that I gave you, you have a delicious fruit salad that you can eat; on the other hand, this person that disobeyed cannot eat his salad, because he did not follow the instructions. (The disobedient one has to repent in front of the children and say that now he understands that obedience always brings good consequences. The teacher will ask the children if some of them can share a little of their salad with the disobedient child. Then they eat the salad quickly and the children go back to their seats.)

When we have the Fear of the Lord, we are obedient. Obedience is immediate, complete and with joy. (Show picture of obedience [see Picture 6.2]).

Examples:

- If the teacher tells me to do an assignment in the classroom and I go and do it after I finish talking to my friend, in the time I want to do it and not in the time my teacher told me to, then I was not obedient, because obedience is immediate.
- If my mom tells me to pick up my room and I just make the bed and put the shoes under the desk so that they won't be seen, was I obedient? No, because obedience is complete.
- If my dad tells me to throw away the garbage and I do it complaining it is not obedience. Because obedience must be done with joy.

(Show the students a suitcase or a backpack where you will have the pictures put away according to each area where we need the Fear of the Lord. These pictures will have a silhouette of a child that has to be completed and placed on a wall or blackboard [see Pictures 6.3-6.10]). In this backpack I have different areas where we need the Fear of the Lord. While we learn about these areas we will complete the image or silhouette. Let's discover what they are. (You can ask children volunteers to take the picture out of the bag and to put it in their corresponding place):

1. Thoughts (show picture of a c cap [see Picture 6.4]): God desires for our thoughts to be pure and clean, like His. We should not think about bad things, for example: how am I going to lie to my parents, or what evil am I going to do against my brothers or how am I going to cheat in the next exam. If my thoughts are as wrong as these, I do not have the Fear of the Lord. A person that has the Fear of the Lord hates evil and sin and will always think about good, pure, and correct things.

2. Words (Show picture of a mouth [see Picture 6.5]): If I have the fear of the Lord I am going to show the love of God with my words. Complaints, gossip, criticism, lies, and bad words should not come out of my mouth. When I have the Fear of the Lord, everything that comes out of my mouth is the truth. It's words that help others and do not destroy them. That is why I do not call other people stupid, nor name my friends ugly nicknames.

3. Actions (show the picture of the hands and shoes [see Picture 6.6]): If you have the fear of the Lord everything that you do is what your conscience encourages you to do because it is good. You do not fight with your fellow students, you do not take what does not belong to you, you obey joyfully, immediately and completely the instructions that are given to you, you serve the people around you, etc.

4. What you listen to and what you watch (show the picture of the eyes and ears [see Picture 6.7]): When you have the Fear of the Lord you do not listen to nor watch music or movies that have bad words, nor that encourage you to lie, or do black magic, or things that are not pleasant to God. When you are watching TV or listening to music you should ask God to give you His fear so that you will

watch or listen to things that He does not like. If there is a program or ugly music showing, you turn it off quickly because you have the fear of the Lord.

5. Your time: (*show picture of the wrist watch [see Picture 6.8]*): We need the fear of the Lord in how we use our time. When I do not have the fear of the Lord I can be sleeping or watching TV the whole day. This is not good because you do not take advantage of the day. When you have the fear of the Lord you take time to do what God wants you to do. For example, you take time to pray and intercede, to share with the family, to help with chores of the house and finish your homework from school.

6. Clothing: (*show picture of shirt and pair of pants [see Picture 6.9]*): We should reflect God in how we dress. If I have the fear of the Lord I will NOT use clothes that show off my private body to everyone. I will always dress well and with clean clothes so that everyone that sees me will know that God is organized and clean.

7. Use of money: (*show picture of wallet [see Picture 6.10]*): If I have the fear of the Lord I will be cautious in how I use the money I am given. For example, I will not invest everything I am given in candy. This is not having the fear of the Lord. God is the owner of that money and I have to ask Him how He wants me to use it. The fear of the Lord will take me to use it to bless and help others that do not have; like the widows, (women that are left alone because their husbands died), or the orphans (children that do not have a mom or a dad), the poor that does not have what to eat, the missionaries or any person that God says I should help.

There are many areas in which I need the fear of the Lord. With the passing of time, God will reveal them to you. As you see (*make reference to the silhouette of the child*) the fear of the Lord should guard all of our being.

Closing:

You need:

- A Medium sized transparent glass with water (if you do not have a glass you can use a big plastic cup)
- A small container of pepper
- Dish washing soap
- Option #1 (For the craft)
 - o Camera
 - o Printer to print a copy of a picture per child
- Option #2: (For the craft)
 - o Work sheet on the Fear of the Lord (Annex 6.a) (one per child)
 - o Scissors and glue (enough for all the kids, they can share)

Application/Summary

To have the Fear of the Lord, the only thing we can do is ask God for it. It is important for us to have the Fear of the Lord because it protects us and keeps us far away from sin and it helps us to keep our conscience clean. Think for a moment, in what area do you recognize that you need the Fear of the Lord? (*Let every child share in the area where they need the Fear of the Lord. You can do this all together or in small groups. Once the child has identified the areas of his/her life that need the Fear of the Lord, ask them to make a circle. You have the medium glass of water and the container of pepper. Explain that when we do not have the Fear of the Lord, we sin by watching movies we should not see, by listening to the wrong type of music, by disobeying our parents and teachers, etc... Every time you*

mention an example of sin that we commit for the lack of the Fear of the Lord add a little bit of pepper in the glass. Then explain how the water gets dirty with the pepper, and how that is like our lives get dirty when we do not have the Fear of the Lord. Try to take out the pepper from the water and explain how hard it is to do this, it is the same difficulty to defeat sin without asking for forgiveness and with out asking Jesus for the Fear of the Lord. Put the dishwashing soap on the tip of your finger and touch the water. By doing this the pepper moves to the side of the glass, leaving the water clean. Then say, just as the dish washer soap is the only thing that cleaned the water, when we ask for forgiveness from our sins in the name of Jesus and ask for the Fear of the Lord, it is the only thing that will help us to be clean and maintain us clean from sin which brings sadness to God's heart).

(Ask the kids who wants forgiveness for not having the Fear of the Lord and desires to ask for it for their lives, having them standing in front of the picture of the child that they dressed with the areas of the Fear of the Lord. Pray a general prayer as each child asks God to give them the Fear in the areas that they mentioned earlier).

Hand Craft:

You need:

- **Option #1:**
 - o Camera
 - o Printer: to print copies of a Picture of each child. (See annex 6.A)
- **Option #2:**
 - o Work sheet of the Fear of the Lord (See annex 6.b)
 - o Scissors and glue. (Enough for all the kids, they can share)

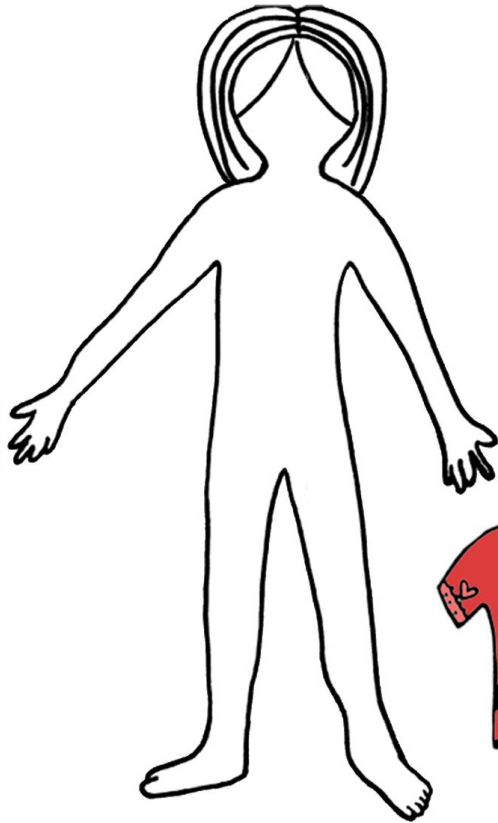
Option #1: Take a picture of all the kids in front of the silhouette that they made with the different areas of the Fear of the Lord. Then print a copy so that the children can save it in their treasure chests. Then stick on each Photo the main idea: "The Fear of the Lord is to hate sin."

Option #2: Give to each child the work sheet of the Fear of the Lord (See annex 6.b). Beforehand, have the children cut the parts that they will use to complete their silhouette. Every part will have written the area of the Fear of the Lord to which it represents. Give the children the parts so that they can glue them on the silhouette with Fear of the Lord. Once the activity is finished, tell the children to put their work sheet in the treasure chests.

Fear of the Lord



Areas of your life where you need the Fear of the Lord



What you watch
What you listen to
What you say



Use of Time



Thoughts



Use of Money

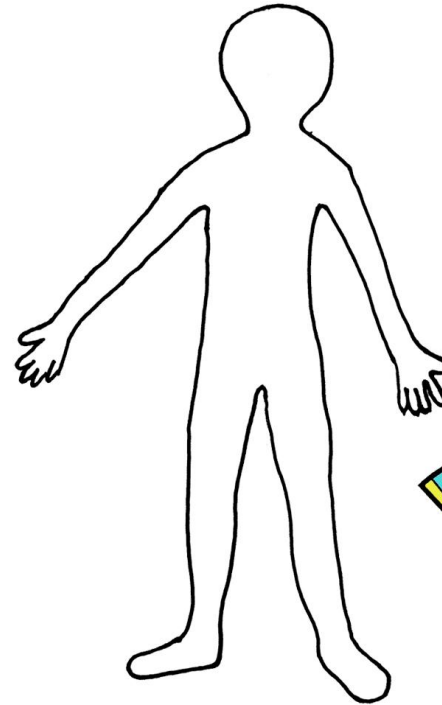


Clothing



Actions

Areas of your life where you need the Fear of the Lord



What you watch
What you listen to
What you say



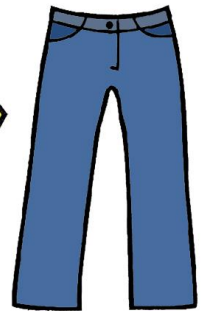
Use of Time



Thoughts



Use of Money



Clothing



Actions



Family 4-7 years old

Family

(Children's class: ages 4-7)

Color of the sphere: Orange

Duration of class: 1 hour

Objectives:

- To learn God's purpose for the family.
- To understand what love is.
- To know the role of the man, the woman and the children within the family.
- To examine if they are living up to their role as children within the family.

Vocabulary: (the definitions that will be taught to the children are based on the following definitions)

- Love:
 - Benevolence or good disposition, which consists of choosing the supreme good for God and then for others. (Based on "The Systematic Theology", Chapter 8, Charles Finney).
- Family:
 - It is simply a man and a woman, who together have made a pact to fulfill the will of God for them, to be fruitful and to bless the world. ("Liberating the Nations", Stephen McDowell).

Principle Idea:

- The family shows the love of God.

Biblical Scripture:

- Ephesians 5:25: "Husbands, love your wives as Christ loved the church and gave his life for it" (GW).
- Ephesians 5:22-23: "Wives, place yourselves under your husbands' authority as you have placed yourselves under the Lord's authority. The husband is the head of his wife as Christ is the head of the church. It is his body, and he is its Savior." (GW).
- Ephesians 6:1-3 "Children, obey your parents because you are Christians. This is the right thing to do. Honor your father and mother that everything may go well for you, and you may have a long life on earth." This is an important commandment with a promise (GW).

Content:

Starting Activity:

You need...

- Puppet of a father
- Puppet of a mother
- Puppet of a child
- Sheets (to make a mini theater)

(The class will start off with a dialogue with three puppets: Mother, Father and Child).

Script:

(The three puppets are on scene)

Father: Son, you know that we love you so much.

Son: Yes, but why do you love me so much?

Father: We love you because God is love and He created the family to show his love

Mother: God has always lived as a family. God is three people, but only one God. There is God the Father, God the Son, whose name is Jesus, and God the Holy Spirit. They love each other, as we love you, but they also show their love to others.

Son: Now I understand! God is three people, they live as a family and they love each other very much

Father: That is correct, and that is the reason we love you so much and must share the love of God with the people around us.

Development:

You need...

- A puppet or character that represents "Palabritas" (*this will be used in all the classes*)
- A chest with the vocabulary words (Appendix 9.a)
- A sign of the vocabulary words: Family, Love (Picture 9.1)
- A dictionary (*If a puppet is used to represent "Palabritas", the dictionary can be made with cardboard; if it is represented by a person, this can be a big book.*) (Appendix 9.a)
- Bible
- An orange pencil or crayon for each child (*to color the Bible verses and the outline*)
- Picture of a man (Picture 9.2)
- Picture of a woman (Picture 9.3)
- Picture of two rings (Picture 9.4)
- Picture of a crown (Picture 9.5)
- Picture of children (Picture 9.6)
- Picture of the world (Picture 9.7)
- Big pieces of cardboard (*The children will build a house; ideally they would use 5 pieces of the same size.*)
- Tape (*to stick the cardboard pieces together; it should be transparent and wide*)
- Chalk of different colors (*to decorate the house*)
- Crayons and/or color pencils (*to decorate the cardboard house*)
- Big markers of different colors (*to decorate the cardboard house*)

(Teacher says): Why do parents love their children? (Let the children answer) The parents love their children because God is Love. God created the family so that they can show love.

(In the class you will introduce the character "Palabritas". This character can be a puppet or a helper. This character will have the task to define the words from the vocabulary list in every class of the spheres.)

(Teacher says): We are going to call one of my good friends, his name is Palabritas. (Let the children call Palabritas)

Teacher: Hi Palabritas, how are you?

Palabritas: Very Good! How are you kids? *(Let the kids answer)*

Teacher: today we are learning about the family. *(The teacher will take out the signs of **Family** and **Love** and he/she will stick it to the treasure chest [see picture 9.1], the treasure chest will be used in every class to place the vocabulary words in each sphere [see annex 9.b]).* We have heard from some friends that the Family shows the love of God. But we would like to know what love is and what the family is. This is precisely why I called you, because I know that you study a lot and that you dedicate yourself to discover the meaning of words.

Palabritas: very well, very well. Let me look in my dictionary. *(“Palabritas” will act out that he is looking in his dictionary and he will say the meaning of each Word)* well, love is to look for the highest well-being, first for God and then for others.

Teacher: we are going learn this definition. *(Activity to learn the definition of love: "LOVE IS TO LOOK FOR THE HIGHEST WELLBEING. FIRST FOR GOD AND THEN FOR OTHERS", point to others, etc...)* Love is not to look for our own wellbeing, but to look for the best for God and people around us. For example: because your parents love you so much, that if there was not much food in your house, they would give their portion of food to you. Instead of thinking about their own hunger, they would look for you well-being, before themselves. *(Optional: you can have a short drama prepared about a very poor family who does not have food and then the father gets a small portion of food. Where the father and the mother give the biggest portion to their son because they are looking for his highest well-being).*

Palabritas: Now we are going to see the meaning of the word family. *(Palabritas will act out looking in the dictionary and he will say the meaning of the word).* The family is a man and a woman, who have made together a promise to fulfill the will of God for themselves, and to have children and to bless the world.

(The teacher will repeat the definition of family by using pictures). The family is a man *(sticks a picture of a man [see picture 9.2])* and a woman *(sticks a picture of a woman right next to the picture of the man [see picture 9.3])* who have made together a promise *(sticks a picture wedding bands [see picture 9.4])* to fulfill the will of God for their lives *(sticks a picture crown above the picture of the man and woman [see picture 9.5])* to have children *(sticks a picture of children [see picture 9.6])* and to bless the world *(sticks a picture of the world [see picture 9.7]).*

(Palabritas is excited to see that they are learning and then he leaves).

(Teacher continues): It is important to understand that the family not only seeks to love one another, but also looks for ways to serve and bless the community.

How does the family show love?

Every member of the family shows their love to others when they fulfill their roles (purpose) given by God.

What is the role or purpose of the man? The man has a role or purpose as a husband and then as a father.

- As the husband, he must love his wife and protect her, he also has the responsibility of the decisions that are taken place in the home. *(Read Ephesians 5:25. In each class of the spheres, the children will color the key verses due to the color that is assigned. Then in small groups the leaders will help to create an outline to stick on the back of the Bible; see annex 9.a for the instructions). Give the kids a couple of minutes with the help of the leader to color the verse in the Bible).*
- As a father, he must show the fraternal heart of God. He gives instructions, disciplines and instructs, in order that his children will learn. The father also protects and defends from whatever evil thing can happen.

What is the role or purpose of the woman? The woman also has a purpose and a role as a wife and then as a mother.

- As the wife, she has the responsibility to be the man's helper. But to respect him as the authority of the house. *(Read Ephesians 5:22-23. Give the kids a couple of minutes with the help of the leader to color the verse in their Bibles).*
- As a mother, she must show the Maternal heart of God. She has compassion for her kids, and takes care of them and nurtures them. Also they bring beauty to the home.

Activity: *(The boys will build a "house" out of big pieces of cardboard and tape, which will be provided for them and with the help of the small Group Leaders. Meanwhile, the girls will decorate the walls of the "house" of cardboard, with markers and crayons. At the end of the activity the children will contemplate on the work they have done together).*

(Teacher says): Since we have learned, that the men are the ones that provide protection to the family and the women are in charge of the administration of the manners of the home, to bring beauty, and to take care of her children and help her husband.

What is the role or purpose of the children?

- The children should honor, obey and serve their father and mother. *(Read Ephesians 6:1-3. Give the kids a couple of minutes with the help of their leader to color the verse in their Bibles).* For example: if our mom asks us to clean our room, we show our love when we obey. When Jesus was on Earth, He always seeked to obey His Heavenly Father.

(Teacher says): The family also shows the Love of God when we serve the community. God wants each family to serve their neighbors and to even go to different countries to serve. An example of how the family can bless their community is: by going together to a poor community to give food, to visit nursing homes, the sick, etc.

Closing:

Application/Summary

(Teacher says): What shows the family of God? *(Let the kids answer)* How can you show love in your family? *(Let the kids answer)* The family shows the love of God. The way that they can accomplish this is each family member fulfills their purpose and function and also when they serve the community. When the family lives by this way, the Kingdom of God is built here on Earth. Are you a child that shows the love of God, obeys your parents and serves your neighbors? If you have not been doing this, this is a great opportunity to ask the Lord to forgive us for not showing His love and to ask Him to help us to be obedient Children

(Pray with the kids. Remember to pray also that God will call the kids to this sphere of society).

Hand Crafts:

You need...

- White sheets of paper for every child, where the teacher previously printed or drew a heart and the phrase: "My family is the reflection of God's Love" (Annex 9c).
- Red construction paper per child.
- Picture of a family per child (Annex 9d)
- Treasure chest per child

(Give a picture of the family to each child, let them color it and then cut it out. Give the heart to each child and then give the red paper to each child. Let them cut the red paper into pieces, so they can fill in the heart with those pieces. Then let the child glue the picture of the family inside the heart. Give each child the phrase: "My family is the reflection of God's Love" and have them glue it to the paper. Then, finally, have them put away their craft in their treasure chest).

FAMILY



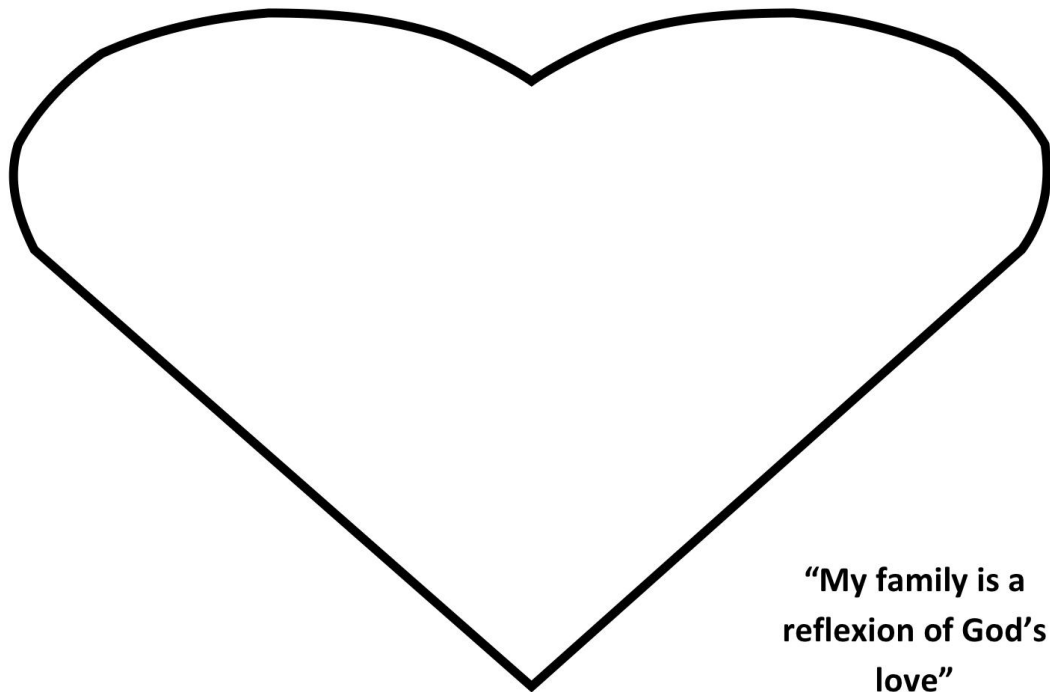
LOVE



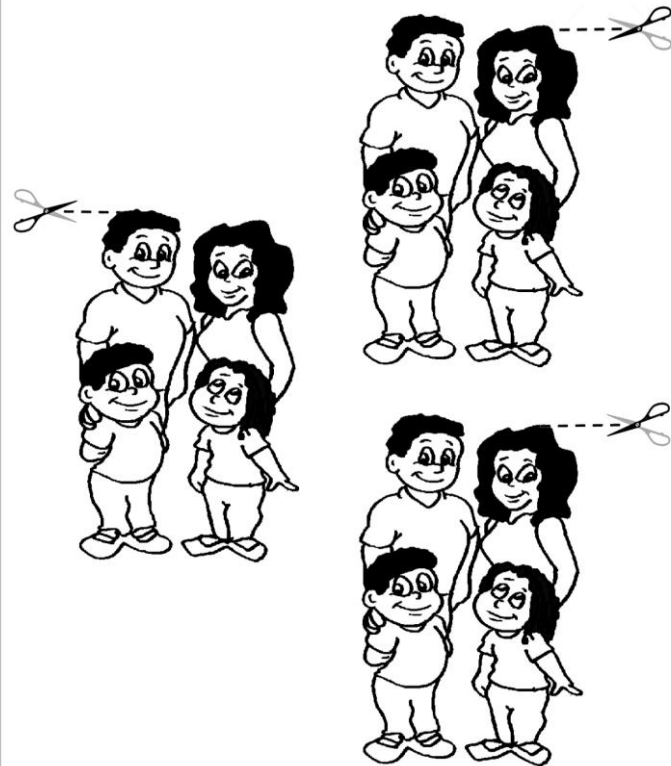
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Date: _____

FAMILY



“My family is a
reflexion of God’s
love”



Project
Samples
Family
Economy

Family Project

Sphere #1: Family

Name: "Sharing in family with the community"

Time: 1 Hour and 30 minutes.

Principle to be reinforced: The family reveals the love of God when all its members look for the highest wellbeing of each other and the community.

Objective:

1. That the participant could express the love of God by giving to others.
2. To create an environment between the participant that is formed by families where each family will bless the others.

Project Description:

The participants will work on preparing elements of the lunch of that day, creating a family environment where each one will bless each other with the recipes they bring.

Instructions before beginning the project:

1. Distribute the participants in groups of families. We recommend that each family would from 5 to 8 participants.
2. These are the group divisions according to the amount of participants and their responsibilities:

	Family	Activity
25 Participant	1 group of 5 persons	Salad: Verde
	1 group of 5 persons	Dressing: Vinagreta
	1 group of 5 persons	Juice: Depends on the place
	1 group of 5 persons	Desert(fruit on a stick (shishcabas)
	1 group of 5 persons	Table Decoration/Silver wear
50 Participant	2 groups of 7 persons	Salad: Verde
	1 group of 6 persons	Dressing: Vinagreta
	2 groups of 7 persons	Juice: Depends on the place
	1 group of 8 persons	Desert(fruit on a stick (shishcabas)
	1 group of 8 persons	Center table /Silver wear

In case the amount exceed 50 participants, we suggest the next activities:

- Plantain in caramel shape as a gift.
 - Create a family picture mosaic style
 - Welcome sign and serpentine
3. Preparing the worktables for each family.
 - a. Each family will have 1 table that should be equipped with:
 - i. Instruction sheet or activity procedure.
 - ii. Food and kitchen utensils or material necessary for all the activities.
 - iii. Sheet or sign that identifies each table with a number.

4. You should have the next items available in the activity room:
 - a. 2 to 3 big garbage cans.
 - b. Big garbage bags.
 - c. Mops and buckets.
 - d. Brooms and dust pan.
 - e. Wash cloths
 - f. Detergent for counters.

Instructions for the participants:

1. The participants have to know that "the moment to express love in a practical way has come".
2. A brief explanation of the project will be given telling theme that they will be preparing part of the lunch for all the community. That way every family will have a chance to share and show love to other families, and in this way they will be blessing the community.
3. To achieve this you have to mention the activities to be done that where previously selected according to the number of participants.
4. The will know that they will be divided in groups and that there will be 1 or 2 staff leaders in each group.
5. Having understood what the activity consists on, you will share the division of the groups and their assigned number, i.e.: Family #1 will be in charge of the salad. The first family to present themselves will be the Host Family and they are in charge of Dressing and Cleaning.
6. You will let them know how much time they have to complete their task.
7. They will be lead to the work place previously prepared:
 - a. Arriving to the place the staff leader will read the instructions and the procedure of the activity.
 - b. The tasks will be delegated to the participants.
8. When each group is done everyone will meet at the community center (Dinning room) to finish the decoration, organizing and cleaning stations.
9. The sharing will begin. The family selected to do so will host lunchtime.

List of activities for the elaboration of the family sharing:

1. Green salad (lettuce, tomatoes, carrots, broccoli, and others).
2. Dressing for the Salad (vinegar, olive oil, lemon, onion, garlic and others).
3. Natural Juice (fruit necessary, igloo, ice, sugar, filters, cutting boards, knives and gloves)
4. Desert (sticks, marshmallows and one or two fruits)
5. Center tables and silver wear.
6. Plantain in caramel shape gifts
7. Family picture mosaic style
8. Welcome sign and serpentine

Important Note: The activities and menus can change according to the place, installations, and the availability of the materials and ingredients.

Preparing the Green Salad

Family #: _____

Materials:

1. Lettuces
2. Tomatoes
3. (4) Cans of corn
4. Carrots
5. (10) Lemons
6. (2) Cans of black olive. Optional (depending on the cost and availability)
7. (1) Vegetables peeler
8. (3) Knives
9. (1) Can openers
10. (3) Cutting boards
11. (1) Roll of paper towels
12. (1) Pair of gloves for children
13. (1) Strainer
14. Plastic paper for wrapping
15. (1) Garbage can
16. Serving Pan or dish for the salad. (each pan should have enough for 35 people) All of it will depend on the amount of people participating in the lunch.

Preparation:

1. Take each lettuce leaf of the center.
2. In a bowl or a recipient with water, squeeze a lemon or add 5 drops of special liquid to disinfect the vegetables.
3. Put the lettuce in the water for 15 minutes and disinfect it.
4. Cut the tomatoes in a circular form (slice). You may use creativity.
5. Peel or scratch the carrot or cut them Julian Style (fine strips, approximately 4 centimeter long and as thin as possible).
6. After 15 minutes, drain the water from the lettuces on a strainer.
7. Dry the lettuce and cut the lettuce in small pieces with your hands. You have to wear gloves.
8. Decorate with the rest of the vegetables.
9. Seal with Plastic paper to prevent contamination.
10. Throw all the unwanted remains on the garbage can.

Preparation for Dressing: Sauce Vinaigrette

Family # _____

(Host Family)

Materials:

1. (3) table spoons of olive oil
2. (1) bowl spoon of wine vinegar (flexible to your taste)
3. a bit of salt
4. Pepper (optional)
5. (6) lemons
6. measurement cup
7. (1) onion
8. (1) Garlic
9. cilantro
10. (1) Knife
11. (1) cutting board
12. (1) Gloves for children
13. (4) Pan to put the vinaigrette

Cleaning:

1. Paper towel
2. Brooms and dust pan
3. Mops and buckets
4. Wash cloths
5. Detergent for counters

Welcoming and Presentation of activity:

1. (2) White sheets
2. Pencil (children should have)

Preparation:

1. Mix the oil with the wine vinegar, salt and pepper.
2. Pour mix in four different containers.
3. Cut onion as small and fine as possible, Parsley and garlic (mashed). One is done add to the vinaigrette slowly (according to taste).
4. Add lemon drops.
5. Salt and pepper according to taste.

Note: The amount will depend on the amount of people.

Welcoming Message:

At the end of the elaboration of the dressing, the participants will write a small welcoming message. After that they can present the menu.

Preparation of Juice:

Family #: _____

Materials:

1. Mango
2. Water
3. Sugar
4. Ice
5. (1) pair of gloves for children
6. (2) peelers
7. (3) knives
8. (2) cutting boards
9. (2) blenders
10. (2) filters
11. (2) big spoons for moving the juices
12. (1) recipient to put the remains of the fruit.
13. (2) recipient to put the fruit in peaces.
14. Igloo / Big bucket
15. Garbage can
16. Plastic garbage bags

Preparation:

1. Wash the mangos with water.
2. Peel the mangos
3. Take out as much mango as you can from the seed.
4. Put the mango with water and ice in the blender.
5. Blend until you get the consistency you want.
6. Add sugar according to taste.
7. Pour the juice in the Igloo.
8. Repeat the process until done.

Note: The Fruit will depend on the country the camp is being done and the availability according to the times and seasons.

Preparation of Fruit Desert:

Family # _____

Materials:

1. (1) stick for each participant
2. Bags of marshmallows (3 marshmallows per stick)
3. Fruit: Strawberries, mango, papaya (the fruit will depend on the place, time and season)
4. (1) fruit flavored gum per participant.
5. (2) cutting boards
6. (2) knives
7. (1) pair of gloves per children
8. (1) recipient for putting the remains of the fruit.
9. (2) pans for serving desert.
10. (1) plastic garbage bag
11. (1) Garbage Can

Preparation:

1. Put on your gloves.
2. Peel and cut the fruits in small squares.
3. Put the remains of the fruit on a recipient.
4. On the stick you will put a marshmallow, then 2 or 3 fruits, and then repeat this process until filling the stick.
5. Finally put the fruit flavored gum on top of the stick and then put the stick on the serving pan.
6. You will throw away all fruit remains in the garbage can.

Decoration of Center Tables:

Family # _____

Materials:

(for 15 center tables)

1. (225) wood sticks (15 per center table)
2. (5) White glues
3. (90) color paper (it comes on packages of 100 aprox.)
4. (10) Green sheets of paper
5. (2) color sprinkles.
6. Optional: green color pencils
7. (10) scissors
8. (15) play dough

Elaboration:

Box:

1. Take a wood stick horizontally and apply glue on both ends.
2. Take two other wood sticks and put them on both ends. These will go vertically.
3. Take another wood stick and glue it to the ends of the vertical sticks to close the rectangle that is the base for the box.
4. On top of this base you will glue more wood sticks forming more squares.
5. This process will be repeated until 10 squares are completed on the box.
6. Finally, to finish the box, put glue on the vertical sticks on the last square and glue a couple of sticks horizontally and closing on end of the box.

Flower (4 to 6 per box)

1. With the color papers you will cut four hearts medium size that will be the petals of each flower.
2. With the green paper you will cut leaves of different sizes. That will be glued to the flower stem.
3. Take a wood stick and put glue on one end and start gluing the petals of the flower to the point and form a flower.
4. Glue to leaves on the long part of the stick (you can paint this green if you wish)
5. For the center of the flower you will put glue on it and apply the color sprinkles.
6. Make a big ball with the green play dough and squeeze it inside the box. Then stick the wood sticks on the play dough so the flowers will be firm.

7. You will throw away all trash in the garbage can.



Perparation of the Caramel form gifts

Family # _____

Materials:

1. Wrapping paper. A peace of 30 cm x 30 cm / 12" x 12" per participant
2. (7) bags of toasted plantains. You should have 15 hands full.
3. (2) color ribbons
4. (1) pair of gloves per child
5. (4) scissors
6. (2) baskets

Preparation:

1. Cut the wrapping paper in rectangular that could serve for wrapping like a caramel candy.
2. Cut peaces of color ribbons.
3. Open the bags of plantains.
4. Put on the gloves.
5. Close the wrapping paper on both ends and tie it with the color ribbons.
6. Closing the wrapping paper on both ends like so you should end up with a caramel candy shape.
7. Put all the gifts in a basket to be handed out.

Preparation for the Family Picture Mosaic Style:

Family # _____

Materials:

1. 4 mts./13' and 1" of card board paper.
2. Construction paper of four different colors
3. (3) Pencils
4. (5)scissors
5. (10) white glues
6. (1) Roll of transparent tape
7. (1) garbage bag
8. (1) garbage can

Preparation:

1. Cut in half the 4mts./13' card board paper.
2. Glue both halves on all the ends with the transparent tape.
3. Make a family form on the card boar paper with a pencil. We suggest to trace your own bodies and from their make the family picture.
4. Cut the 8cm/3.2" construction paper and assign each figure a color.
5. Glue the rectangles mosaic style on each form.
6. Glue them on the wall of the dinning room (we recommend those that are more visible)

Preparation of the Serpentine and Family Message

Family # _____

Materials:

1. (50) Sheets of construction paper of 4 different colors for the serpentine.
2. (10) Sheets of construction paper of 4 different colors for the messages.
3. (7) Rulers
4. (10) pencils
5. (5) Scissors
6. (5) staplers
7. (1) transparent tape.
8. Crayons and markers
9. Notebook of each children
10. (1) garbage bag
11. (1) garbage can

Preparation:

1. Divide the construction sheets in 3 equal parts vertically. Use the pencils and rulers.
2. Cut the three equal parts of the construction paper.
3. Form a sphere with one of the stripes of the construction paper tidying both ends.
4. Make another sphere with another piece but this time pass it through the middle of the previous sphere.
5. Do this process continually until forming a chain so it can be used as decoration for the dining room.
6. This process can be done by many children simultaneously and you can even form two chain, depending on how much you can achieve with the given time.



Message to the families:

1. Write on the construction papers little messages from what they have learned in class, they must be addressed to the community. You can use crayons and markers.
2. Tape the messages on the wall of the dining room where lunch will be held.

Economy Project

Sphere #7: Economy

Title: "Producing, Distributing and Consuming"

Time: 1 hour and 30 minutes

Principle to Enforce: The economy reveals God's kindness when God-given resources, ideas and energy are used to satisfy human needs. **Scripture:** Deuteronomy 15:4 and Matthew 6:24-34

Objectives:

1. That the participants will be able to practically see that God is faithful to provide man with all that is necessary in order to satisfy his needs and bring glory to God.
2. That the participant will experience that God is the source of provision in order to produce, distribute and consume.
3. That the participant will experience that the human being was created to work and to be co-creators with their Creator.

Project Description

The project consists in the development of factories and firms that will provide sales to the consumer. To achieve this, the investors (camp personnel) will sell raw material to the community. Some of the small groups will unite and form structured factories, some participants will be managers and others will be employees who labor in the factories. Other small groups will be dealers and business people who will buy the products from the factories and sell them to the community.

During the activity's development the following processes should occur:

- a. Investors Sale: this consists of raw materials and required tools.
- b. The development of a company and its products.
- c. The construction of businesses as a sales center for consumption.
- d. Distribution between factories and shops.
- e. Sales to the consumer.

In this way the entire process for the community to satisfy their human needs will be completed while bringing prosperity to the community.

During the activity the investor's will be available for any other need that the producers present.

Note: The quantity of factories can change according to the quantity of participants or can be developed with a lower amount of production keeping in mind the amount of time available for the activity.

Description of Factory Development:

1. **Approximately 10 minutes:** A manager should be chosen for every factory as well as 2 distributors who will be in contact with the correct businessmen in order to promote their product. Also, the group should know the tasks their company has to carry out and divide the necessary responsibilities among the participants.
1. **Approximately 10 minutes: Purchase from the Investors:** The manager will go with the distributors to buy everything needed for factory development.
2. **Approximately 10 minutes: Installation:** Once all products have been purchased as well as the necessary machinery, the work personnel will be organized with the help of the facilitator in order to begin the process of production.
3. **Approximately 30 minutes: Production:** In this process the children will already be divided and in place for their only function during production in order to achieve a product in excellent conditions but in the least time possible.
4. **Approximately 10 minutes: Sale to businessmen:** Through the distributors of each factory, the business people will buy the product and organize it in the business that has been prepared.
5. **Approximately 20 minutes: Consumer Sales:** The business/shops will open to the general public and begin to buy and sell, hoping for economic development in the nation.
6. Depending on the production capacity that each factory reaches, the managers will determine (with the help of the facilitator) if the factory will be closed because of the "completed working day" and pay their employees a just salary, or if half of the employees stop working for to control the working hours".
7. The manager will pay per hours worked and in this way everyone who worked can leave to provide food or anything else their family needs by purchasing from the businesses created.

Description of each factory's development:

1. First **the responsibilities must be divided among all group members** which requires being active and taking initiative in the business that is starting.
2. Some should **invest in the construction** of their business. These children have to find and buy the raw materials and tools needed to build.
3. Others must **find factory distributors** in order to study the products they offer that will facilitate the sales of the establishment.
4. A decision will be made as to the **name and focus** of the business in order to then create publicity. Included in the publicity will be the sign at the entrance of the business, flyers to promote the location, a promotional song or jingle, etc.
5. Then they will be able to buy the products they decide on and bring them to their business to begin sales to the consumer.

Possible products and positions to be taken into account during the production process: (The positions change according to the quantity of participants).

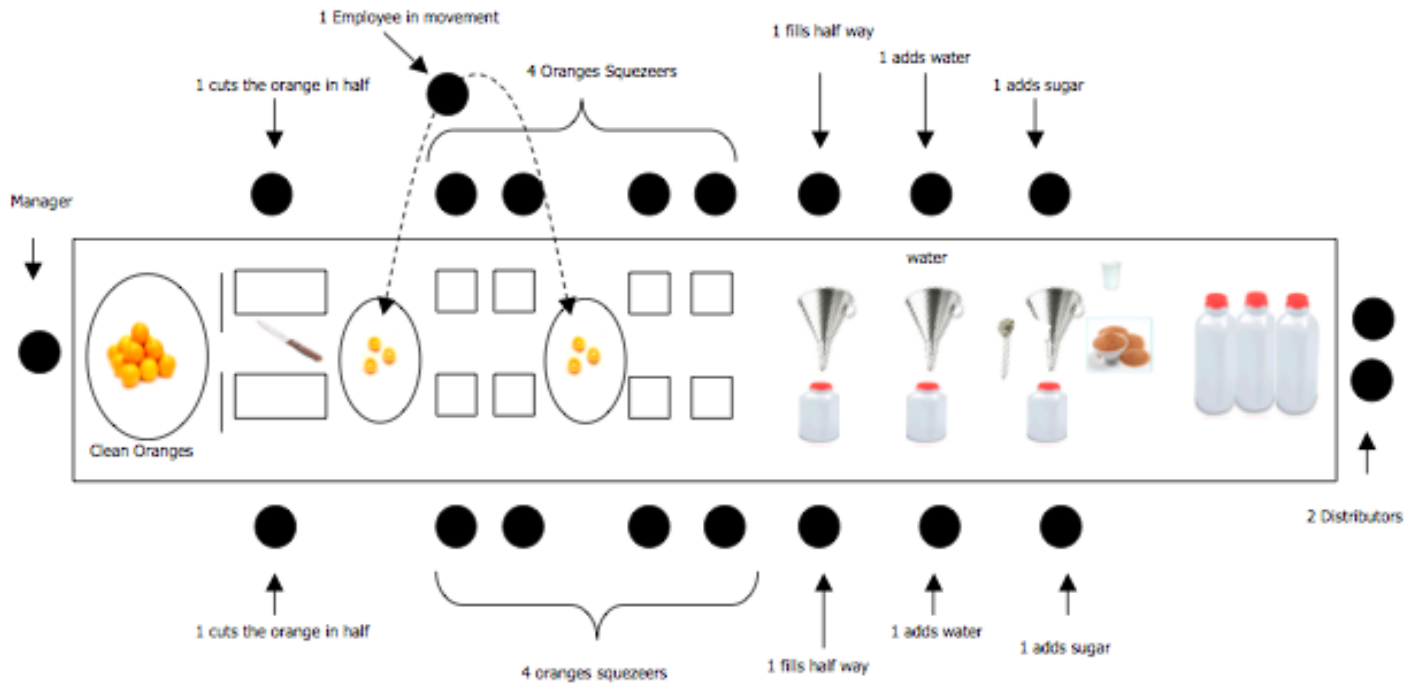
Factory # 1: 20 participants.

Liquid Vitamin C: Orange Juice

With the help of the facilitator, who will read the following responsibilities, the responsibilities and tasks of the factory will be organized:

1. **(1) Manager:** Supervises that the full process is carried out as efficiently as possible.
2. **(2) Distributors:** Individuals that will communicate with the business people in order to sell their factories product. They should create an emblem that represents the Vitamin C factory.
3. **Employees (wearing gloves):**
 - a. **(2)** take the clean oranges from their container and **cut them** in half.
 - b. **(8)** receive the pieces of cut oranges and **squeeze the oranges** into their respective containers. Four of these campers will be located on each side of the table. It is recommended that they be the oldest children in order to make the process faster.
 - c. **(1) employee in action** that will take cut oranges from the first container and place them in the container that will be found in the middle of the four employees who are squeezing juice. See graphic. This will be done to avoid the detainment or halt of the juice squeezing process.
 - d. **(2)** take the **squeezed juice** and fill the ½ gallon containers halfway with **the filter**.
 - e. **(2)** will finish filling the gallons with drinking water using the filter.
 - f. **(1)** using the filter will add **brown sugar**, test the product using a small plastic cup, **seal it** and place it at the end of the table (the quantity of sugar depends on the state of the oranges).
 - g. By now the distributors will have finished the emblems, and will glue them on the containers so that the Vitamin will be ready to sell.

Gráfico #1: Production of Vitamin C Liquid



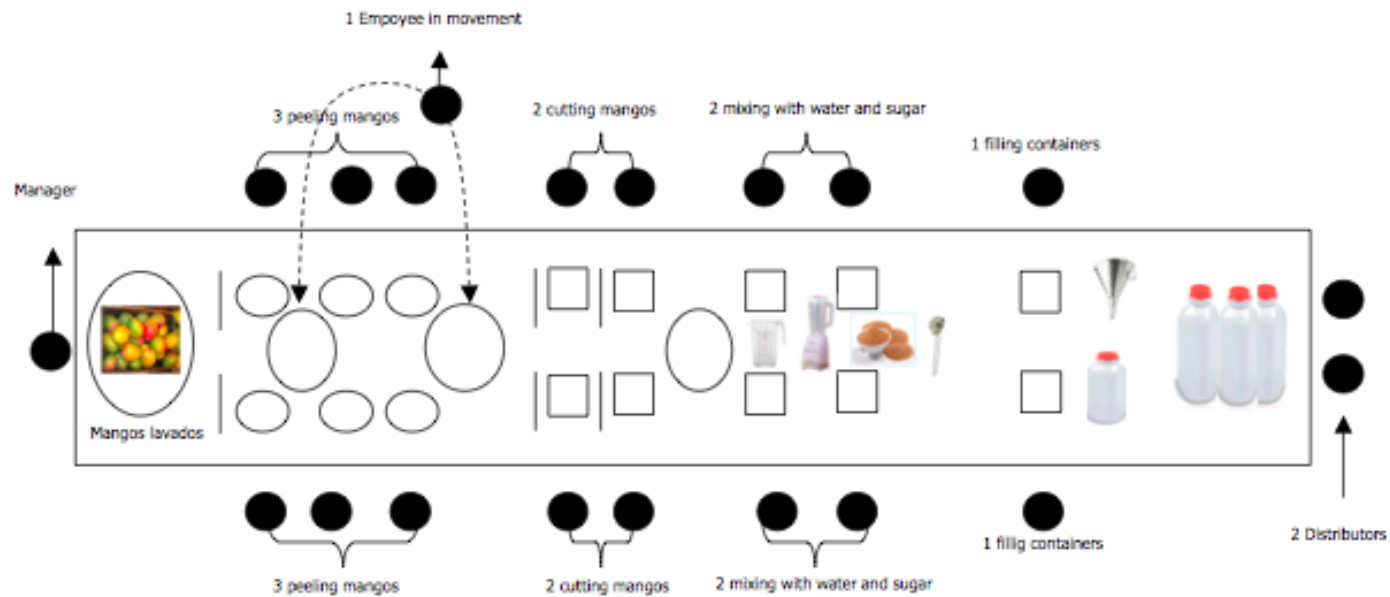
Factory #2: 20 participants.

Liquid Vitamin A: Mango Juice

The factory tasks and responsibilities will be organized with the help of the facilitator who will read the responsibilities.

1. **(1) Manager:** Supervises that the entire process is carried out as efficiently as possible.
2. **(2) Distributors:** People that will communicate with the business people in order to sell the product of their factory. They should create an emblem that will represent the Vitamin A factory.
3. **Employees (wearing gloves):**
 - a. **(6)** take the clean mangos from the container, **completely peel them** and place them in two containers next to the first one. These will be next to the location for the following step.
 - b. **(1) employee in action**, who will take the mangoes that have been peeled and place them in the container that will be next to the two containers where the peeled mangos were placed. This is done to empty the first recipient and avoid stopping the peeling process. (See graphic on the following page.)
 - c. **(4)** take peeled mangos, **cut the pulp** into various pieces and place them into a recipient.
 - d. **(4)** take the pulp from the recipient, **blend it** with water, add brown sugar according to taste and place it in two big pitchers.
 - e. **(2)** take the juice and **using the filter**, fill two containers of ½ gallon.
 - f. The distributors will glue the finished emblems to the containers and the Liquid Vitamin A will be ready to sell.

Grafic #2: Production of Vitamin A Liquid



Factory # 3: 20 participants.

Healthy Dessert: Fruit Kebabs

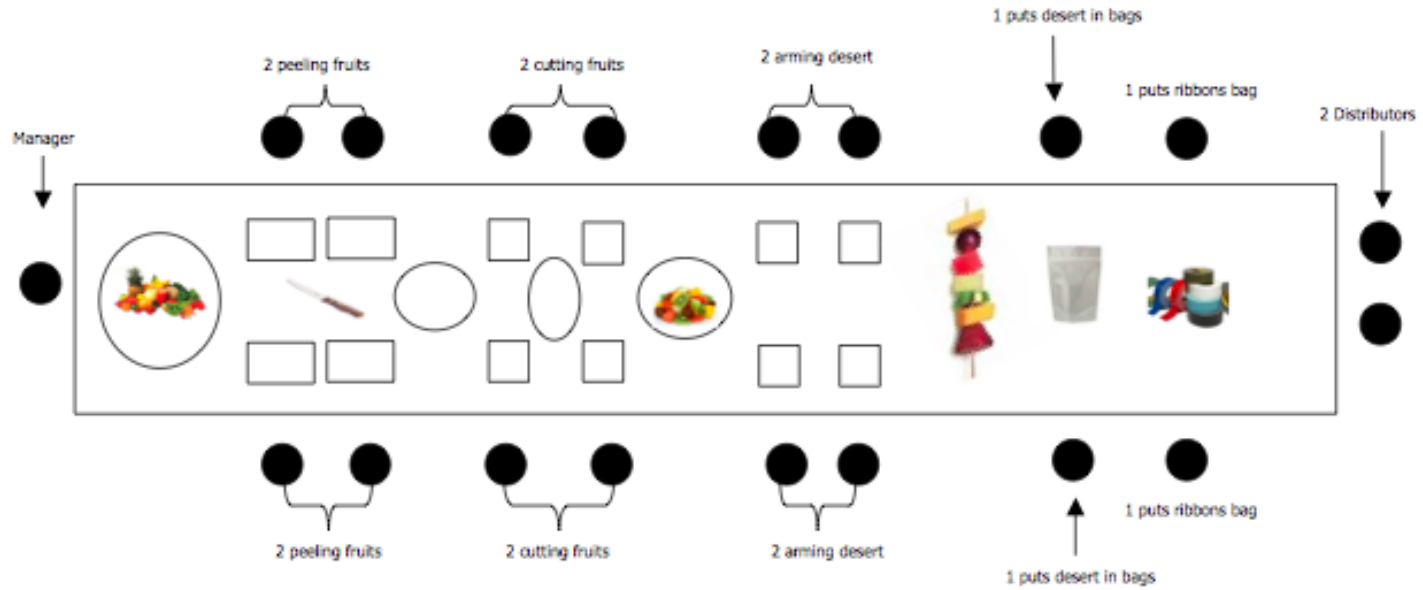
The responsibilities and tasks of the factory will be organized with the help of the facilitator who will read the following responsibilities:

1. **(1) Manager:** Will supervise that the entire process is carried out as efficiently as possible.
2. **(2) Distributors:** People who will communicate with the business people in order to sell their factory's product. They should create an emblem that will represent the factor of healthy desserts.
3. **Employees (wearing gloves):**
 - a. **(4)** Will peel the fruit and place them in a wide container.
 - b. **(4)** Cut the fruits into medium sized pieces and place them in a recipient.
 - c. **(2)** Place the first 3 pieces of fruit on the kebab.
 - d. **(2)** Receive the kebabs with three pieces of fruit and add the last 3 pieces.

Note: All of the employees who place pieces of fruit on the kebab must have a plastic plate to place the kebab in case the following person is not ready to receive it. .

- e. **(2)** Cover the kebabs with clear plastic bags.
- f. **(2)** Tie ribbon around the plastic bags to seal and finish the product.
- g. The distributors glue the finished emblems onto the bags and the fruit kebabs are ready to sell.

Gráfico #3: Production of fruits on stick



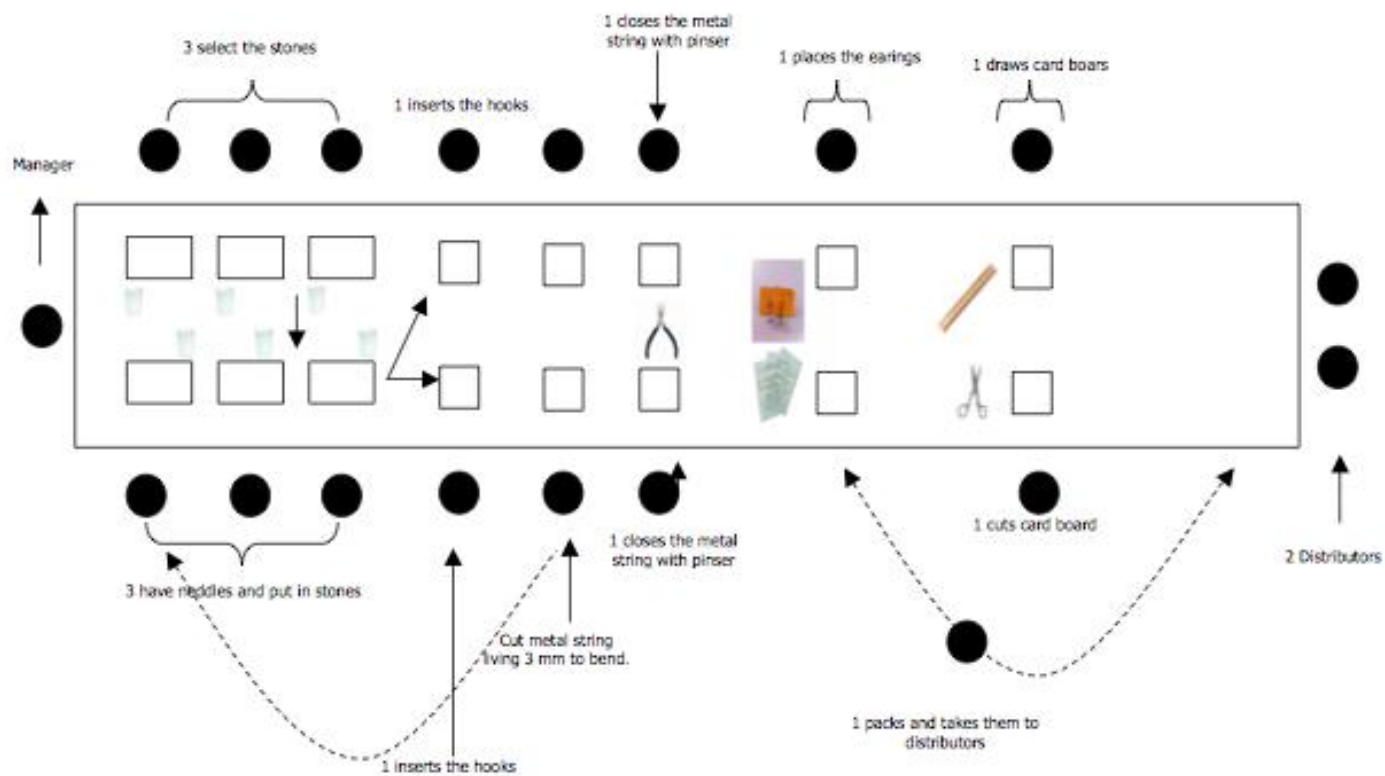
Factory # 4: 20 participants

Jewelry: Earrings

The responsibilities and tasks of the factory will be organized with the help of the facilitator who will read the following responsibilities:

1. **(1) Manager:** Supervises that the entire process is carried out as efficiently as possible.
2. **(2) Distributors:** People who will communicate with the business people in order to sell their product. They should create an emblem that represents the earring factory.
3. **Employees:**
 - a. **(3)** Will be in charge of choosing 6 stones that will be used to make each pair of earrings and placing them in a container. (3 stones per earring). For this, the beads and stones should be distributed into small cups so that they can choose the items they want to use for each set of earrings. The containers with the stones will then be passed on to the following station.
 - b. **(3)** Will receive the containers with the stones and will be in charge of placing them on the pins and pass them on to the next station. Once finished return the empty cups to the workers who are choosing the stones.
 - c. **(2)** Will receive the pins with the stones and will be in responsible to connect the earring hooks to the pin and pass them to the next station.
 - d. **(2)** Will receive the pins with the hooks and be responsible to cut the left over pin with scissors leaving around 3 mm. of wire to close with tweezers and pass them to the next station.
 - e. **(2)** Will be in charge of receiving the earrings and closing them with the help of jewelry tweezers. (Preferably the oldest children).
 - f. **(1)** Will measure and trace poster board with a pencil into small squares to hook the earrings on.
 - g. **(1)** Will cut the poster board and pass it to the next person who will place the earrings on it.
 - h. **(1)** Will place the earring sets on the poster board.
 - i. **(1)** Will place each earring set in a bag. This person will work between the person who is making the poster board squares and the one who is hanging the earrings on them and will also submit the final product to the distributors. See graphic.

Grafic #4: Production of earrings



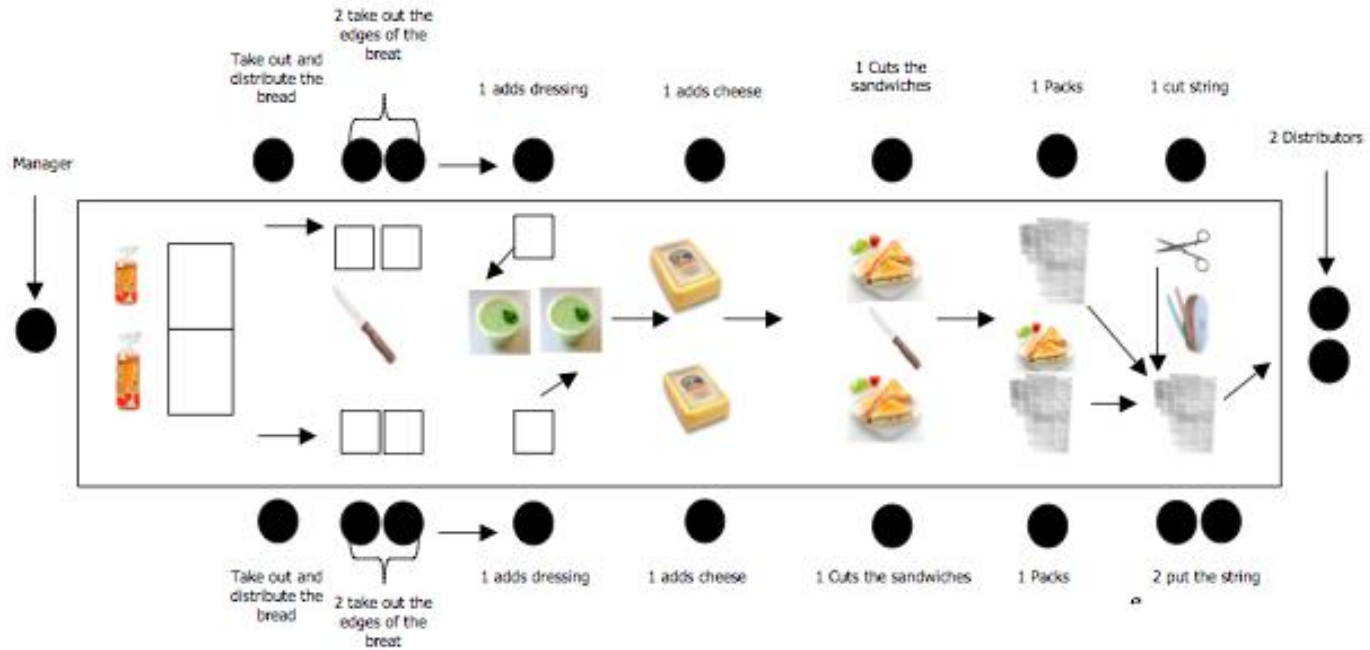
Factory #5: 20 participants.

Appetizers: Sandwiches

The tasks and responsibilities of the factory will be organized with the help of the facilitator who will read the following responsibilities:

1. **(1) Manager:** Supervise that the entire process is carried out as efficiently as possible.
2. **(2) Distributors:** People who will communicate with the business people in order to sell the product. They should create an emblem that represents the sandwich factory.
3. **Employees** (wearing gloves):
 - a. **(2)** Will open bread bags and take out the slices and lay them out on paper towel two by two and pass them to the next station.
 - b. **(4)** Will receive the slices of bread and cut off the crusts
 - c. **(2)** Spread the sandwich mix on the bread slices without crusts.
 - d. **(2)** Place a slice of cheese on one of the two pieces of bread and close the sandwiches.
 - e. **(2)** Cut the sandwiches into four triangles with a knife and place them on a baking pan to be packed.
 - f. **(3)** Will pack the sandwiches (two per bag). There are two sandwich spreads and one of each should be in every package so that the customers can try both kinds.
 - g. **(1)** Will cut ribbon to close and decorate the bags.
 - h. **(2)** Will tie the bags closed with a bow of colored ribbon.

Grafic #5: Production of Sandwiches



Project Instructions:

1. Divide the small groups according to the corresponding work during Project. Example: *Group #2 group #5 and group #7 in factory #4.*
2. Identify and train facilitators for each factory. Note: The quantity of facilitators increases according to the total quantity of group participants.
3. Prepare the places according to each activity (see list of materials):
 - Location for investors.
 - Location for factories.
 - Location for businessmen/women.
4. Divide the money into amounts that will be given to each factory and business. Enough should be provided to cover the investment and just salaries for each employee.
5. Prepare the materials for each work area:
 - **Investors:**
 - (1) Table for each investor.
 - Set out all of the raw materials and tools needed for each factory. (See material list for each factory). The quantities will be according to the size of the factory. This is directly related to the total amount of children in the group.
 - Set out all of the raw materials and tools for each business. The quantities will be according to the quantity of businesses established.
 - Identification signs according to the number of investors. Example: *Vitamin A investors.*
 - **Businessmen/women:**
 - 1 panel of cardboard for each business.
 - 1 table for each business.
 - (1) package of construction paper.
 - Butcher paper.
 - Scissors.
 - Role of tape.
 - Crayons and colored pencils.
 - **Factory # 1: Vitamin C**
 - (1) table for every 6 employees.
 - Sacks of Oranges: Calculate 1 orange per person.
 - (1) Large container (to place washed oranges – can be plastic)
 - (1) Pair of gloves for each employee.
 - (2) Small plastic cups.
 - (2) Cutting boards.
 - (2) Knives.
 - (8) Orange squeezers/juicers
 - (8) Containers for the juice.
 - (2) Medium containers for cut oranges.

- (4) Filters.
- Drinking water.
- (1) bag of brown sugar.
- (2) spoons.
- (15) empty ½ gallons to fill with juice.
- Different colored construction paper for the emblems.
- Scissors.
- Crayons.
- Garbage can.
- Sign: VITAMIN C FACTORY.

▪ **Factory # 2: Liquid Vitamin A**

- (1) Table for every 6 employees.
- Sacks of mangos. Calculate 1 mango per person.
- (1) Pair of gloves for each employee.
- (6) Knives or peelers to peel the mangos.
- (1) Wide container for the peels.
- (4) Cutting boards.
- (4) Knives.
- (2) Big containers.
- (4) Blenders.
- Drinking water.
- Brown sugar.
- (2) Big pitchers.
- (1) Filter.
- (20) empty ½ or ¼ gallons.
- Construction paper of different colors.
- Scissors.
- Crayons.
- Tape.
- Garbage can.
- Sign: VITAMIN A FACTORY.

▪ **Factory #3: Healthy Desserts**

- (1) Table for every 6 employees.
- Mixed fruits. Depending on the season and place where the camp is held. Suggestions: bananas, apples, strawberries, papaya, grapes.
- (4) Knives.
- (4) Cutting boards.
- Container or bowl to place cut fruits.
- Approximately (100) Kebab stick – amount depends on the quantity of campers.
- Plastic plates for each person who makes a kebab.
- (100) Plastic bags to place the kebab.
- (1) Roll of decorative, plastic ribbon.
- Construction paper.
- (2) Scissors.
- Garbage can.
- Sign: HEALTHY DESSERT FACTORY.

• **Factory # 4: Jewelry, Earrings**

- (2) Dozen small plastic cups.
- (3) Packages of colored beads (each bag with a different color).
- (3) Packages with stones to make necklaces, different colors and shapes.
- (3) Bags of pins (they sell special ones to make earrings which are easy to find)
- (5) Bags of earring hooks (hooks should be the same color as the pins).
- (4) pairs of scissors.
- (2) jewelry tweezers.
- (12) an eighth of corrugated cardboard
- (2) Pencils.
- (1) Ruler.
- (100) Small, clear plastic bags to put the earrings in.
- Sign: EARRING FACTORY.

***Note:** These articles can be bought in jewelry and sewing stores.

• **Factory 5 # Sandwiches**

(Calculate for 180 people to each have a bag with two, ¼ sandwiches)

- Bags of bread (for 90 sandwiches).
- (2) Roles of paper towel or two packages of napkins.
- (2) Cutting Boards.
- (6) Sharp Knives
- (90) Slices of cheese.
- (2) large baking pans.
- (180) Medium sized plastic bags for sandwiches.
- (1) Roll of decorative ribbon.
- (1) Scissors.
- (1) Pair of gloves per camper.
- (2) Containers to place the sandwich spreads.
- (2) Sandwich spreads (the spreads should be prepared before starting the activity)
- Sign: SANDWICH FACTORY.

Sandwich Spread Ingredients:

- (6) bars of cream cheese.
- (1) Tablespoon of finely diced parsley.
- (20) Boiled eggs.
- (1) medium sized jar of mayonnaise.
- Salt and pepper.

- **Sandwich Spread #1:** Mix 6 packages of cream cheese with one tablespoon of finely diced parsley.
- **Sandwich Spread #2:** Take 20 boiled eggs and mash them to mix with mayonnaise, salt and pepper.

Instructions for the Participants:

1. It will be announced to the participants the moment has arrived to establish an economy in their community.
2. Tell them that they will be divided, some as factory workers and others as businessmen/women. Both divisions will be made up by small groups.
3. Announce the division of 5 factories, the 5 businesses and the small groups they are composed of. Also, specify the name of the facilitator in charge of each factory and business.
4. Tell them that each factory and business will be assigned an amount of money that will represent their capital to invest.
5. Let them know how much time they have to finish the activity.

Note: Each facilitator will guide their group to the previously established work place and advise them during the whole process.

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