



SNACK: Tikkis



Try this popular snack food from India. It's an easy and great way to use up leftover potatoes and not waste food!

Ingredients (for 5 – 6 tikkis) - 300 grams potatoes (about 2 - 3 medium potatoes), ½ teaspoon red chili powder, ½ teaspoon coriander powder, ½ teaspoon cumin powder, ¼ teaspoon dry ginger powder, ¼ teaspoon chaat masala powder, 1.5 to 2 tablespoons cornstarch, 2 to 3 teaspoons chopped coriander leaves, 2 tablespoons oil, salt

Directions:

1. Cook the potatoes until tender enough to mash. Drain.
2. Mash potatoes and cool completely.*
3. Add the spices, salt, cornstarch and coriander leaves and mix well.
4. Divide the mixture into small or medium shaped patties. You can apply some oil on your palms when making the patties.
5. Heat oil to medium hot in a shallow frying pan. Gently place the tikkis (patties) in the oil and fry.
6. Gently flip for a couple times till both sides are golden and crisp.
7. Remove from pan and put on paper towels to remove excess oil.
8. Serve with a favourite dipping sauce or chutney.

Source: www.vegrecipesofindia.com

*Boost nutrition in your tikkis by adding cooked peas, or dry curd cheese, or canned & drained chickpeas, and mash into your potatoes.



PRAYER: Thank you Jesus



Thank you Jesus for giving us the ability to learn things. We pray for children in our world who don't get the chance to go to school. We know that you care for them very much. Help us to be responsible with what you have given us, and to find ways to respond, with your love, to any injustices that we see.



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CBM embracing a broken world
through word & deed

Hey! It's Not Fair!

PRESENTED BY



CBM



LESSON 5 Her First Day of School

LEARNING OBJECTIVE: Girls and women in our world do not have equal access to education

SCRIPTURE REFERENCE: Isaiah 58:10, 1:17, 58:6



BIBLE VERSE:
Isaiah 1:17

Help the Oppressed



BACKGROUND:

At least two-thirds of uneducated children in the world today are girls. Without access to educational opportunities, girls are at a higher risk to become marginalized and exploited. She is more likely to marry early, to contract HIV and AIDS, and has a higher chance of dying during childhood than her educated female peers. She is also less likely to own land, get a decent job, have a say in society or break out of the crushing cycle of poverty.

A similar percentage (2/3) of illiterate adults in the world are women. Some of the reasons include extreme poverty, discrimination, culture, caregiving responsibilities and household duties. An uneducated woman often feels shame at being unable to write her name or help her children with homework. She can't read documents and important paperwork. She feels isolated and does not have access to knowledge on nutrition or other health education that could greatly improve life for her family. She is vulnerable to abuse and exploitation.

She Matters is CBM's campaign to educate, equip and empower girls and women who have the potential to be the greatest influencers for change in their families and communities. One of the projects it supports is in India, among the Soura who live in Odisha State. In the early 1900s, tribal groups like the Soura were considered to be even lower than “untouchables” in the Indian social context at the time. Today they continue to live in remote, marginalized villages with limited access to government services, schools and health care facilities. Illiteracy rates are high. When children can attend school, it is most often the boys who are sent while girls remain behind at home to help with younger siblings, household chores and work in the fields. Tragically, they are often forced into early marriages with no other options available. Thanks to a literacy project supported by CBM, girls and women now have the chance to get an education. Part of this project includes health awareness campaigns and provision of seeds and training to start kitchen gardens for fresh fruit and vegetables.



GAME:
Happy Village
(adapted from Chocolate Project; Catholic Relief Services)



Materials for each group of 5 children: 60 Index cards (write Literacy on 15 cards, Healthy Food on 15 cards, Cashews on 15 cards and draw smiley faces on the remaining 15 cards), Die

How to play:

1. Divide children into groups of five players. Each player represents one village.
2. Mix Literacy, Healthy Food and Cashews cards together. Have the smiley face cards in a separate stack.
3. Deal each player 5 cards from the stack of Literacy, Healthy Food and Cashews cards.
4. Players take turns rolling the die. If the die lands on 1, 2 or 3 the player picks from the pile of Literacy/Healthy Food/Cashews cards; if on 5 or 6 the player has the option to trade 1 card with another student or pick a card from the Literacy/Healthy Food/Cashews pile.
5. For every combination of 1 Literacy, 1 Healthy Food, and 1 Cashews card, the player trades to receive a smiley face card. Put the traded Literacy, Healthy Food and Cashews cards back in the main stack.
6. Each smiley face card represents one child who can go to school. The player with the most smiley face cards by the end of the round is considered to be the happiest village and wins the game.

Closing: End game with a discussion on what each card represents. How does good education play a role? For instance, Literacy (discovering the joy of learning, being able to read and write, having dignity in being able to better participate in the community, not being cheated at the market, etc.); Healthy Food (learning about growing and eating healthier food, learning hygiene to stay healthy, etc.); Cashews (learning how to earn more family income, better ways to farm better/grow “cash” crops, how to start or grow a business, etc.).

When a family (or village) understands how important an education is, they are encouraged to send all of their children, boys and girls, to school. A good education includes learning about God's love for all people, to respect and care for everyone, to use what you learn to help others. God desires that all people can access what they need to have a full, healthy life - for ALL children to develop to their full, God-given potential with his love in their hearts.



MISSION
ADVENTURE
STORY:

Meet Ponina



Meet Ponina. She lives all the way over in India. Do you remember where that is? [Have a child put another sticker on India on your world map.] Let's hear her story.

I live in a small village with only 23 houses. When I was younger, I saw some children in villages around us go to school. It made me so sad that I couldn't go. Instead I had to work with my family in the fields. We grow rice and cashews. But two years ago, something wonderful happened. Some people from our church asked if we wanted to have literacy classes in our village. They would offer it in the evenings, after our work in the fields. You can imagine how excited I was to finally have the chance to study. Many others joined, mostly women, of all ages.

The oldest person in my class is our village mom. Everyone loves her! She is over 70 years old, but also wanted the chance to learn. She recently learned to sign her name. It was a big moment for her. She used to have to use her thumbprint (in ink) to sign her name, like on her pay card for the hours of work she does in other people's fields. She said that she worried about getting cheated because she couldn't read. Now she can read and count so she knows if she's getting the right amount of pay. She now encourages all the children and adults in our village to get an education.

I am so happy to be able to recognize letters of the alphabet. My dream is to be able to read the Word of God for myself. Jesus is my hope. I believe that he will help me in all areas of my life.



We are also learning how to have a healthier life and some have started gardens to grow fruit and vegetables. The church has also started tutoring classes to help children with their homework. The few schools we have in our area are very poor and the teachers don't get paid well. Many of them do not come to class regularly to teach. It is hard to learn well in that environment. I also heard some people in our church talk about a dream they have to start a business among the villages. They would like to process all the cashews locally that we grow in our area. We would get a much fairer price for our crops, as well as have more local jobs to help people earn money to provide for their families. Our village has big dreams for the future.

DISCUSSION QUESTIONS:

1. What is the problem in the story. How does it make people feel?
2. What is helping Ponina and families in her village to break the chains of illiteracy?
3. How does the story make you feel?
4. What can we do to help?



OPENING ACTIVITY AND DISCUSSION
When I Have a Good Education, I...



Split children into small groups. Ask each group to draw a large outline of a person on their large paper (or draw around a child who is lying on the floor to get an outline). Ask them to think about what qualities and characteristics an educated person might have. Have children write (or draw pictures/symbols) of these within the outline of the person. Next ask them to draw a big circle around the drawing of the person to represent the world. Now have children discuss what the qualities and characteristics of a world full of educated people would be and write/draw these down. Ask groups to share their ideas. Remind them of things your class has learned from previous lessons (i.e. ways to end hunger, improve nutrition, escape chronic poverty, know the best ways to stay healthy, learn the best ways to grow food, educating mothers can save children's lives, education gives people more options in life, etc.). Record all the lists and together decide on the top 10.

Closing: Note how education is important in so many ways and yet so many children around the world today are not able to go school, and that 2/3 of these children are girls. Many live in villages where adults have never had a chance to learn to read and write. *Hey, it's not fair.* Let's see how we can respond.

Source: Worldslargestlesson.globalgoals.org