

# Partners in Hope

## *Working for Peace in Afghanistan*



A learning/sharing experience for children and youth

Rebecca Sherbino



The Presbyterian Church in Canada

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## **About the Author**

Rebecca Sherbino grew up in Toronto. When she was 16, a two-month mission trip to New Guinea inspired a passion for social justice issues overseas. Her journey began with a year at Capernwray Bible College in England, where she learned about God's plan for people around the world. Following this, she pursued an undergraduate degree in Environmental Studies: Global Development, Peace and Justice at York University in Toronto, and then completed a Master's Degree in Peace & Development at the Universitat Jaume I in Spain.

Wanting to work in an international context, Rebecca took a contract working in Peacebuilding in Sudan, Africa and continued to work in advocacy for Sudan issues from Ottawa upon return home. She met and married Joel and they spent three years in Malawi as mission staff with The Presbyterian Church in Canada. Rebecca worked as the Monitoring and Evaluation Officer for the Blantyre Synod Health and Development Commission and Joel served as the Associate Pastor at St. Columba (Church of Central Africa Presbyterian). Rebecca and Joel adopted two Malawian children and two years later had a biological son. Isaac is now 7, Masika 5 and Canaan 3.

Rebecca has been at home with her three children for the past few years. She continues to be passionate about social justice at home and abroad and is returning to work in the development field now that her kids are starting school. Although she has not yet had the privilege of traveling to Afghanistan, she hopes to get there someday! Rebecca currently attends Paris Presbyterian Church, where Joel is the pastor.

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# Introduction



**Afghanistan** is a country that brings many different thoughts to mind. It is a country of mystique, beautiful people, challenging and rugged terrain. It is also a country that has been ravaged by war, occupied by foreign nations and torn by internal conflict. This resource is intended to introduce children and youth to Afghanistan, and the mission work that The Presbyterian Church in Canada is doing there.

The Presbyterian Church in Canada works through Afghan organizations to find creative solutions to the challenging issues that Afghans face today. Presbyterian World Service & Development works with local partners

to support programs that focus on establishing food security and promoting child and maternal health and education. Justice Ministries works with churches across Canada on policy issues that affect Afghanistan.

It is hoped that this study will encourage participants to engage in greater global awareness, provide practical ways to love their neighbour and fuel their passion to act out their faith locally and globally.

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## *How to use this resource*

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This resource is intended to be an interactive learning tool. The sessions work best when the leader/facilitator has a clear idea of the objective of each lesson and engages participants in the topic, as opposed to leaning heavily on the written word. The media content is provided to help engage technology-savvy youth with culturally relevant methods of learning. The video clips have been chosen to stimulate discussion on various topics. In some sessions, the clip is used as an icebreaker to begin discussion, and in others the clip highlights the issues being discussed. The video clips will enhance each topic; however, if the technology required to view the videos is unavailable, there is sufficient material in each session for an effective program. All of the sessions include games, crafts and questions for discussion.

### **Online Video Clips**

The online video clips can be found on both YouTube and Wingclips. The website links have been included in each appropriate section. Video content should be screened prior to viewing so that the leader has a clear idea of how to integrate the video content into the lesson plan as well as to ensure that the material is appropriate for the viewers. Some of the video segments include material that may be sensitive for very young children or use humour that some viewers may not appreciate. Please review and use those that are appropriate for the group.

## Age of Participants

This resource includes activities for children as young as six years. In some sessions, optional activities and questions have been added that are appropriate for older children.

## Duration of Study

This resource contains material for five 60-90 minute sessions. Each session includes a game (either an active game or a board game) that shares the work of partners in Afghanistan, online video clips, questions for discussion and related Bible verses.

The study could be used over five weeks in Sunday School, for mid-week children's meetings, as part of a five-day Vacation Bible School, for family or intergenerational events, at retreats, camps and with youth groups. Alternatively, you may choose to do just one session. There are a variety of activities that can be picked based on time, interest, or the age of the group. In addition to doing the activities, it is recommended to break for a snack together.

This resource could be open to people from outside of the congregation. Advertising the event before it starts would open the doors for people to join the study.

## Leading the Sessions

Although each session could be led by one person, it would be more inclusive to arrange for helpers with different gifts to assist in running the games, serving and cleaning up snacks, storytelling, or helping kids with crafts or small group discussion. Involve as many people as possible!

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## Take the Afghanistan Challenge!

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Each year The Presbyterian Church in Canada produces a *Partners* resource so children and youth in Canada can learn about mission partners. Each study encourages children and youth to give money for a specific project. This year the money raised will go towards schools, non-formal education and increasing food security for families in Afghanistan.

Giving money to support mission work can be a very abstract concept. Providing strong images representing the gifts helps youth to see the impact they can have. The specific examples provided below will help give the children and youth an idea of what their donation can do. Actual costs and expenditures depend on local markets and the needs at the time. Your gifts will be used to help the education and agriculture programs' overall goals.

- \$6 provides a child with school supplies and a school bag
- \$57 provides a small vegetable garden for a family
- \$120 provides education for a girl in Afghanistan for a year
- \$150 provides a goat for a family in need

Your gift in any amount creates new opportunities for children and families in Afghanistan and gives them hope for the future.

## Ideas for Raising Funds

Choose a realistic goal from the examples listed. You don't have to raise the full amount to support the work. Because you are

PWS&D-supported projects in Laghman Province give girls the opportunity to attend school.



fundraising with children and youth across Canada, we will accomplish the mission together.

For example, if you think your group can raise \$96, you may choose to provide 16 children with school supplies and a school bag. For every \$6 raised you could add a picture of a school bag to a bulletin board tracking your progress.

If you choose the goal of \$120 to send a girl to school for a year, find a picture of a girl and create a path for her on a bulletin board, making the starting point her home and the end point the school. Move the girl closer to the school as you raise more money and then place her at the school when you have raised \$120. As you raise more money, you could begin to move another girl towards the school.

If you choose to raise money to support vegetable gardens, you could cut out pictures of various vegetables, each worth \$1, and see how many vegetables you can have in your garden.

Providing a visual display will help the children and youth see and understand what they have given to realize the goal together. Feel free to combine any of the above suggestions, or come up with some of your own!

### **Where do I send the funds?**

All contributions should be sent by cheque to:

The Presbyterian Church in Canada – PWS&D  
50 Wynford Drive  
Toronto, ON, M3C 1J7

Attention: Partners in Afghanistan 2012/13

Make the cheque payable to “The Presbyterian Church in Canada” and write in the memo line “Partners in Afghanistan Study.”

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## *Brief Introduction to Afghanistan*

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### **Location**

Afghanistan, in southwest Asia, is bordered on the north by Turkmenistan, Uzbekistan, and Tajikistan; on the east by China; on the south by Pakistan; and on the west by Iran.

### **History**

Often called the crossroads of central Asia, Afghanistan has had a turbulent history. It lies across ancient trade and invasion routes from central Asia into India. This geographical location influenced its history because invaders often settled there. For centuries it has been at the mercy of various kingdoms and dynasties that have attempted to rule its inhabitants. “It is a nation that has been beset by invasion, external pressure and internal upheaval since before the time of Alexander the Great.”<sup>1</sup> Most of the present borders were drawn up in the 19th century, when Afghanistan became a buffer state, or neutral zone, between Russia and British India. In 1979 it was invaded by the USSR. It is estimated that about 14,500 Soviet and one million Afghan lives were lost before the Soviet withdrawal in 1989. As external powers were fighting over the country, internal conflict was increasing. The republic dissolved in 1992 as the country erupted in civil war.

From 1996 to 2001 Afghanistan was under the rule of the Taliban, a political and militant movement that had considerable power in large parts of Afghanistan. The Taliban came to power promising to make Afghanistan a safer place by putting a stop to infighting between various factions in the country. Eventually, the movement’s conservative interpretation of Islamic traditions and values came to be a major concern for many Afghans. Under the Taliban, women’s rights were severely restricted, and “modesty police” enforced strict rules about what women



could wear, study and do. Women were prevented from working outside the home or pursuing an education, were not allowed to leave their homes without an accompanying male relative and were required to wear a traditional *burqa*, a loose outer garment, sometimes with veiled holes for the eyes, worn by women in public places. Men were expected to grow beards. Cultural expression in Afghanistan became virtually nonexistent. Afghans were not allowed to play music, fly kites, clap at sports events, laugh in public or engage in a variety of other activities that are permitted in other Islamic states.

Unemployment skyrocketed under the Taliban, adding greatly to social unrest. In 2001, the Taliban’s rule came to an end with an invasion led by American troops. Canadian soldiers arrived shortly after, and remained there for ten years. After a transitional government from 2002-04, elections were held in 2004 and Hamid Karzai was elected as President. Since that time there has been an ongoing civil war and insecurity rooted in tribal rivalries and local power struggles which get drawn into the larger insurgency.

## People

Afghanistan is comprised of a variety of ethnic groups collectively called Afghans. The people of Afghanistan are related to many of the ethnic groups in Iran, Pakistan, Tajikistan, Turkmenistan, and Uzbekistan. The borders drawn between these groups are arbitrary. For the most part, Afghans are farmers, although a significant minority follow a nomadic lifestyle. In the years after the Soviet invasion and the civil war that followed, a large number of Afghans fled the country and became refugees in neighbouring nations, particularly Iran and Pakistan.<sup>2</sup>

**“Studies consistently show that the conflict in Afghanistan has multiple and diverse sources, including conflict over land and water; family and tribal grievances; the presence of Taliban, warlords and criminal elements; international forces; corrupt Afghan security forces and government officials.”**

**— Canadian Council of Churches: Canada’s Role in Afghanistan, December 10, 2009, p.1.**



### When you think of Afghanistan, imagine a country

- where 20 years of war has totally crippled the economy, and you must try to somehow survive day-by-day by scrounging enough food to feed your children;
- where people do not have the facilities to receive an education;
- where people do not have the facilities to receive treatment at hospitals;
- where, on average, men die at 40 years of age and women at 43;
- where hundreds of thousands of people are maimed, disabled, or blind because of war and land mines;
- where you face a high chance of becoming blind or crippled because of the lack of fresh fruit and vegetables, causing vitamin deficiency. If you are blind or crippled, no one can help you because those that are not blind or crippled need help as well.

— Afghanistan Civil Society Website: [www.afghanistans.com](http://www.afghanistans.com)

## Population

There are approximately 33 million people in Afghanistan. The figure is considered a rough estimate because the last official census was in 1979, and the effects of recent wars have made it difficult to conduct an efficient census.

### Ethnic Groups

Pashtuns 42%

Tajiks 27%

Hazaras 9%

Uzbeks 9%

### Religion: Islam

Sunni: 80%

Shi'a: 19%

There are different branches within Islam, just as there are different denominations of Christians. Two of the most prominent Muslim groups in Afghanistan are Sunni and Shi'a.

Islam, like Christianity and Judaism, is an Abrahamic religion, descended from Abraham.

The word Islam means "submission to the will

of God." Followers of Islam are called Muslims. They believe in one God who sent a number of prophets — including Moses, Jesus and Abraham — to teach humanity God's will. They believe Muhammad is the final prophet. Their holy book is the Koran (Qu'ran). Imams are the spiritual leaders.

## Afghanistan Today

Afghanistan is reported by the United Nations Human Development Index to be one of the 15 least developed countries in the world today. In addition to the continuing violence, the country suffers from widespread poverty, drought, earthquakes, ongoing conflict, a devastated infrastructure and continual danger from hidden landmines and abandoned unexploded munitions. While the situation has improved in the past 10 years, the nation still faces many challenges. Many countries, including Canada, have pulled many of their troops out of Afghanistan; however some Canadian soldiers remain to help train Afghani army and police forces. Diplomacy is needed to end the current civil war and help heal physical, social and political wounds.

### FAST FACTS

- More than half the population **lives below the poverty line** (less than a \$1 a day).
- More than 6.6 million (20%) Afghans are **unable to meet minimum food requirements**.
- Three out of 10 Afghans suffer from **chronic food insecurity**.<sup>3</sup>

## Work and Employment

It is estimated that 80% of the population of Afghanistan lives in rural areas. Due to the lack of educational opportunities, Afghans have limited options for alternative sources of livelihood. Most (80%) Afghans are engaged in agriculture, 10% in industry and 10% in services.<sup>4</sup>

## Children's Health in Afghanistan

Children are more vulnerable to diseases than adults because their immune systems are not fully developed and they have not had enough exposure to different pathogens to develop immunity to various strains of viruses. Improved medical treatments, together with greater access to health care, have helped reduce childhood deaths considerably in parts of the developing world. However, many places in Afghanistan still do not have access to these services.

### FAST FACTS

- In Afghanistan, one out of five children dies before the age of five. In Canada, the ratio is one out of 156.
- Infant and maternal mortality rates are among the highest in the world.
- 50% of children under the age of five suffer from acute or chronic malnutrition.

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## What is The Presbyterian Church in Canada doing in Afghanistan?

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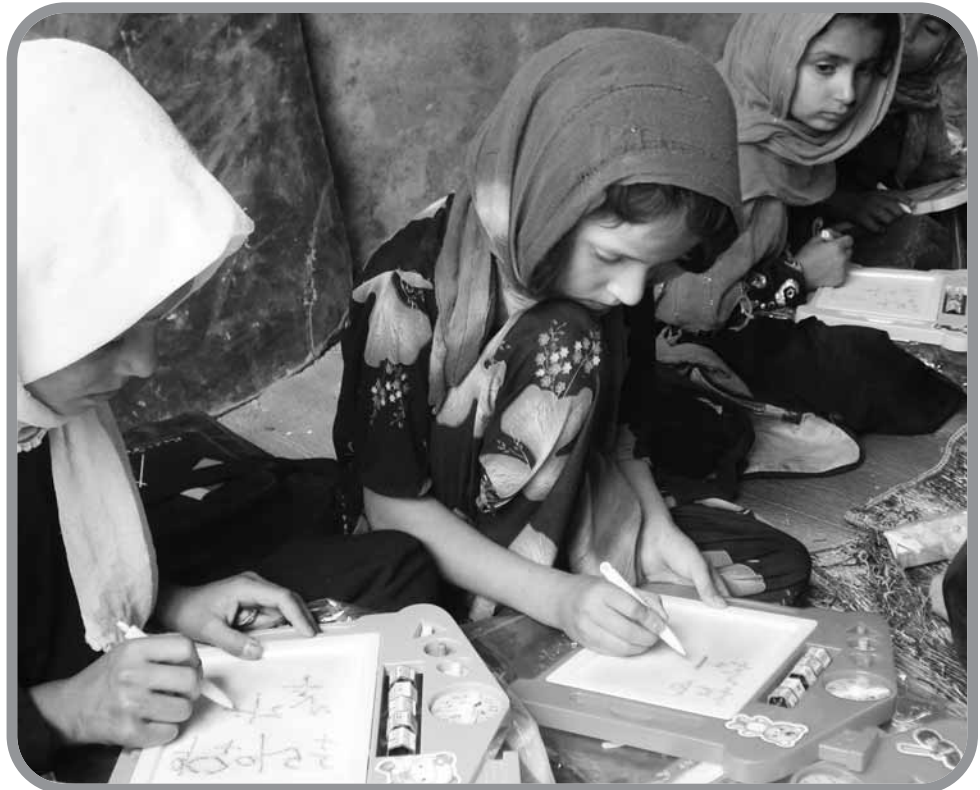
As the development and relief agency of The Presbyterian Church in Canada, Presbyterian World Service & Development (PWS&D) is working through a local partner organization, Church World Service – Pakistan/Afghanistan (CWS-P/A), on the following programs.

**Education:** PWS&D is helping bring education to girls between the ages of 6-12. It is encouraging and empowering them to return to the classroom. Teachers are receiving training and damaged schools are being repaired and rebuilt. Children whose families cannot afford to purchase textbooks are given books for free. Families, the Ministry of Education and the larger community are working together to ensure sustainability of the program.

**Maternal, Newborn and Child Health:** PWS&D is helping address Afghanistan's high maternal and child mortality rates by working with the community to train and equip birth attendants, improve health facilities and change community attitudes toward maternal health services.

**Food Security/Agriculture:** With the support of Canadian Foodgrains Bank, PWS&D is helping rebuild Afghanistan's irrigation infrastructures and is providing livestock for families most affected by the food crisis. Families receive cash as payment when they assist in the rehabilitation of *kareezes*, underground rivers channelled

Girls in Laghman Province learn to write using new school supplies.





## Millennium Development Goal #4: Reducing Child Mortality

The global under-five mortality rate has been reduced by 28% from 1990 to 2008 — moving from 100 deaths per 1,000 live births to 72/1,000 in 2008. Yet the rate of decline in under-five mortality is still insufficient to reach the MDG goal of reducing deaths by 2/3 by 2015. While substantial progress has been made in reducing child deaths, children from poorer households remain disproportionately vulnerable across all regions of the developing world. Mortality rates of children under the age of five are, on average, more than twice as high for the poorest 20% of households as for the richest 20%. Similarly, children in rural areas are more likely to die before their fifth birthday than those in urban areas.

Most children in developing countries continue to die from preventable or treatable causes, with pneumonia and diarrhea the two main killers. Being undernourished contributes to more than a third of all under-five deaths.

Immunization programmes have made an impressive contribution to reducing child deaths. However, there are still many places that need immunization campaigns. Overall, the lives of an estimated 2.5 million children under five years old are saved each year as a result of immunization for vaccine-preventable diseases.

for irrigation of farm lands. Restocking goat herds helps to restore the livelihoods of the worst affected families and widows. In addition to the provision of goats, families are supported with vaccinations and food for their animals.

## International Ministries

In the past, International Ministries sent PCC mission staff to Afghanistan through International Assistance Mission (IAM). IAM is a non-governmental organization that jointly permits several churches from North America and Europe to be involved in mission in Afghanistan. While the PCC currently has no staff serving in Afghanistan, we provide IAM with an annual grant of \$5,000. Former PCC mission staff include:

- Mr. John and Mrs. Ruth Reoch from 1969-71.
- Ms. Lillian Wilton from 1974-77.
- Mr. Murdo and Mrs. Florence MacKenzie from 1987-1997.

## Justice Ministries

Working with the Canadian Council of Churches, Justice Ministries has supported the development of a number of action letters from Canadian church leaders to the Canadian government regarding issues in Afghanistan. They have called on Canada to support outreach, research and pilot projects that are designed to further develop dynamic new local reconciliation efforts. They have encouraged the support of organizations with demonstrated support for local governance and peace building activity in Afghanistan, working with traditional and informal authorities at local and district levels. They have also encouraged dialogue with the Government of Afghanistan, as appropriate.

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## What are the Millennium Development Goals?

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Adopted by world leaders in the year 2000 and set to be achieved by 2015, the Millennium Development Goals (MDGs) provide a framework for the international community to work together toward a common end. The idea is that if these goals are achieved, world poverty will be cut by half and tens of millions of lives will be saved.



The eight Millennium Development Goals are:

- 1) Eradicate extreme poverty and hunger
- 2) Achieve universal primary education
- 3) Promote gender equality and empower women
- 4) Reduce child mortality
- 5) Improve maternal health
- 6) Combat HIV/AIDS, malaria and other diseases
- 7) Ensure environmental sustainability
- 8) Develop a global partnership for development

In 2010, a global MDG Summit adopted a global action plan: *Keeping the Promise: United to Achieve the Millennium Development Goals*. It also announced a number of initiatives to help reduce poverty, hunger and disease. In a major push to accelerate progress on women's and children's health, a number of Heads of State and Governments along with the private sector, foundations, international organizations, civil society and research organizations, pledged over \$40 billion in resources over the next five years.<sup>5</sup>

1 Adam Ritscher, *A Brief History of Afghanistan*, January 13, 2012, <http://www.afhangovernment.com/briefhistory.htm>.

2 Central Intelligence Agency, *World Factbook — Afghanistan*, August 23, 2012, <https://www.cia.gov/library/publications/the-world-factbook/geos/af.html>.

3 World Food Programme, *Overview-Afghanistan*, August 23, 2012, <http://www.wfp.org/countries/afghanistan/overview>.

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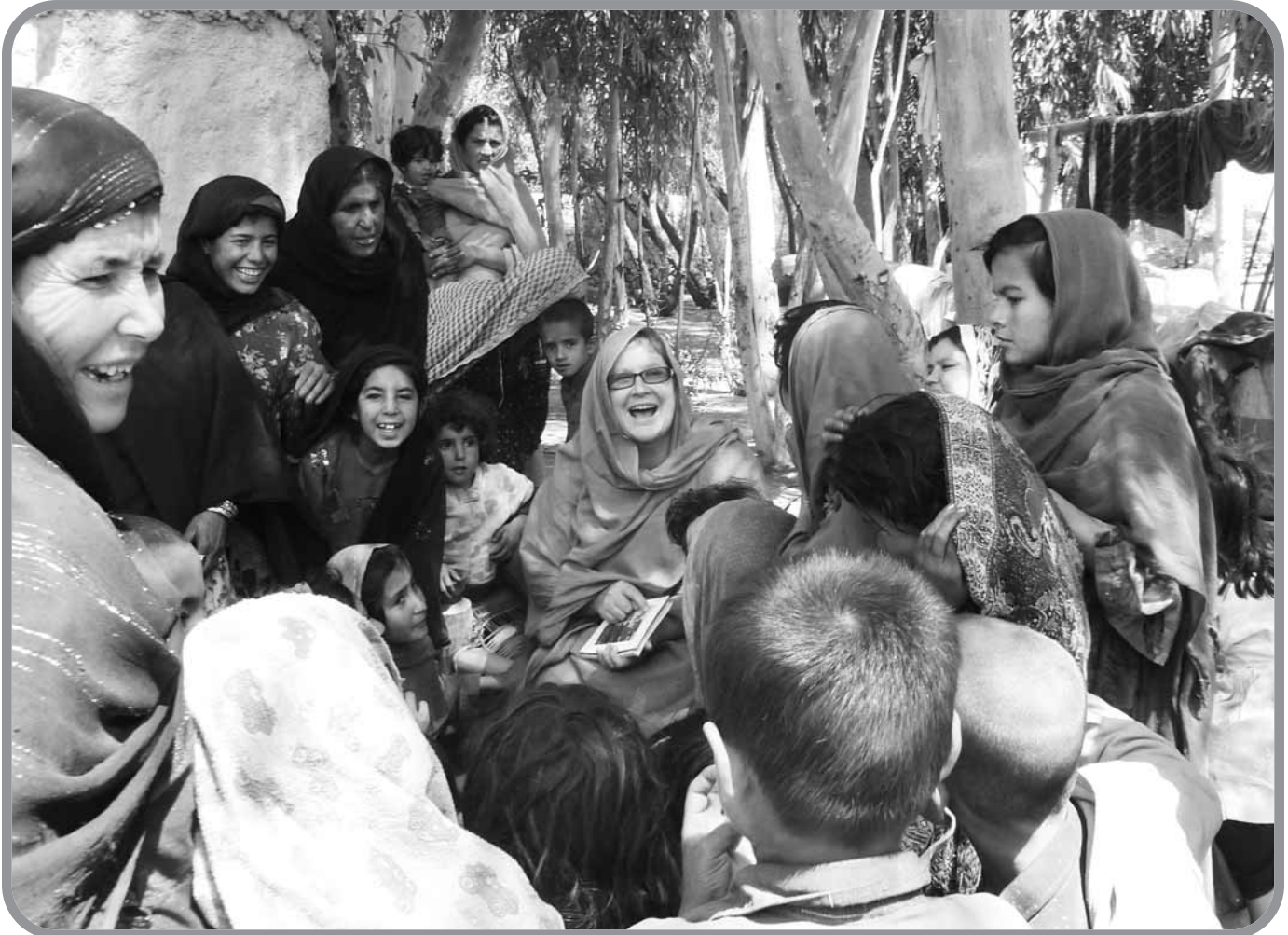
5 <http://www.un.org/millenniumgoals/bkgd.shtml> 2010 Summit on the MDGs, We can end Poverty 2015, A Gateway on the UN System's Work on the MDGs, Jan, 27, 2012, Fact sheet: [http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_4\\_EN.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_4_EN.pdf).

## Session 1:

# Trading Places

**Theme:** Living in someone else's shoes, learning about our neighbours.

**Goal:** To discover what life is like for people in Afghanistan and see the world from a different perspective.



PWS&D committee member, The Rev. Laura Kavanagh, visits Church World Service projects in Afghanistan.

**Opening Prayer:** Loving God, open our eyes, hearts and minds so that we may have a greater understanding of the experiences of others. Amen.

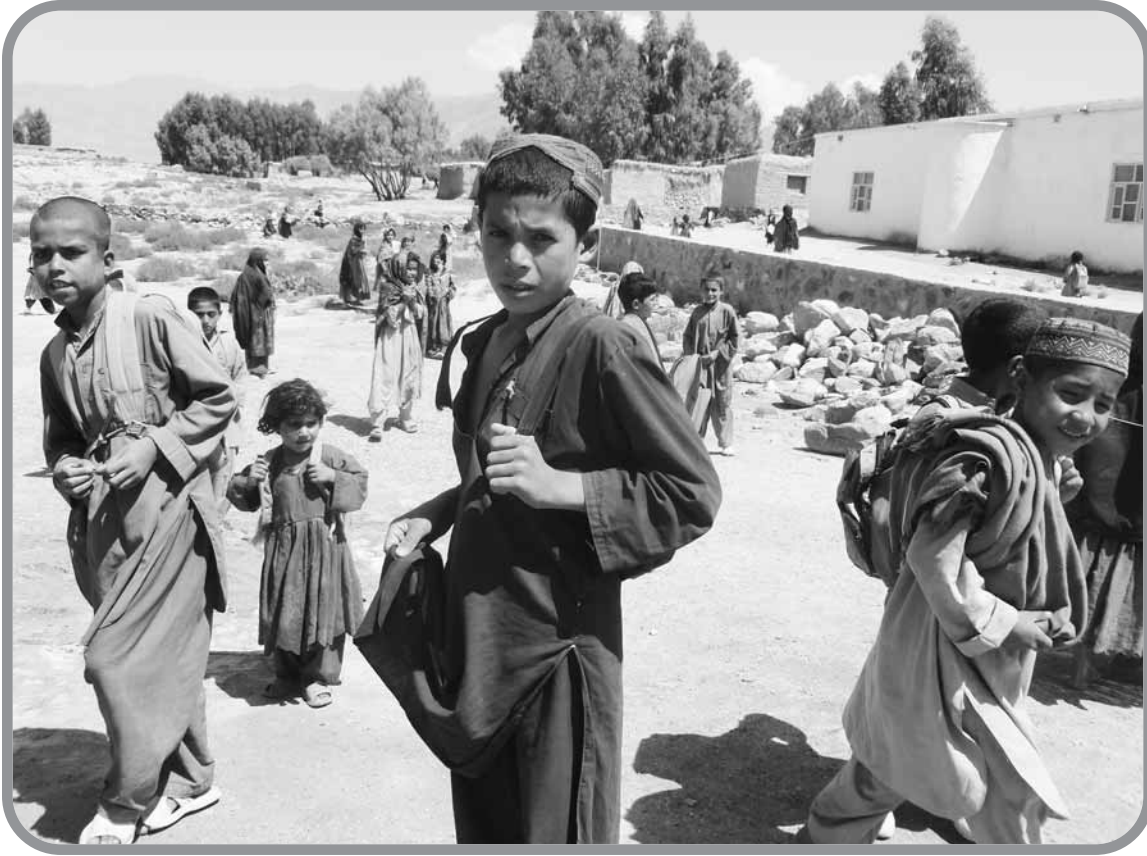


WARM UP

### Children's Game: "Who am I?"

This game introduces the session by encouraging the children to think about other people, who they are and what we know about them.

1. Pick one name for each person playing. Do not let any of the players see the names until the game starts. The names can represent real people you know, celebrities, animated characters, storybook characters, historical figures or political personalities. There are



endless possibilities, but keep in mind the age and group-appropriateness of the choices. Do not make them so obscure or difficult that the children give up.

2. Stick one name label on each person's back.
3. Tell everyone the rules. Each person asks "yes or no" questions to figure out who they are. Some sample questions are: "Am I real person?" "Am I male?" "Am I alive?" "Did I invent something?" The questions cannot be either/or questions like, "Am I male or female?" The players roam around the room asking each other their questions. Tell them they cannot ask only one person all the questions; the point is to mingle. Whoever guesses correctly first wins the game. Hints are only allowed if everyone is stuck and cannot figure out who they are.



*(Have a globe or map handy and point out where Afghanistan is in relation to your city.)*

Today we are going to be learning about the country of Afghanistan. There are some things that we have in common with people from across the world while other things are different.

Ask the children why they think it is important to learn about other cultures and countries. Have everyone brainstorm out loud and write the answers on a flip chart (e.g. Because it is fun and interesting to learn about others places and people, because we are all members of the human race and the body of Christ, because we share God's resources, because Jesus models loving and caring for our neighbours, because we learn to celebrate our differences and similarities, etc.).

Depending on the age of the children you may have to draw out answers.

## Children’s Activity: Learning about Afghanistan

Pretend the group is going to travel to Afghanistan. Ask the children to make a list of questions they would like answered before they leave.

### Questions could include:

- How long does it take to get there?
- What kind of food do people eat?
- What do kids in Afghanistan do for fun?
- What is the weather like?

Have the children share their questions, and see how many you can answer together. If you have internet access, you could do the following activity together. Or, kids could research the answers at home and share the answers in the next session.

### Optional Activity: Learn about Afghanistan on the Internet

Look up this website together: <http://teacher.scholastic.com/activities/globaltrek>. This is an excellent tool to learn about different countries – you can take an online trip! Type in your departure city and where you want to go: Afghanistan. Then click GO! You will be taken to a webpage with all kinds of details about Afghanistan.

Click on “Meet Kids in Afghanistan” and then click on the right-hand option of “Afghan kids answer your questions.” There is a list of questions that have been answered by children in Afghanistan. It is interesting to see the questions answered from the perspective of a child. There are 30 questions listed, so you might want to have a few children each pick a question. Have different children read out the short question and answer from each slide. (If your computer blocks pop-ups, you need to hold down the CTRL key on your computer while clicking on the link). If you do not have internet where you are meeting, you could print out some of the questions and answers and have kids take turns reading them out to one another. **NOTE:** The leader should be sure to read the questions ahead of time, as there may be some sensitive material.

### Activity: Finding Similarities

Have the kids draw a Venn Diagram. Explain that one side of the circle represents kids in Canada, the other side represents kids in Afghanistan, and the middle, interconnected circle, represents things that are the same between kids in Canada and kids in Afghanistan.

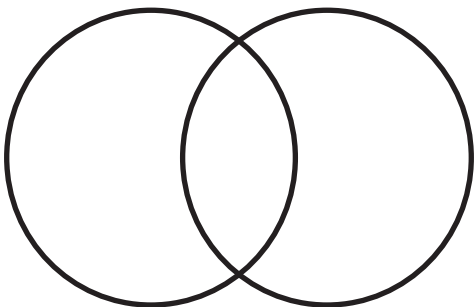
Read the following short story out loud and ask the kids to listen for similarities and differences between the two countries.

*Rohullah\* is an eight-year-old boy from an impoverished family living in rural Afghanistan. Rohullah has to work about eight hours a day to help his family on their small farm. He tends to the crops and helps care for their herd of goats. He gets up at about six o’clock in the morning and has only tea and bread for breakfast. On good days, he might get to have a bit of rice and potatoes. Rohullah also has three younger sisters and it is hard for everyone to get enough good food.*

*Rohullah would like to attend school and play with his friends but he is too busy helping his parents on the farm. He is occasionally allowed to go to classes but his family cannot afford to pay for books or supplies so he does not do very well with his homework. Some days when his chores are finished early, Rohullah is lucky to play a few games with his friends with pebbles or marbles.*

*When Rohullah goes to bed at night, he lies awake dreaming of becoming a doctor or teacher so he can help people in his community have better futures.*

\* based on children with whom PWS&D’s partner Church World Service works





### Activity: Watch a Video

Children in Afghanistan are much like children in Canada and enjoy doing many of the same things, like playing sports and playing with friends. One favourite activity in Afghanistan is kite flying. Both adults and children like to fly kites; children often cut them loose and race after them to retrieve them.

Watch: Afghanistan's kite runners paint the skies

[http://www.youtube.com/watch?v=Alx3BDOjgjo\(2:34\)](http://www.youtube.com/watch?v=Alx3BDOjgjo(2:34))



Read Col. 1:16–17: “For in him all things in heaven and on earth were created, things visible and invisible, whether thrones or dominions or rulers or powers—all things were created through him and for him. He himself is before all things, and in him all things hold together.”

Read Genesis 1:27: “So God created humankind in his image, in the image of God he created them; male and female he created them.”

- We may look and act differently, so what does it mean that we are all created in the image of God?
- How should we treat one another if we are all created in God's image?

Read Luke 10:27: “(Jesus) answered, “Love the Lord your God with all your heart, and with all your soul, and with all your strength and with all your mind; and love your neighbour as yourself.”

- What does this Bible verse say to us about how we should treat other people?
- Give some examples of what it might mean for you to love your neighbour. Make a plan to show how you can love your neighbours in your community and in Afghanistan.

### Children's Craft: Fundraising Poster

Have the children make a large poster to reflect partnership in Canada and Afghanistan. Use this to start raising funds for the Afghanistan project.

**Closing Prayer:** Thank you God for creating and loving us all; help us to love those people we have not met by showing concern and respect for them, and by helping build a better world for all. Amen.

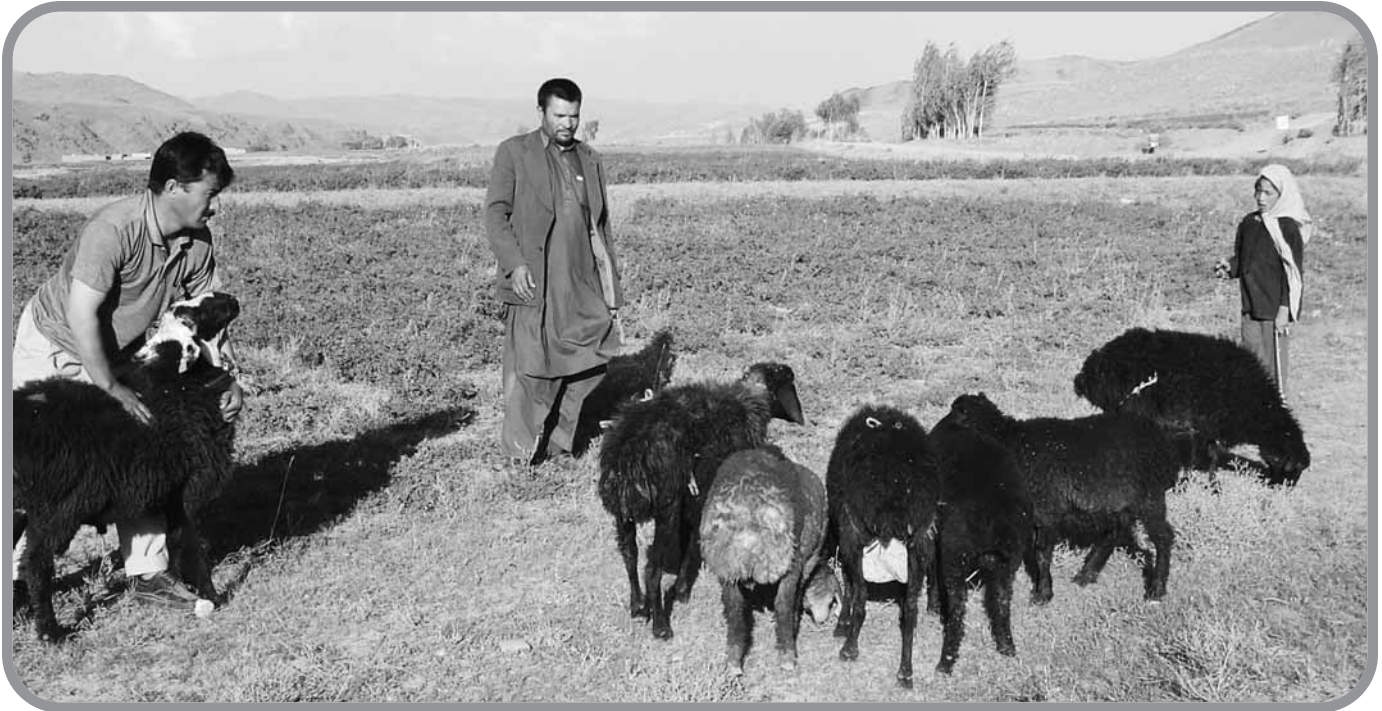


## Session 2:

# Justice

**Theme:** Discovering that although we are different, we are all equally important in the eyes of God.

**Goal:** To discover how we can be partners in God's plan by pursuing justice at home and in the world.



*“Human Rights are inscribed in the hearts of people”*

— Mary Robinson, former UN High Commissioner for Human Rights

**Opening Prayer:** Dear God, bless this group as we gather to learn about Afghanistan and help us understand how we can help make the world a more just place. Amen.



**WARM UP**

### **Children's Game: “All in Fairness”**

**Overview:** Kids will learn how it feels to be treated unequally

**Supplies:** A Bible and 5 large bags of candy

Take five or so kids away from the rest of the group, and explain to them how the game works. Be sure that the rest cannot hear you. Tell each of them you are going to give them bags of candy to share with the other kids. There's only one catch: they can only give candy to kids with buttons on their shirts, or only to kids with black shoes. (The idea is to pick something that will eliminate at least half of the kids). Remind kids not to tell the others why some are getting candy and others are not. Warn them to only give candy to those in the designated group, even if the other participants protest.



After giving the five their instructions, tell the rest of the group, “In a moment, I’m going to let the other children back into the room. When they come in, they’ll have some candy to share. You can ask, bribe and beg them for it, but you cannot take it from them. Not all of you will get some candy.

Call the children back into the room. Allow them time to circulate through the group to hand out candy to the chosen few. When they have completed their task, play the game again and pick a new group of children to pass out candy. During this round, pick a different category of kids to give candy to. For example, you may choose those who don’t have buttons on their shirts, those who are wearing white t-shirts or those with long sleeves. Once you have completed this phase of the game, ask:

- What was it like to be the one who received candy?
- What was it like to be left out or passed over?
- Did anyone figure out why he or she did not get candy?
- Are you nicer to some people because of the way they look, or do you ignore others because they appear to be different?
- What makes you treat some people differently than others?

Near the end of the discussion explain that the Bible instructs us to treat others justly and with equality. God loves us all the same. No one is more or less special in the eyes of God, and we are instructed to treat each other the same way. Close by reading James 2: 1-8 aloud and then pass out candy to everyone!



In many countries around the world, people do not have the same access to resources (like food, water or shelter) or enjoy peace. Discuss the following questions and write the answers on a piece of flipchart paper:

- What is justice? What is injustice? (See the sidebar, *What is Justice*)
- Have you ever experienced injustice? How did it make you feel?
- Have you ever seen anyone else experience injustice? What did you do? What could you do?

Read the passage from James 2 again and discuss in a group how God wants us to treat others and give some examples.

## What is Justice?

God created every person and God loves every person more than we can ever imagine, regardless of our age, where we were born, whether we are a boy or a girl or how much money we have.

Justice is...

Loving others the way God loves us.

Treating everyone fairly.

Protecting and helping people in need.

Having the things we need to do well in life.

Being taken care of when we are sick.

Having food when we are hungry.

Having a safe place to sleep.

The opportunity to use our gifts and skills.

Being valued for our gifts and skills.

Leaders: For older youth, read and discuss Living Faith 8:4.

### LEADER TIP

If the kids haven’t already figured out the game, be sure to explain how it was supposed to work.

## What are Human Rights?

Human Rights are the rights and freedoms that we all have. They were officially recognized as values by the countries of the world when the United Nations was set up. The United Nations Declaration of Human Rights is the most famous human rights agreement in the world.

### Did you know?

Churches have been at the forefront of human rights struggles around the world, and Christian and Jewish leaders were among the first who urged the United Nations to develop the Declaration of Human Rights. We believe people have human rights because we are *all* created in the image of God and God commands us to love our neighbour.

- ▶ Some human rights are based on our physical needs: The right to life, to food, to shelter.
- ▶ Other human rights protect us: The right to be free from torture, cruel treatment and abuse.
- ▶ Human rights are also there to ensure we develop to our fullest potential: The right to education, to work, to participate in our community.

Everybody has human rights. It doesn't matter who you are, where you come from, what language you speak or what religion you belong to. You have a duty to respect the rights of others, just as they have a duty to respect yours.

### Nobody can take your rights away.

Human rights are based on the values of:

- Dignity
- Justice
- Respect
- Equality

## Activity: Watch a Video

Watch the *Despicable Me*: “Fluffy Prize” Movie Clip

<http://www.wingclips.com/movie-clips/despicable-me/fluffy-prize> (2:34)

Why is the clip funny? Give the kids five minutes to chat. Explain that The *Despicable Me* clip is an example of what we may feel like doing when we experience injustice ourselves. Explore with the kids why some ways of responding to injustice are not appropriate, and how things can escalate into verbal or physical violence. Spend some time talking about what other responses and solutions might be appropriate.

Talk a little bit about what life is like for kids in Afghanistan, based on last session's discoveries. Explain that you are going to watch a short video clip on children in Afghanistan, and ask them to think about justice and injustice as you watch it together.

“Stolen Childhood: Street kids fight to feed family in Afghan war quagmire” (3:11) <http://www.youtube.com/watch?v=voHm-Cdoo-8>

For older kids: “Children of Conflict Afghanistan Part 2” <http://www.youtube.com/watch?v=4DDVYS7hH0c> (9:10).

NOTE: This video contains more difficult and mature content.

Have kids break into small groups of three or four and discuss the following questions:

- How does it make you feel when you learn about children who don't have enough to eat or who live where there is war?
- Why do you think that some people have resources (like food) or material things (like houses) and others don't?
- Is it fair/just?
- What is the difference between a 'need' and a 'want'? Write a list of four things in each category on different sticky notes and stick them in the two categories on the wall.
- Where do your toys and favourite things fit into this list?
- Does every person get their needs and wants met equally? Why or why not?
- What is the difference between a need and a right?
- What are things we believe kids our age have the right to have?
- What are some things that we believe every Canadian should have the right to have or do?
- How much is enough? (Have the kids think about how many pairs of shoes they have, how many blankets and shirts, etc.)

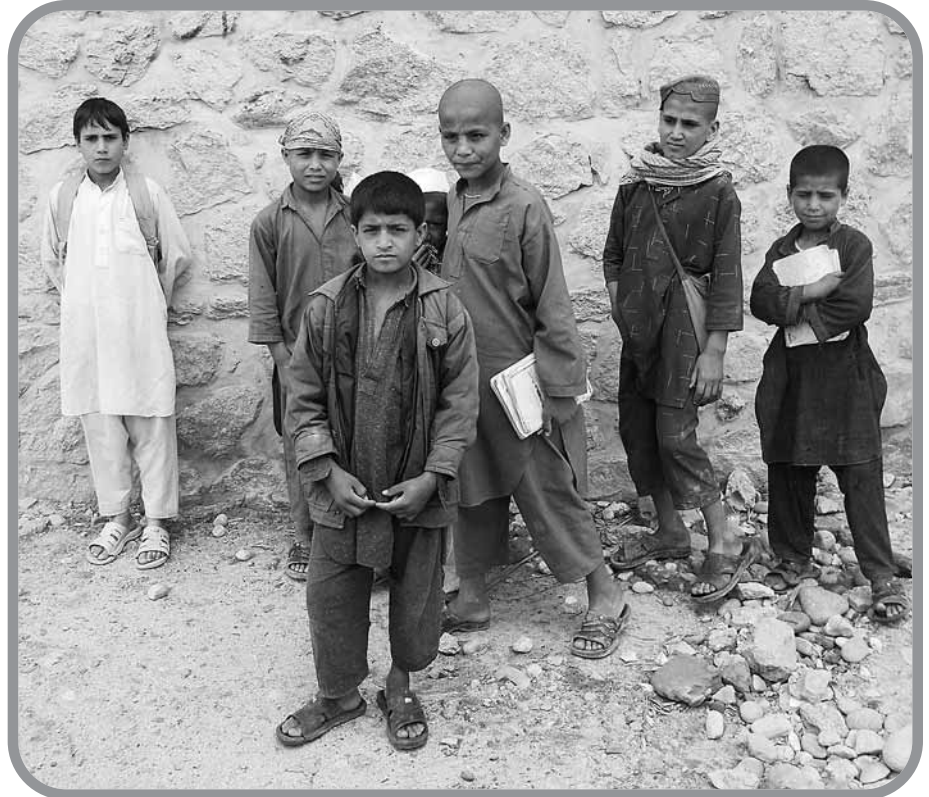
## Activity: Learning about Human Rights

Read the ‘What are Human Rights?’ box. There are so many different places and people in the world that sometimes it is hard to understand the problems. We need to ask others what they need, rather than guess or assume based on what we think we know.

It is like this: You see a friend crying but you do not ask them why. You think they are hungry and give them a snack but they only

cry more. You give them some money but they throw it in the air and keep crying. Then finally you ask, “Why are you crying?” And they tell you, “I am crying because I hurt my leg.” You take them to a doctor, they stop crying and everyone feels better.

People can tell us what their problems are and what they need to do their work. Others can tell us how we can help. This is what it means to work in partnership. Presbyterian World Service & Development (PWS&D) has partners in Afghanistan who help carry out work with children there. PWS&D works with Church World Service – Pakistan/Afghanistan, Canadian Foodgrains Bank, Canadian Churches in Action, and Action by Churches Together (ACT) Alliance.



A project working to help poor farmers grow more food is helping ensure people are not going hungry and giving them additional sources of income because they are able to sell part of their crops at the market for money. They can then provide better meals to their families and send their children to school. Another project works to raise awareness of the importance of good medical care and nutrition, especially for pregnant mothers and newborn babies. Through an education project, girls are receiving assistance to attend school and access a good quality education. The emphasis is on increasing the number of girls going to school and ensuring teachers are well trained. The project also works to make sure children are protected through active involvement of students in student groups and community groups.

In addition PWS&D is helping promote human rights by raising awareness about human and child rights, democracy and equality.

Look up the Bible verses below:

Proverbs 14:31: “Those who oppress the poor insult their Maker, but those who are kind to the needy honour him.”

Micah 6:8: “He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?”

In the verse in Micah, it says that the Lord requires us to “do justice” What do you think this means? What are some practical steps that you could take to do justice in your community? In the world? (Look back at the sidebar on Justice.)

### **Optional Children’s Craft: Build a Kite**

See Appendix II for instructions on how to build a kite with the children. Tell the children, “When we fly kites we remember our friends in Afghanistan and the difficulties they face. Every time you fly your kite pray for peace and justice for the people in Afghanistan.”



## Optional Activity: Watch a Video

### The Hurricane: No Justice for Me

<http://www.wingclips.com/movie-clips/the-hurricane/no-justice-for-me>

### Robin Hood: Empower Every Man

<http://www.wingclips.com/movie-clips/robin-hood/empower-every-man>

### Robin Hood: Taxing the Poor

<http://www.wingclips.com/movie-clips/robin-hood/taxing-the-poor>

## Activity: Sharing Peace

Where there is justice there is the possibility of peace. The opposite is also true: where there is oppression and injustice there can be no *shalom* (peace). Have different participants read out the passages below:

*“Did not your father eat and drink and do justice and righteousness? Then it was well with him. He judged the cause of the poor and needy; then it was well. Is not this to know me? says the Lord.”* (Jeremiah 22:15b-16).

*“Then justice will dwell in the wilderness, and righteousness abide in the fruitful field. The effect of righteousness will be peace, and the result of righteousness, quietness and trust forever.”* (Isaiah 32:16-17).

What is this *shalom* God is calling us to experience? It is certainly more than the absence of war and violence. The basic meaning of *shalom* is wholeness. It involves all the conditions of life that make for wholeness and harmony. *Shalom* is the goal of God’s work as deliverer and liberator. God’s purpose in the world is to restore *shalom* wherever it has been broken. God’s will for all is *shalom*, and the task of the community of faith is to do God’s will.<sup>6</sup>

Make a plan for how you can share peace in your community and teach others about peace in Afghanistan.

Add to the poster/banner made in Week One. Add pictures, symbols and words that show your commitment to peace and justice.

**Closing Prayer:** Dear Lord, thank you for blessing us with a peaceful life in Canada. Help us stand with others who do not have peace and help us to become peacemakers ourselves. Give us the strength to be as courageous as children in Afghanistan. Amen.

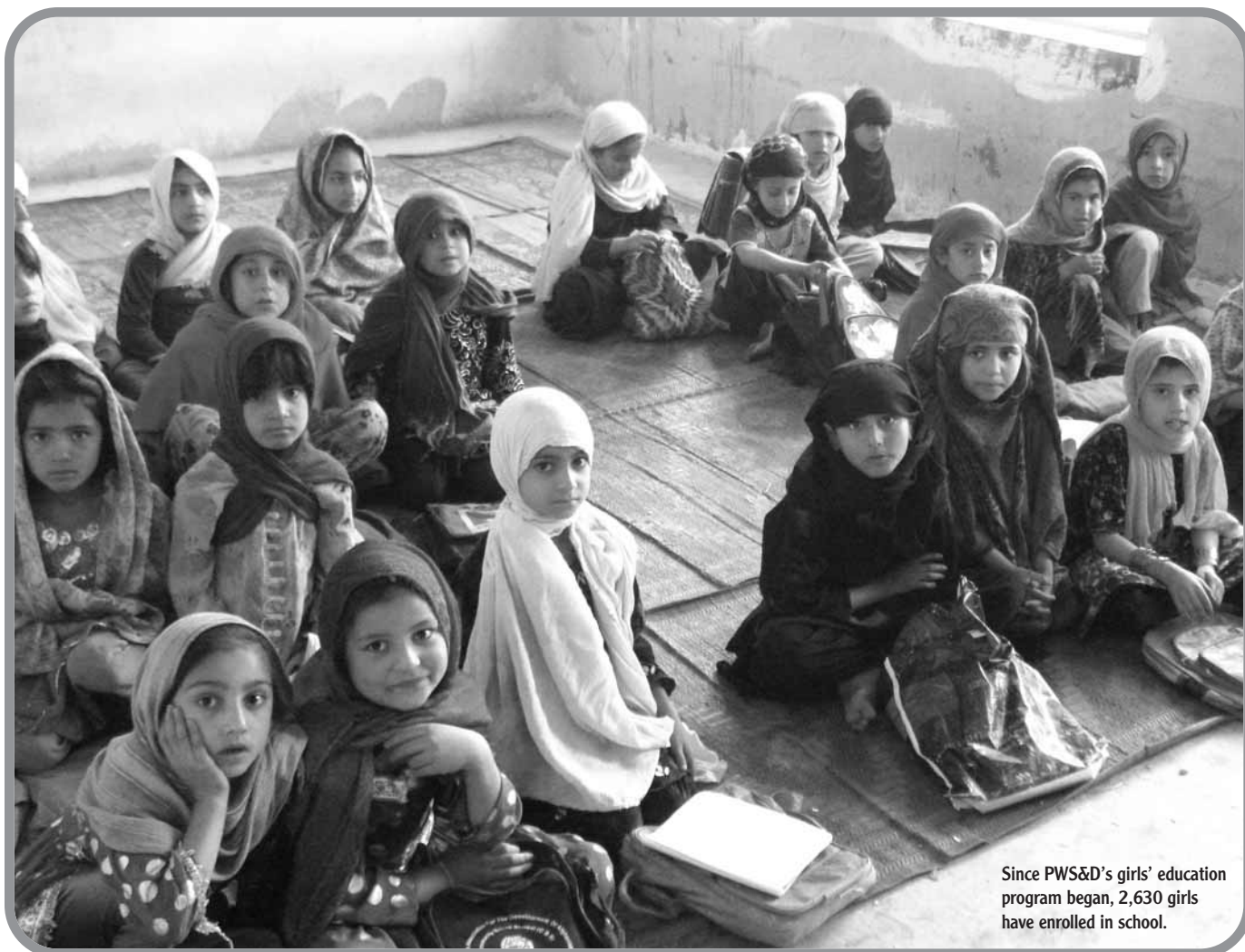
<sup>6</sup> CRWRC — Bread for the World, Biblical Basics on Justice, pg. 2, January 6, 2012, [http://www.crcna.org/pages/crwrc\\_whresources.cfm](http://www.crcna.org/pages/crwrc_whresources.cfm).

## Session 3:

# Education

**Theme:** Discovering the tasks that God has set out for us to complete.

**Goal:** To discover how we can be partners in God's plan by supporting education programs in Afghanistan.



Since PWS&D's girls' education program began, 2,630 girls have enrolled in school.

*The purpose of education is to make the world a better place!*

**Opening Prayer:** Dear Lord, help us listen and learn as much as we can today, so we can be good partners with people in Afghanistan. Amen.



**Quiz:** What's your Afghanistan IQ? Take the quiz on page 22 and find out!

## Quiz: What's your Afghanistan IQ? Take this quiz and find out!

Choose a partner. For each question below, circle the correct answer. If you don't know the answer...take a guess!  
We will find out the right answers at the end. Good luck!

1. Afghanistan has 34 provinces. Laghman is a province located in eastern Afghanistan. What is the main occupation of the people in Laghman province?
  - a) farming
  - b) construction
  - c) coal mining
  - d) pottery
2. Afghanistan has many different types of people, from many different traditions and backgrounds including Tajik, Hazara, Uzbek and Pashtun. Which group is the largest in Afghanistan?
  - a) Tajik
  - b) Hazara
  - c) Uzbek
  - d) Pashtun
3. Presbyterian World Service & Development is working to make life better for people living in Afghanistan. Which of the following activities are they NOT doing in Afghanistan?
  - a) Keeping families healthy
  - b) Educating children
  - c) Training police officers
  - d) Giving goats to poor families
  - e) Building health clinics
  - f) Building underground canals to take water to the people
4. In Afghanistan people eat many different foods. Which of the following foods would NOT typically be eaten in Afghanistan?
  - a) Kraft Dinner — a macaroni and cheese meal that comes from a box
  - b) Naan — a flatbread
  - c) Palao — a dish made with rice, raisins, meat, carrots and pistachios
  - d) Kebab — meat (usually lamb) cooked over flames
5. What religion in Afghanistan has the largest number of followers?
  - a) Islam
  - b) Christianity
  - c) Judaism
  - d) Hinduism
6. Afghanistan covers an area of about 652,225 square kilometres. Which Canadian province/territory is it closest to in size?
  - a) Ontario
  - b) Nunavut
  - c) Nova Scotia
  - d) Saskatchewan
7. Which country does not share a border with Afghanistan?
  - a) Pakistan
  - b) Tajikistan
  - c) Kazakhstan
  - d) China
  - e) Uzbekistan
  - f) Turkmenistan
  - h) Iran
8. Which sport is the least popular in Afghanistan?
  - a) Cricket
  - b) Hockey
  - c) Soccer
  - d) Basketball
9. Children in Afghanistan like to:
  - a) Go to school
  - b) Fly kites
  - c) Play with their friends
  - d) All of the above

Answers: 1)a; 2)d – 42% of the population is Pashtun, 27% is Tajik, 9% is Hazara and 9% is Uzbek; 3)c – Learn more about PWS&D programs in background section; 4)a – see recipe for Naan on page 39; 5)a – 99% of the population is Muslim; 6)d; 7)c; 8)b; 9)d

### Activity: Watch a Video

*October Sky: Unlucky Ones* <http://www.wingclips.com/movie-clips/october-sky/unlucky-ones>

Set up the premise of the movie, *October Sky*, before watching the clip: “In a 1950’s mining town, Homer Hickam has only one future in sight — to work in the local coalmine like his father. However in October 1957, everything changes when the first satellite, Sputnik goes into orbit. With that event, Homer becomes inspired to learn how to build rockets.”

The movie is based on the true story of Homer Hickam.

In a large group ask:

- Why do we go to school?
- What opportunities might we get from pursuing education?
- Do you consider school something to be thankful for or something that is a burden?
- What do you think God has to say about your participation in school?
- Besides school, what are some other ‘tasks’ that God has given us? (Read the following Bible passages to find out!)

Acts 20:24

“But I do not count my life of any value to myself, if only I may finish my course and the ministry that I received from the Lord Jesus, to testify to the good news of God’s grace.”

Ephesians 4:25; 29; 31-32

“So then, putting away falsehood let all of us speak the truth to our neighbours, for we are members of one another.”

“Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear.”

“Put away from you all bitterness and wrath and anger and wrangling and slander, together with all malice, and be kind for one another, tender-hearted, forgiving one another, as God in Christ has forgiven you.”



“Girls who are educated grow up to become better thinkers, better citizens, and better parents to their own children.”

[www.UNICEF.org](http://www.UNICEF.org)

### Afghanistan Stats

- ▶ From 2001-2010, the number of Afghan students in school has risen from **700,000 to 7 million**.
- ▶ Current rate of education for **girls is only 35%** and for **boys 65%**.
- ▶ **Twice as many boys** are likely to complete primary school as girls.
- ▶ Only **14%** of women and **43%** of men are can read and write.
- ▶ **Literacy:** One of the lowest among developing countries.
- ▶ Only **30%** of girls (age 12 years) reach grade 5, compared to **56%** of boys.
- ▶ **50%** of parents mention that the main factor preventing girls from attending primary school is accessibility and security. Other reported reasons why girls do not attend primary school are that the girls have to work (**12%**), poverty (**10%**) and child marriage (**4%**).
- ▶ When a girl in the developing world has seven or more years of education, she gets married four years later than those without education and has two less children.

([http://www.ungei.org/infobycountry/afghanistan\\_68.html](http://www.ungei.org/infobycountry/afghanistan_68.html))





## Activity: Going to School in Afghanistan

Ask the children: What do you like best about school? What do you like the least? Having learned a little about Afghanistan, what do you imagine school is like for kids there?

After the children are done talking and imagining school in Afghanistan, read the following statistics to them:

- In the area where our partner works in Afghanistan, only 1 out of the 11 schools has a toilet.
- Some schools do not have a building, so classes are held outside, or in buildings without doors or windows, even though summer can be very hot and winter very cold. (Summer temperatures can reach 46°C, winter temperatures can fall to -26°C)
- 70% of people in Afghanistan are illiterate. That means they cannot read or write.
- From 1999 to 2009, approximately 670 schools had to be closed due to the war.
- 230 people died as a result of attacks on schools, students and staff between 2006 and 2007.
- 1,153 attacks of different kinds were reported from 2006-2008, including grenade explosions, threats to teachers, killings of students and education staff.

In a country where 50% of the population are youth and only 18% of girls are literate, investing in education is crucial for the country's future.

Have different children read the following paragraphs on Afghanistan.

One of the areas in Afghanistan where PWS&D works is called Laghman Province. It is 35 km from Jalalabad city in Nangarhar Province. The population is 86,900 (2006) — 60% Pashtun, 20% Tajik and 20% Pashai.

During the wars, 40% of the houses were destroyed, but the people who fled are now beginning to return to the area.

This particular province was chosen because the local community is interested in pursuing education for children, people in the area are willing to educate girls and security is relatively stable. Community work includes increasing the enrolment rate of girls, training teachers,

establishing parent/teacher committees to enhance community ownership and ensure transparency, and teaching health and hygiene in schools. There are plans in 2012-2013 to build and repair classrooms and toilets in 6 schools as well as to provide free textbooks to 750 girls in school.

In Qarghayi District there are 42 schools. Out of these, only 11 are for girls (4 high schools, 1 secondary school and 6 primary schools), while the remaining 31 are for boys (8 high schools, 7 secondary schools and 16 primary schools).



## Activity: Hearing the Stories

Divide the children into small groups. Give them the two following case studies to read and discuss the questions at the end.

### 1. "I want to be a doctor."

*Six years ago Basimah's father died. Basimah's mother then stepped in to support their family by working in the fields to provide for Basimah and her five school-aged sisters and three brothers. Yet it became more and more difficult to make ends meet and Basimah was forced to quit school. Two years later, thanks to the girls' education program, Basimah was able to return to her local school. Now, a year later, she studies Pashto, Dari, history, chemistry, physics and math. She says she hopes to one day become a teacher, doctor or even an engineer.*

### 2. "We don't have any bathrooms."

*Mohammad Haroon is the headmaster at the Fani Baba Middle School in a rural area of Laghman province in eastern Afghanistan. The community around the Fani Baba school has about 250 families, and 35 families have recently returned as refugees from Pakistan. The school was established in 2006 for both boys and girls. Initially there were only about 75 girls attending, but as of October 2010 there were 123 girls. Mohammad Haroon says that cultural problems around educating girls were solved by the parent-teacher committee and the local shura (religious leaders). He notes that there have been two awareness trainings on the importance of education and gender. This headmaster believes that there are still two major issues at the school which prevent more girls from attending. First, there is a need for boundary walls to enable older girls to be able to attend. Secondly, there is no bathroom for the school children, which causes some parents to keep their children at home. He adds that the school needs additional books and stationary as well. Mohammad Haroon is encouraged by the fact that some families have begun to allow their children to be educated. "These very rural and isolated families are now sending their children to school. In Afghanistan this is a new thing. Maybe this is the first time in Afghanistan!"*



*Shura (local religious leaders) at the Fani Baba Middle School in Laghman Province. The support of shura is crucial to the success of the program.*

From these two stories and material already covered in this section, identify the various challenges children in Afghanistan face while trying to get an education. (40% of houses were destroyed when people fled as refugees, security at school, lack of a bathroom, lack of books, etc.)

## Activity: Making Difficult Money Choices

Give groups \$100 of monopoly money in \$5 or \$10 denominations. Ask: "If you had \$100 to help educate a child in Afghanistan, how would you use the money?" Give each group a handout with a page divided into four sections: building, security, bathroom, and books, then ask them to put the money in each section based on what they feel is most important to help first.

Have each group present how they chose to use the money and why they made those decisions. Ask if it was easy to decide how to use the money and if they ever have to make these decisions in their own lives. Discuss how all the areas are related to each other. For example, it is hard to read your books or learn if you feel unsafe, and it is hard to feel safe if you do not have a building to study in.

<b>BUILDING</b>	<b>SECURITY</b>
<b>BATHROOM</b>	<b>BOOKS</b>



Liluma, headmistress at the Qargahai Girls High School in Laghman Province.

### Optional Activity (for more mature kids): Watch a Video

*The Mighty Macs: You have the Gift.* <http://www.wingclips.com/movie-clips/the-mighty-macs/you-have-the-gift>

*October Sky: Not My Life.* <http://www.wingclips.com/movie-clips/october-sky/not-my-life>

Characters in both of these videos are striving to realize their dreams. Read the following story about a woman in Afghanistan who made her dream come true!

#### Sharing the dream

*Liluma is a headmistress at Qargahai Girls High School in the Laghman Province in Afghanistan.*

*Growing up, Liluma dreamed of being a headmistress. It was tough to go to school, especially when many women weren't allowed to, but she persevered and worked hard to reach her dream. With the support of her family, Liluma got her diploma in science.*

*Liluma likes being a headmistress. She believes that both women and men have equal roles within society. She thinks that one way to make Afghanistan better is to give girls an education so they can be equal with boys and can get better jobs when they finish. If women get better jobs, they will be able to make more decisions for themselves in the future.*

*Liluma is committed to bringing positive change to Afghanistan by encouraging women to learn new skills and go to school. This year, 150 more girls have enrolled in Liluma's school than last year and she is very excited about what the future holds.<sup>7</sup>*

Ask the following questions:

- Why does God give us “dreams”?
- Are dreams only for “wealthy children”? Why or why not?
- How is Liluma sharing her dream?
- How can you help people realize their dreams?



Do you sometimes feel tired of school, homework and chores? Wherever we live in the world, God has given us jobs to do that we need to finish.

Make a list of the jobs that have been given to you and how you can be thankful for them.

Make a list of tasks children can do for the church. For example, cleaning up garbage on the church lawn, tidying up after Sunday School, or taking part in the church service (this could include reading a scripture passage, greeting people coming into church, handing out bulletins, or collecting the offering). Make a plan to coordinate the children in these tasks.

Think of Colossians 3:23-24 as you work: “*Whatever your task, put yourselves into it, as done for the Lord and not for your masters, since you know that from the Lord you will receive the inheritance as your reward; you serve the Lord Christ.*”

**Closing Prayer:** Thank you God that we can go to school and that we can learn about your world. We pray for children in Afghanistan and ask that their schools and playgrounds are made safe, their libraries filled with books and new bathrooms are built for them. Amen.

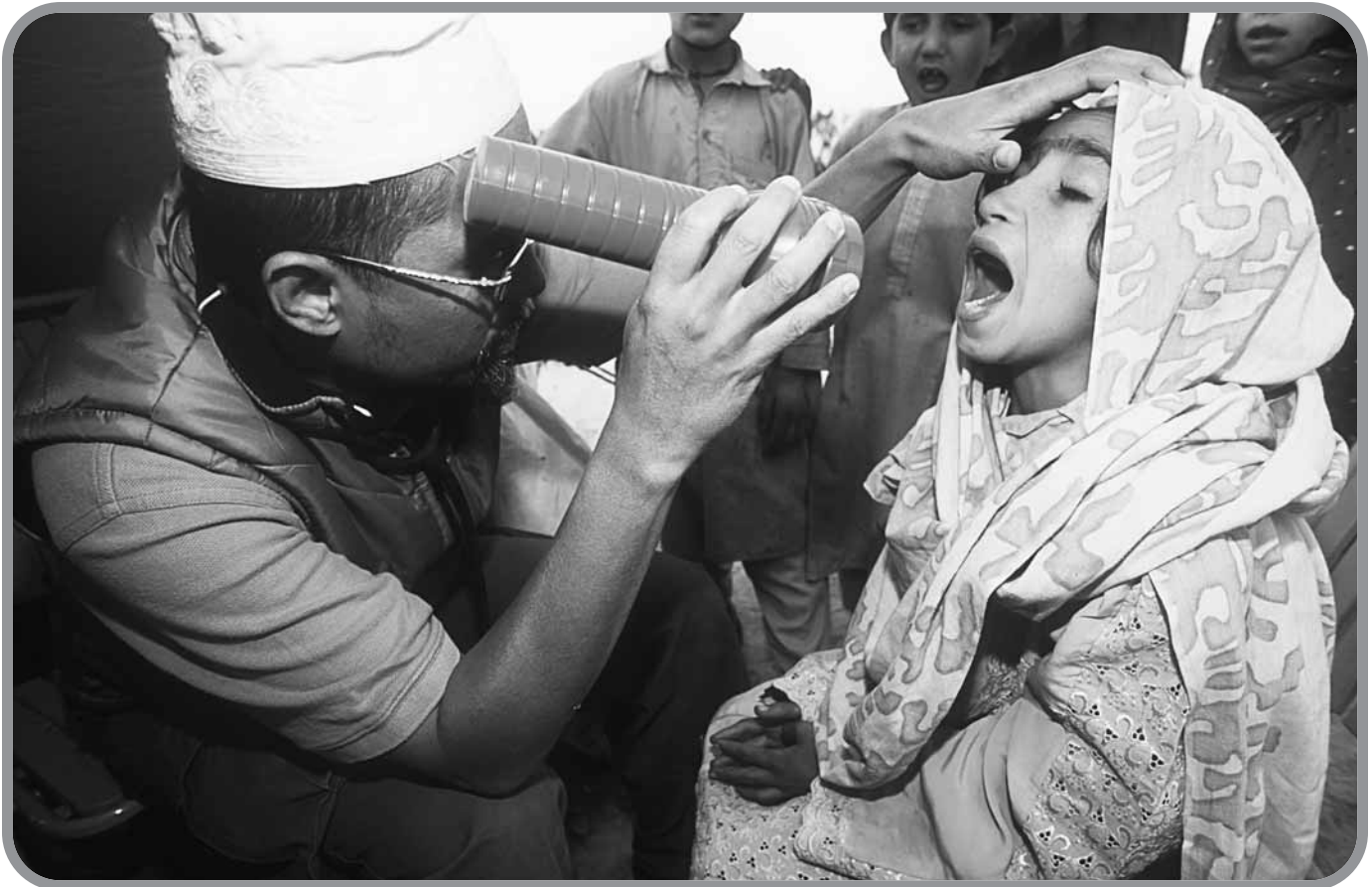
<sup>7</sup> Donna Fernandes and Quai Fazli, Honouring Afghan Women, Christian World Service–Pakistan/Afghanistan.

## Session 4:

# Health

**Theme:** Discovering that having healthy bodies and minds helps us to build a better world together.

**Goal:** To discover how we can be partners in God's plan by supporting health programs in Afghanistan.



*"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future" – Jeremiah 29:11*

**Opening Prayer:** Dear God, may we learn today the importance of health and taking care of our bodies. Help us discover how people in Afghanistan are working together to be healthy. Amen.



## WARM UP

**Activity:** Wacky Hospital Relay Race (10-15 minutes)

**Equipment:** Two laundry baskets or boxes, two office rolling chairs and lots of toilet paper

**Setup:** You'll need a starting line, a designated turnaround point, and two teams (with at least two players per team). Label the boxes or baskets "Hospital" (one for each team), and the two rolling



office chairs “Wheelchair.” Fill each box or basket with rolls of toilet paper. Make sure each of the teams has an equal amount in each box.

**Instructions:** The first player on each team runs to their team’s “Hospital” (box) and grabs a roll of toilet paper. They have to use the toilet paper to “cast” one of their legs as fast as they can and then jump in the “Wheelchair” (office chair) to roll once around the “Hospital” using only their good leg. They can then hop back with their “cast” still on to tag the next teammate, who does the same. The first team to have every player finish wins.

*\* If you don’t have two rolling office chairs, the players can hop around the “Hospital” on one leg.*

*\* If you have a lot of players, two kids could run up at a time and one “casts” the other’s leg and pushes the “Wheelchair” around the “Hospital” three times.*

### Activity: Watch a Video

**Why Charlie Brown, Why?**

<http://www.youtube.com/watch?v=3qaiM0TKgeQ&feature=relmfu>

If you don’t have much time, watch just from 3:00-4:00.

## What is the Convention on the Rights of the Child?

The United Nations set a common standard on human rights with the adoption of the Universal Declaration of Human Rights in 1948. Human rights apply to all age groups; children have the same general human rights as adults. But children are particularly vulnerable and so they also have particular rights that recognize their special need for protection.

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children’s rights in this way, the Convention firmly sets the focus on the whole child.

The Convention and its acceptance by so many countries has heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

— [www.UNICEF.org](http://www.UNICEF.org)

Have you ever been in the hospital or visited someone in the hospital? Why were they there? Share stories for 10 minutes.

Have your parents told you any stories about when you were born? Was it in a hospital or somewhere else? What happens in Canada when a baby is ready to be born? Who is usually in the room with a mom who is having a baby?

Talk about a situation where you or someone you know was hurt or sick and had to go to the doctor. What might have happened if there wasn’t a doctor available? Talk about some of the things that might have happened differently.

Explain to the kids that health services are very different in Afghanistan. The following quiz (page 29) looks at what can happen when people don’t have access to health services.

When all the groups are finished, come back and talk about the answers. Which question was the most surprising? How did the answers make you feel?

## Quiz: Health in Afghanistan

Break into groups of two or three to answer the following questions together.

- In Afghanistan, many children are constantly sick due to:
  - Catching a cold from someone else
  - Drinking unsafe water
  - Not washing their hands
  - Swimming in a river
- In Afghanistan, most children under five die due to:
  - Diarrhea
  - AIDS
  - Hunger
  - Malaria
- In Canada, 1 out of 156 children dies before the age of five. In Afghanistan, 1 out of \_\_\_ children dies before the age of five
  - 80
  - 50
  - 30
  - 5
- In Afghanistan, what percentage of babies are born at home instead of a hospital?
  - 10%
  - 87%
  - 52%
- True or False: Afghan culture does not allow pregnant women to be treated or examined by male doctors or medical practitioners.
  - True
  - False
- In Canada, the average life expectancy for people is:
  - 80 years old
  - 90 years old
  - 72 years old
- In Afghanistan, the average life expectancy for people is:
  - 71 years old
  - 50 years old
  - 42 years
- In Afghanistan, people are dying from:
  - Preventable diseases
  - Non-preventable diseases
- True or False: Less than 40% of children in Afghanistan receive life-saving vaccinations.
  - False
  - True
- In Afghanistan, what percentage of children under five are stunted (shorter than they should be) due to malnutrition?
  - 25%
  - 50%
  - 100%
- Fill in the blank: In Canada, there are 19 doctors for every 10,000 people. In Afghanistan there are \_\_\_\_\_ doctors for every 10,000 people.
- Lack of water due to drought makes it hard for farmers to make a living and provide for their families. Which population is the most affected?
  - Single men
  - Families without children
  - Women with children and no husbands

Answers: 1)b; 2)a; 3)d; 4)b; 5)a; 6)a; 7)b; 8)a; 9)b; 10)b; 11) two; 12)c



Prenatal and maternal health care are essential for safe pregnancy and delivery.

Have someone read Psalm 139:13 aloud. “For it was you who formed my inward parts; you knit me together in my mother’s womb.”

Who is the verse talking about? How do you think it makes God feel when we are sick, can’t get medical care or don’t have enough food to eat?

**Activity: Stories from a Partner**

In Afghanistan it is very difficult for pregnant women and new mothers to get advice, education and health care. Mothers may have to travel far distances to get to health facilities. PWS&D and Church World Service – Pakistan/Afghanistan are working to increase access for pregnant women and mothers to health care by opening six health centers.

A twenty-eight year old woman who was expecting a baby visited one of these health facilities. She shared, “Women are happy with the maternal health services that have started here.

In Laghman, Afghanistan, PWS&D is involved in improving the health of mothers, babies and children. It is:

- helping people access health services,
- upgrading health buildings,
- training more health workers.

Health workers in Laghman work six days a week to follow up with people in their homes on various health issues. This includes follow-up on malaria, tuberculosis and malnourishment, helping moms care for babies after they are born, and encouraging hygienic use of toilets and water facilities. There are both male and female health workers.



PWS&D committee member, The Rev. Laura Kavanagh, visits Church World Service projects in Afghanistan.

People are usually unable to afford proper health services and have to travel long distances.”

These health centers not only improve health care for mothers and children, but also offer advice and teach about nutrition and hygiene. This decreases the chances of children and mothers getting sick later in life and reduces the number of little boys and girls dying from diarrhea.

**Activity:**

Ask if anyone has heard of the Millennium Development Goals. Briefly tell the kids that these goals are a commitment made by world leaders in 2000 to tackle poverty around the globe. Goal #4 specifically address child health (see page 10).

Print and copy the Conversation Cards found at the end of this PDF (see sample on this page). Have the kids answer the questions together.

**Optional Activity: Online Games**

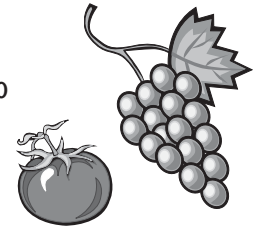
Fun online games on the UNICEF website (ages 4-12): [http://www.unicefgames.com/heroes/frames\\_large.html](http://www.unicefgames.com/heroes/frames_large.html)  
UNICEF World Heroes is a fun game that illustrates concepts of immunization, nutrition, education, clean water, and emergencies and how money and supplies given by others can help kids in need.

*Conversation Card*



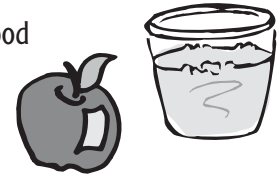
Imagine that you have been invited by the world leaders to be a consultant on child health at the next World Summit.

What three things would you like to tell them to do to help kids around the world stay healthy?



What is one thing that you have learned about health in this session that you want to teach the world leaders?

How does having food keep us healthy?



PWS&D is helping establish and upgrade six health facilities equipped with delivery rooms and medical supplies.



## Optional Activity (for more mature kids): Debate

Before the debate, appoint people to two opposing sides of the argument and give them 15 minutes to come up with reasons to defend their position. Then, present the cases.

TOPIC: We cannot help everyone who needs help in the world, so we should only be concerned about our own communities and countries.



PWS&D is helping improve health facilities in Afghanistan.

When people do not have enough food to eat they get sick more easily. You can help raise money so that Presbyterian World Service & Development can help increase access to food in Afghanistan. The money will provide people with seeds and education on how to grow food and raise animals. This will help improve families' nutrition and health. Decide how much money you would like to raise, and find out how that will help families.

Help the children grow something; either have them plant seeds/small plants to take home, or have them plant something as a group in a large pot. If it is spring, the seeds could be planted outside so that kids can watch them grow throughout the summer.

### Closing Prayer:

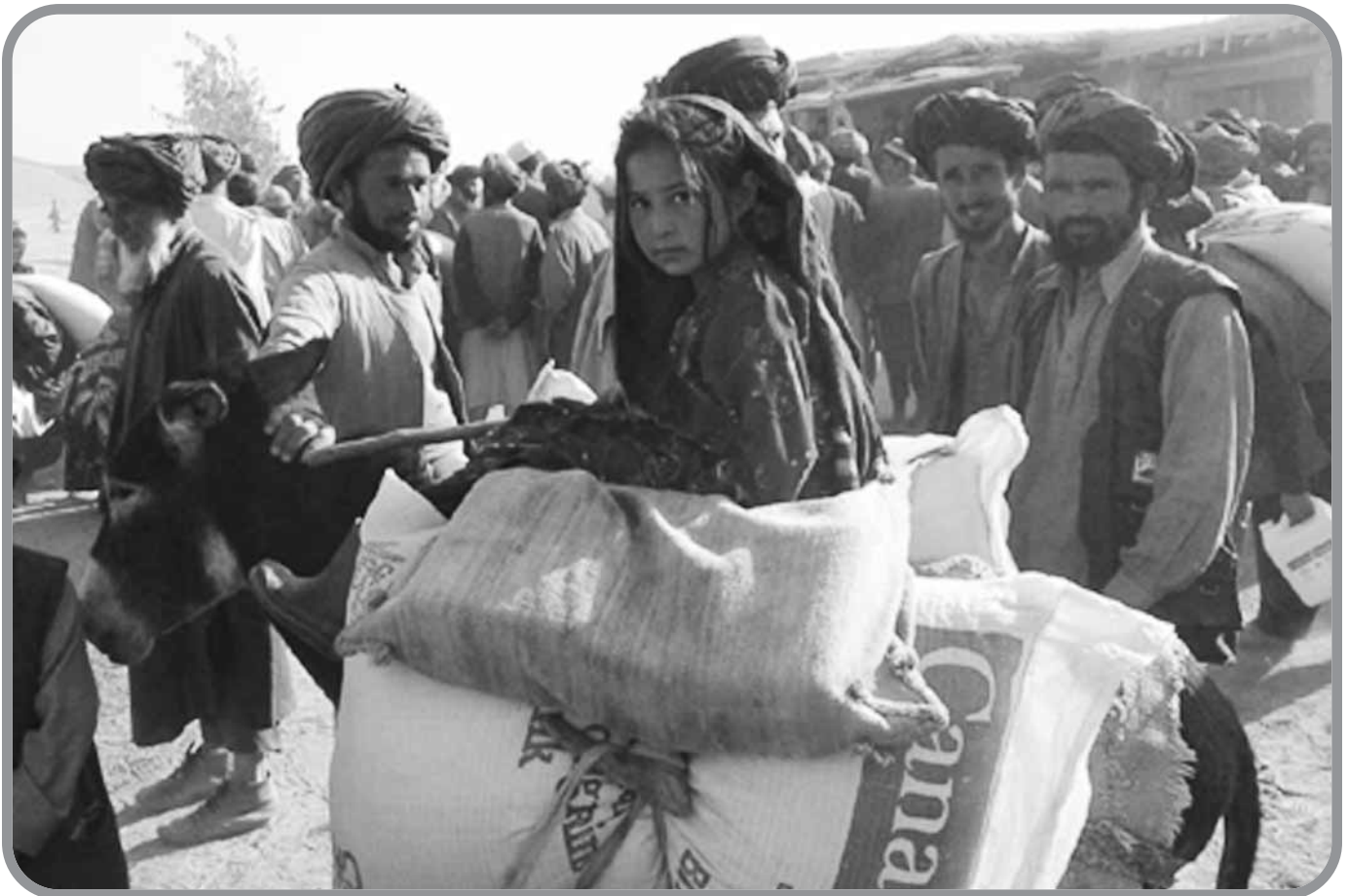
We pray for people we know who are sick in Canada and for those in Afghanistan that need medical care. We pray for those working to make sure people have enough food to eat. We pray for the government leaders around the world who are working to reduce poverty and make kids everywhere healthy. We thank you God for our healthy bodies and minds, help us use them to serve you.

Session 5:

# Taking Action

**Theme:** Taking Action within our own circumstances, being obedient to God's call to act justly and love mercy.

**Goal:** To discover how we can be partners in God's plan through co-operation and acts of random kindness.



*"He has shown you, O mortal, what is good.  
And what does the Lord require of you but to act justly  
and to love mercy and walk humbly with your God."*

— Micah 6:8

*What would life be if we had no courage to attempt anything? — Vincent Van Gogh*

**Opening Prayer:** Lord, thank you for sending Jesus, who showed us how we should help and care for others. Help us follow God's ways by acting as Jesus would every day. Amen.



## WARM UP

### Activity: What is the Tune We March To? (15-20 minutes)

A variation on musical chairs that can lead into an interesting conversation about sharing and the kind of world we want to live in.

**Equipment:** Chairs, music (CD player, mp3 player, laptop, etc.)

**Instructions:** *First, play the familiar game of musical chairs.* Form a circle of chairs one less than the number participating. Begin the music; the participants move around in the circle. When the music stops, everyone rushes to sit on a chair. The person without a chair is eliminated from the game. Begin the music again and remove one more chair. Continue until there are only two players and one chair. When the music stops, the person in the chair is the winner.

*Then play the game in a new way.* Start over, but now no one is eliminated; only chairs are eliminated. More and more people must cooperate to be able to sit on fewer and fewer chairs. Finally the whole group must find a way to sit on the one remaining chair! Some pretty hilarious combinations result. This requires lots of cooperation.

Invite everyone to sit down. Ask them to think quietly about the experience of playing the two games. How were they different? How did you feel? Where did you see people rushing to beat each other? Where did you see people cooperating together? Ask them to share their thoughts.



## DISCOVER

### Activity: Watch a Video

Watch *Evan Almighty*: “One Act of Random Kindness” — <http://www.wingclips.com/movie-clips/evan-almighty/one-act-of-random-kindness>. Or you could also follow up the Charlie Brown story by watching: <http://www.youtube.com/watch?v=QGoLJvMUTdM&feature=relmfu>

### Activity: Afghanistan Board Game (see end of PDF)

**Rules:** Roll a die and move your game piece (use different seeds for game pieces) the required number of spaces. Follow the directions on the square. If you land on a question, answer it. If you get the answer right, roll again and move ahead that many squares. If you get the answer wrong, go back the same number of squares. Play until you get to the end.

#### Answers:

- 1) Central Asia
- 2) Kabul
- 3) Naan
- 4) Flying Kites
- 5) True: It is not only landlocked; it is one of the most inaccessible countries in the world. Even the most southerly point in the country is nearly 300 miles from the nearest Sea (the Arabian Sea).
- 6) 2: Pashtu and Dari
- 7) Blue
- 8) Hindu Kush: There is no K2 Pass, only a K2 Mountain in the Karakoram Mountains
- 9) 6: Iran, Pakistan, Tajikistan, China, Uzbekistan and Turkmenistan
- 10) Khyber. The Bolan Pass is in Pakistan. The Khyber Pass is 48 km long and only 5 meters wide at its narrowest point.
- 11) D — All of the above
- 12) True, the country imports tea from Pakistan and India as well as other countries.
- 13) Laghman
- 14) Islam
- 15) Answers may include attend school, have a family, enjoy flying kites, etc.

## Discussion: Standing up for Justice

Read the following verse together: “The Lord saw it, and it displeased him that there was no justice. He saw that there was no one, and was appalled that there was no one to intervene.” (Isaiah 59:15-16)

Jesus says, “You shall love your neighbour as yourself” (Mark 12:31) but he also gives us encouragement along the way: “Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.” (Joshua 1:9)

Discuss the following with the children.

- Is there a difference between standing up for injustice in your own community or somewhere else in the world?
- Do you believe God has chosen *you* to stand up for injustice?
- Whose plans are you following in life: God’s plans or your own plans? How can we make our plans reflect what God might want us to do?



## Discussion: What makes a hero?

Who are our heroes? Ask the children to list three of their heroes, living or dead, real or mythical. Discuss what personal qualities these heroes have in common.

Discuss what personal qualities we value in others.

Select several heroes from the list. Add others who have worked against poverty, hunger or injustice and briefly describe their contributions. Ask if these heroes are very different from the rest of us, or if we can all find the qualities within ourselves to work for change.

Ask the children if they know people in their community who are caring and have courage to help others in emergency and day-to-day situations. Are these people heroes? Why or why not? Discuss the contributions of some of the local people who are helping others.

Ask the children what they themselves would like to do to help their families, their community or their world. Ask them to write a story about or draw a picture of what they would like to do to end hunger.

## Activity: Stories of Action

Read and discuss the following stories of children making a difference.

### 1. Meg and Nicole

*The Sunday School in Bethel Church, Scotsburn, Nova Scotia, was collecting 200 pounds of food for the local food bank. Meg and Nicole were having a joint party at the local swimming pool to celebrate their sixth birthdays. They asked, “Why don’t we invite our friends to bring donations for the food bank rather than presents?” So that is just what they did.*

*The following Sunday, Meg and Nicole rolled their wagons, piled with 174 pounds of birthday “gifts,” down the aisle during the offering amidst applause from the congregation. A total of 370 pounds of food was sent to the food bank!!*

## 2. Sharing Peace

Church World Service – Pakistan/Afghanistan incorporates peace building into their programs in Pakistan and Afghanistan. Here are a few ways children are sharing peace in communities too often damaged by conflict.

**a)** *Ramesh, a fifth grade student enjoys going to school and sharing what he learns with his parents. His parents like that he is learning about peace. Ramesh says, “One day I returned from school and we began talking about learning to live in peace with each other. My brother was rather agitated about my constant talks on the importance of peace. He said, “There can never be peace, so there really is no point in talking about it.” Though disappointed with his brother’s opinion, Ramesh replied, “We can make a peaceful country because we are the future generation.”*

*Ramesh says, “I have learned to solve conflicts from examples in the workbook. Just recently, during a game of cricket, I was able to prevent a fight between two batsmen. I told them we need to continue the game rather than waste time fighting. I told them to let us give the player another chance and select an umpire.”*

**b)** *At Somardal Elementary School located in Kot Ghulam Mohammad Village, three students formed a peace committee. “We noticed students were continuously arguing over classroom seats so we decided to set up a peace committee,” share Partab, Madan, and Asma. Using the workbooks produced by Church World Service – Pakistan/Afghanistan, the students learned conflict resolutions with an emphasis on tolerance and interfaith harmony.*

*“I shared the idea of organizing a peace committee with my friends, Madan and Asma. They readily agreed to be part of the committee,” says Partab. “Our committee has a vision which is not just to solve conflicts between students but to help them in their problems and the problems which arise within our communities.” Madan and Asma heartily agree.*

## 3. Valentine’s Day “Hair Massacure”

*The Rev. Connie Lee is minister at Braeside Presbyterian Church in St. Albert, Alberta. Here she shares her story of how she decided to dye her hair and shave her head for cancer. Connie says, “There is a woman who teaches at an Edmonton public school. She came to church one Sunday with no hair, a shaved head. I wondered if this was her personal fashion statement or if she lost her hair from chemotherapy. I did not know what to say to her, especially because I did not know her that well. After service during coffee time, I saw her holding a fleece hat [it was the middle of winter] that had the words, Valentine’s Day “Hair Massacure” stitched on it. Aha! This was my open door! I asked her what that was, and she told me the story.”*

*The Valentine’s Day “Hair Massacure” was started when Kali, a two-year-old girl from Edmonton, was diagnosed with cancer. After receiving treatment Kali became cancer free but her family continues to raise money for the cause. Many groups take part. Connie said, “I was so moved by the story of Kali that I said I wanted to do this too. I participated the following year. I thought it would be embarrassing going around with hot pink hair, but because I can’t see myself I would forget that I had pink hair until people started staring at me. It was a great conversation-starter with people you don’t know on the street, in stores or restaurants.”*

*After dying her hair, Connie shaved her head at her birthday party where she asked people to donate money towards cancer research rather than giving her gifts.*



How can we share peace and care for others, locally, provincially and globally? Look at the list below or think up some additional examples.

- 1) Write a letter to your local Member of Parliament (or the Prime Minister!) to encourage giving more money to reduce poverty in Canada and around the world.
- 2) Raise money together: have a bake sale after church and use the funds to support the Afghanistan project.
- 3) Learn more about child health so that you can tell others about the issue.
- 4) Pray for people you know who have poor health and for families in other countries that struggle with health issues.

### Activity: Random Acts of Kindness

What is a Random Act of Kindness? Look up the following websites together for inspiration and ideas:

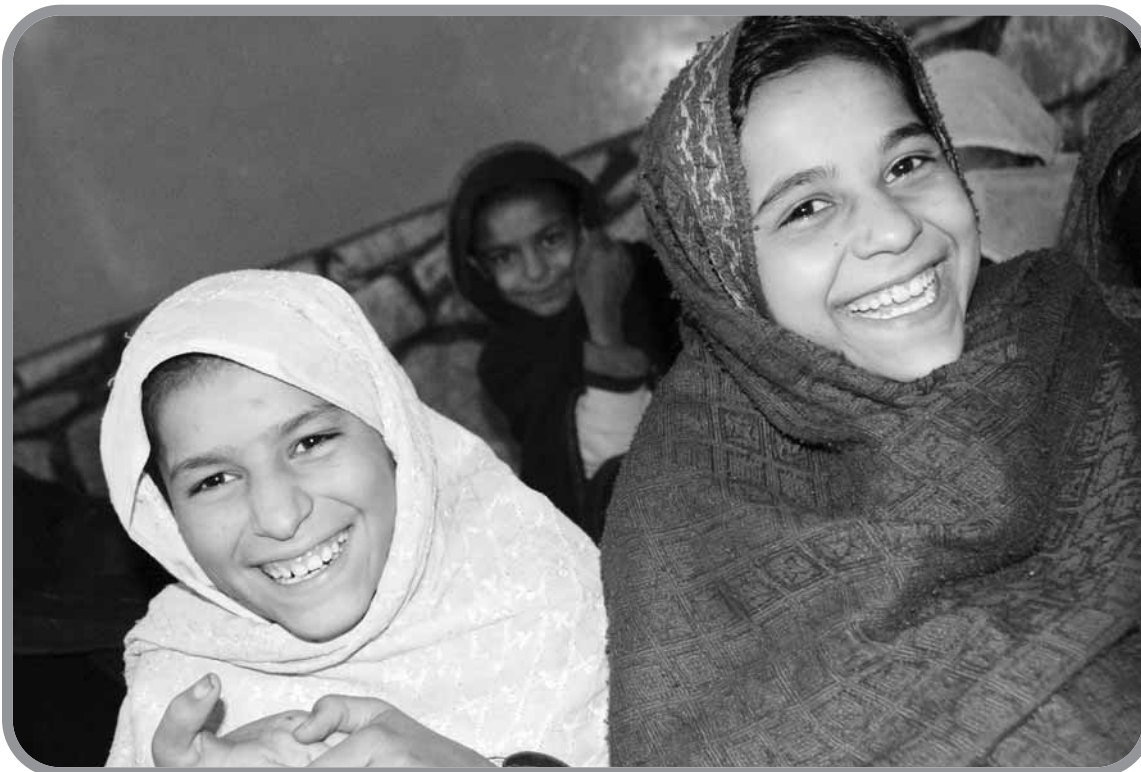
- <http://www.randomactsofkindness.org>
- <http://ark.com>

Decide on a random act of kindness that you could do as a group, or ask the children to choose something they could do in the upcoming week.

### Activity: Watch a Video

Watch *Evan Almighty*: “You Did Good” — <http://www.wingclips.com/movie-clips/evan-almighty/you-did-good>

**Closing Prayer:** Thank you God for everything we have learned about Afghanistan. We pray that the money we have raised helps many people there. Help us to do good things all the time. Amen.



Girls' education programs empower girls to realize their dreams and contribute to the peaceful development of their country.

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## Appendix 1: Naan Recipe

*Naan* is the style of bread often eaten in Afghanistan. It is formed into oval or rectangular shapes and baked in a tandoor, a cylindrical oven that is the primary cooking equipment in much of the country. Often the tandoor sits above ground and is made of bricks. After the dough has been mixed and shaped it is stuck to the inside wall of the oven to bake.

### Ingredients

- 2 large cups of plain flour
- 1 tsp sesame seeds
- 1 egg, beaten
- 1 tbsp oil
- 1 tsp salt
- 1 and 1/2 tsp sugar
- 1/4 cup milk
- some hot water

Mix the dry ingredients (everything except the eggs, oil, milk and water) in a large bowl.

Make a little well, or a hole, in the centre of the dry mixture.

Add the egg and the oil, but don't mix them together yet.

Now, add tiny drops of hot water to the milk until it becomes warm when you touch it, but not hot.

Add a little of the milk to the flour mixture, and gradually begin to mix everything together until it comes together into a dough. You then need to knead the dough really well.

Now, you need an adult for this bit. Cook the *naan* on a frying pan, very lightly oiled to prevent the bread from sticking. It will need to be on a high temperature, and will only take a short while to cook on each side. This is a bit like cooking a very thick pancake.

Serve the *naan*.



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## Appendix 11: Kites!

Making homemade kites is a fun activity but requires some preparation. Younger children can decorate the kites. Older children can help tape and tie the kites. Upper elementary children can help with the measuring, cutting and tying. For a simplified craft, cut diamond kite shapes out of construction paper and get the kids to decorate their "kites" and tie ribbons to the bottom. For another simplified kite version, visit <http://tinyurl.com/95tzuf7>.

### Materials:

- Two doweling rods or bamboo sticks. One should be 16 inches, the other 24 inches.
- String or twine (the tail should be made from string as opposed to heavy twine)
- Ruler
- Utility knife, hand saw or power tool to make notches
- Strong string





- One sheet of strong paper (about 102 cm x 102 cm)
- Glue
- Masking Tape (optional; can be replaced by glue)
- Scissors
- Ribbons
- Items to decorate with (i.e., crayons, markers, spray paint). Avoid glitter glue, foam cut-outs or other decorations that will weigh the kite down.

### Instructions:

1. Using a strong utility knife, hand saw or power tool, cut a notch on the end of each of your sticks (four notches in total). The notches must be wide enough to accommodate the string or twine that will be used to form the frame.
2. Make a “t” shape using the two rods (the shorter one is placed horizontally over the long one, about one-third of the way down).
3. Using string or twine, fasten the two sticks together so they are at right angles to each other. Do this by wrapping the string across the joint from all sides. Once you are finished wrapping, put glue on the joint to hold it in place.
4. Cut a single piece of string long enough to go around the kite frame, with some excess. Starting at the top of the kite frame, insert the string into the notch and wind it around the rod a few times to fasten it, leaving some excess. Continue to draw it around the rest of the notches to make the frame. When the string is back at the top, tie the two ends together in a knot.
5. Lay the paper flat on the floor or on a table. Place your kite frame on top of it face down. Cut out the paper to match the shape of your kite, but make sure to leave a margin of a few centimetres around the frame.
6. Once you have the shape the kids can decorate the kite. Remind them that the edges will be folded over.
7. Lay the decorated paper on the top of the frame. Fold the margins over the string and tape or glue it to the frame, ensuring it is taut.
8. Tie a piece of string to each end of the shorter stick (the string must be a little longer than the length of the stick). Then do the same for the longer stick (again, making sure the string is somewhat longer than the stick).
9. With one hand, pick up the kite by the strings you have just tied, find where they intersect, then tie that point together with a small piece of string. This is where you will tie your kite string when you are ready to fly it.
10. To make a tail, cut another length of lightweight string and tie ribbons to it roughly 10 cm apart. It is better to tie the tail to the kite, rather than glue it, as you may want to vary the length of the tail according to the wind.

### Tips for flying:

- Flying paper kites in moderate winds is best.
- Don't fly kites near trees or overhead wires.
- If you notice that your kite is tipping to one side when you pick it up by the intersected two strings, glue some paper onto the other side so that it is balanced.
- The tail provides stability in the air, so a stronger wind may need a longer tail, while a lighter wind may require you to shorten the tail in order to launch the kite.

# Afghanistan Board Game

Your school was attacked and destroyed during the war.  
Go back 4 squares.

3.  
What is a meal in Afghanistan not complete without?  
Rice or naan?

You have to go to the washroom and your school has no toilet.  
Go back 3 squares.

4.  
What is a favourite pastime of children in Afghanistan?

Your mother got a goat from PWS&D and is able to pay your school fees.  
Go ahead 1 square.

PWS&D helps rebuild a school and train teachers in your community, so now you can go to school!  
Move ahead 2 squares.



2.  
What is the capital of Afghanistan?  
Kabul or Jalalabad?

Your family is returning to Afghanistan after being refugees from the war.  
Move ahead 1 square.

1.  
Where is Afghanistan situated?  
Russia, Central Asia, or the Middle East?

You have learned to read and are among the 30% of people who are literate in Afghanistan.  
Move ahead 1 square.

The teacher in your class is sick and there is no replacement.  
Go back 1 square.

14.  
What is the main religion in Afghanistan?  
Hinduism or Islam?

15.  
What is one similarity between you and a child in Afghanistan?

13.  
In what province of Afghanistan does PWS&D work?  
Kandahar or Laghman?

**FINISH**

**START**

**Rules:** Roll a die and move your game piece (use different seeds for game pieces) the required number of spaces. Follow the directions on the square. If you land on a question, answer it. If you get the answer right, roll again and move ahead that many squares. If you get the answer wrong, go back the same number of squares. Play until you get to the end.  
(Answers on page 34.)

5.

Afghanistan is landlocked.  
True or False?

6.

How many official languages does Afghanistan have?  
1 or 2?

7.

Traditionally, what colour is the *burqa*; the full-length veil worn by women in Afghanistan?  
Black or blue?

8.

What is the name of the highest range of mountains which rises above 18,000 feet?  
Hindu Kush or the K2 Pass?

9.

How many countries does Afghanistan share borders with? 3 or 6?

The parent/teacher committee convinces religious leaders that girls need an education too!  
Move ahead 2 squares.

10.

What is the name of the pass between Pakistan and Afghanistan? Khyber or Bolan?

11.

When the Taliban was in power, what were girls forbidden to do?  
A: Go to School,  
B: Go outside without a male relative,  
C: Work outside the home,  
D: All of the above.

A landmine that was buried during the war went off outside your school and 3 children were hurt.  
Go back 3 squares.

12.

Afghan people drink green tea.  
True or False?

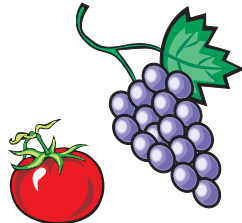
PWS&D is a partner in your village and has provided money for textbooks.  
Move ahead 2 squares.





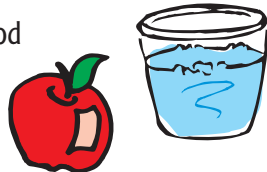
Imagine that you have been invited by the world leaders to be a consultant on child health at the next World Summit.

What three things would you like to tell them to do to help kids around the world stay healthy?



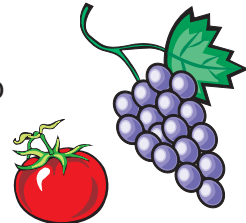
What is one thing that you have learned about health in this session that you want to teach the world leaders?

How does having food keep us healthy?



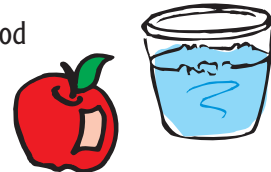
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What three things would you like to tell them to do to help kids around the world stay healthy?



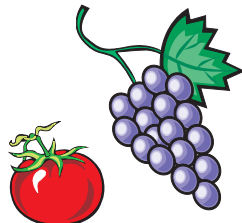
What is one thing that you have learned about health in this session that you want to teach the world leaders?

How does having food keep us healthy?



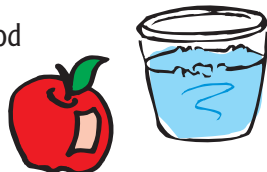
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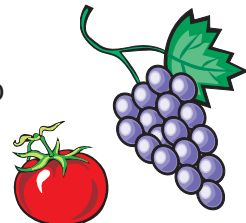
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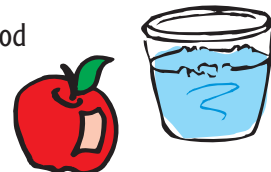
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The Presbyterian Church in Canada