

DAILY MISSIONS SCRIPTS

Day 1: Aye Ko (Myanmar)

SHOW: "THE GREAT HOPE ROUNDUP" SLIDE

This week, we are learning about who Jesus is. When he was on earth, he taught that we should provide food for those who need help (e.g., Matthew 25:31–40). So we are partnering with Children's Hunger Fund to help children who are living in poverty. That means they live in poor conditions and don't have enough to eat.

Along with sending food, you can help them hear about Jesus too!

SHOW: "THE GREAT HOPE ROUNDUP—AYE KO" SLIDE

Are you ready to meet the first child? *Pause for participation.* Great! Today, we're going to meet a little boy named Aye Ko (pronounced Eye-Co), who lives in the country of Myanmar.

SHOW: VIDEO 1—AYE KO

Country: Myanmar

Problem: Extreme Hunger

With five growing boys at home, Aye Ko's parents are used to making their limited income stretch as far as it can go. But what do you do when that income (the money you earn) isn't enough anymore? Aye Ko and his brothers are young now, but they are growing. And what about his new baby sister? How will his parents afford to feed all of them? Thankfully, the local church can provide Aye Ko's family with food to help meet their needs.

There are other children around the world in need, just like Aye Ko. Do you want to learn how you can help them too? *Pause for participation.* Great! This week at VBS, we'll be collecting coins to put in these Coin Paks. *Show COIN PAK.* Take this home today and tell your family and friends about Aye Ko. Ask them to help you collect coins for meals. Just 25 cents can provide a nutritious meal for a hungry child.

SHOW: DAILY COUNT "DAY 1" SLIDE

With the coins you collect, nutritious food can be packed into a Children's Hunger Fund Food Pak. These boxes can feed a family for several days.

Bring back the coins you've collected each day this week, so we can count how many meals you can provide so far. You can help deliver hope to suffering families around the world.

DO MISSION ACTIVITY: JUST ONE MORE

1. Split students into groups of four.
2. Give each group a printed **LOAF OF BREAD** and have them split the bread evenly amongst themselves.
3. Now take one (or two) of the groups and split them up, adding those members to the other groups so that each of the remaining original groups has one or two more member(s).
4. Give each group a new printed **LOAF OF BREAD** and have them split the bread evenly amongst themselves again.

TALKING POINTS

- What did you think about the original amount of bread that you had in the first group?
- If that represented all the food you had to eat all day, would that be enough for you?
- Now think about the second group. With more people in your group, everyone had a little bit less food to eat. How did it feel suddenly having to share the same amount of food with more people?
- For Aye Ko and his family, a baby sister was exciting news, but it also meant one more mouth to feed.
- One more child didn't mean one more person to earn money. Aye Ko's father was still the only one who was working, so the food he brought home was still the same as before, but now it would have to feed one more person.
- What do you think it meant to Aye Ko when someone from the church came with a box of food for his family?
- How can you help children like Aye Ko get the food they need?

Send each child home with an "Aye Ko" **PRAYER JOURNAL**.

Do the "MAP OF THE WORLD" activity sheets. Pass out the maps and have kids cut and glue the item for today on the map. Remind students to write their name on their map. Collect the maps when you're finished with the activity.

Day 2: Jasper (Zambia)

SHOW: "THE GREAT HOPE ROUNDUP" SLIDE

Do you remember the rancher we met yesterday? Anyone remember his name? *Pause for participation.* That's right! Mack. In addition to showing us around Hope Ranch, Mack is going to be introducing us to children around the world. Each of these children are living in poverty. They also need to hear about God's love for them. Thankfully, you get to help!

Remember, just one quarter can provide a meal to a hungry child. And where are you collecting those coins? *Pause for participation.* You got it! In your Coin Pak!

SHOW: "THE GREAT HOPE ROUNDUP—JASPER" SLIDE

Today, Mack is going to introduce us to a little boy named Jasper who lives in the country of Zambia. Let's hear his story.

SHOW: VIDEO 2—JASPER

Country: Zambia

Problem: Refugee

Can you imagine leaving everything and everyone you know and moving to another country? In many countries around the world, people are doing just that. These people are often called refugees. For Jasper and his family, Zambia was a safer place for them, but it brought some new problems. Refugees are not always allowed to do the same things as citizens who

were born in the country. Thankfully, the church was able to help with food and education for Jasper and his brother.

Did everyone take home their Coin Paks? *Pause for participation.* Did you tell anyone what we are collecting coins for? *Pause for participation.* Remember, every 25 cents you collect this week means one meal for a child like Jasper.

Now, do you want to hear how many meals we've raised so far? *Pause for participation.* Well, we've counted the coins you brought in and we can provide ____ meals! Remember, one dollar can provide four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

SHOW: DAILY COUNT "DAY 2" SLIDE with current meal count filled in.

We're off to a good start, but this is just the beginning. We've still got a few more days to go. Keep bringing in your coins! If you haven't already shared with your families what we are collecting coins for, be sure to do that today! Maybe ask your parents if there are any extra chores you can do around the house to earn coins for your Coin Pak.

DO MISSION ACTIVITY: PROPER PAPERS

1. Pass out the yellow, green, blue, and pink sheets of paper so that every student gets one sheet.
2. Have the students line up on one side of the room with space to move forward across the room.
3. Announce that kids must sign up for school, but only those with green or yellow papers get to. They can take three steps forward.
4. Do the same thing for the following categories:
Work: yellow—4 steps, green—3, blue—2, pink—1
Housing: yellow or green—2 steps, blue or pink—1
Healthcare: yellow—3 steps, green—2, blue or pink—1

TALKING POINTS

- Refugees face struggles, such as a new language, hate or prejudice from others, and not understanding how the people do things in their culture. For example, Jasper needed to learn a new language when he moved to Zambia.
- In many countries, proper paperwork, like a birth certificate, is required to do many important things, such as going to public school and getting a job. Refugees who have fled their home country because of violence, war, natural disasters, or other causes may not have the proper papers.
- Jasper and his brother want to go to school so they can get good jobs when they are older and are able to take care of their family, but they don't have the right papers.
- Thankfully, the local church that delivered food to Jasper's family also runs a school. How do you think Jasper felt when he found out that he would be able to attend school?
- Jasper's mother and grandmother sometimes find temporary work washing clothes, but it often does not provide enough money to meet their needs. How do you think Jasper felt when people showed up at his house offering him food for free?

Send each child home with a "Jasper" PRAYER JOURNAL.

Do the "MAP OF THE WORLD" activity sheets. Pass out the maps from yesterday and have them cut and glue the item for today on the map. Then collect the maps when you're finished with the activity.

Day 3: Luis (Dominican Republic)

SHOW: "THE GREAT HOPE ROUNDUP" SLIDE

Who remembers what we are collecting coins for this week? *Pause for participation.* And how much does it cost to provide one meal? *Pause for participation.* That's right! It only costs 25 cents to send a meal to a child in need. And is it all junk food and candy? *Pause for participation.* No! It's nutritious food that can be made into healthy meals for the whole family. Isn't that awesome?

SHOW: "THE GREAT HOPE ROUNDUP—LUIS" SLIDE

Today, we are going to meet a boy named Luis (*pronounced Loo-eece*) who lives in the Dominican Republic.

SHOW: VIDEO 3—LUIS

Country: Dominican Republic

Problem: Generational Poverty

Who remembers what the community where Luis lives is called? *Pause for participation.* It's called a batey (*pronounced bah-tay*). Did it look like a great place to live? *Pause for participation.* Not really, huh? It's no wonder that Luis dreams of one day leaving that community and doing something different with his life. Thankfully, there are pastors like the one you heard about today who are making that long drive into bateys to give children a better future.

Don't forget to share what you have learned this week and see if your parents want to help you provide meals for kids like Luis.

Now, do you want to hear how many meals we can provide so far? In only two days, you can provide ____ meals! To calculate your VBS meal progress, multiply the dollars raised by four. That's pretty fantastic!

SHOW: DAILY COUNT "DAY 3" SLIDE with current meal count filled in.

I don't know about you, but that number gets me excited. That's a lot of meals. And that many meals means more opportunities for local pastors to share the love of Jesus Christ with children in need. I think more children around the world need to hear this good news, don't you? I can't wait to see how many more meals we can provide tomorrow.

DO MISSION ACTIVITY: WHEN I GROW UP

1. Ask the students if they think they know the correct names for baby animals.
2. Post an ADULT ANIMAL NAMES image (start with an easy one, like bear or pig) and ask who can guess the correct name of the baby.
3. If they guess correctly, post the BABY ANIMAL IMAGE next to/beneath the adult name.
4. Work your way through the rest of the animals.

TALKING POINTS

- For an animal, the future is pretty straightforward. A bear cub will live in the woods and grow into a large bear. A kid will grow into a goat.

- Post the **OCCUPATIONS IMAGES** along the top of the board/wall. Obviously, these are all humans who were once babies.
- What is different about these people? Type of occupation, amount of money they make, etc.
- Do you think they all had the same type of childhood or the same opportunities growing up? Why or why not?
- Luis grew up in a home where his father and grandfather did this. [Point to the field laborer image.](#)
- Who remembers what generational poverty means? [When two or more generations in one family have experienced poverty.](#)
- Because of this generational poverty, Luis won't have a lot of the same opportunities as a child whose parent did this ([point to the businessperson](#)) or [this](#) ([point to the police officer](#)).
- Yesterday, we talked about education. What would happen if Luis received an education?
- What if the pastor who visits Luis in the batey brought someone with him who knew how to fix machines? What if he could teach Luis how to fix cars? [Point to the mechanic.](#)
- This is just one way to break the cycle of generational poverty. What can *you* do to help break the cycle of poverty?

Send each child home with a "Luis" **PRAYER JOURNAL**.

Do the **"MAP OF THE WORLD"** activity sheets. Pass out the maps from yesterday and have them cut and glue the item for today on the map. Then collect the maps when you're finished with the activity.

Day 4: Misha (Belarus)

SHOW: **"THE GREAT HOPE ROUNDUP" SLIDE**

Today is our fourth day raising money to provide meals for hungry kids! Remember, just 25 cents can provide a meal! Do you remember what else happens when a pastor or church volunteer delivers food to a family in need? [Pause for participation.](#) That's right! They share with them about Jesus.

Well, it's time to head on back to Hope Ranch and learn more about another child.

SHOW: **"THE GREAT HOPE ROUNDUP—MISHA" SLIDE**

Misha is a girl from Belarus ([pronounced Beh-la-roos](#)), a country in Eastern Europe.

SHOW: **VIDEO 4—MISHA**

Country: Belarus

Problem: Loss

Misha's family didn't always live in poverty. Before her father's death, they never struggled to pay for needs like food or medicine. Misha never had to deal with things like hunger on a regular basis. But do you know what's even better than knowing that Misha and her family will receive food? [Pause for participation.](#) That's right! It's knowing that Misha and her family are learning that Jesus died for them and wants them to have eternal life!

Well, we have had a few days to raise money to provide meals for kids just like Misha. Are you ready to be blown away by how many meals we can provide so far? [Pause for participation.](#) I don't think you sound excited enough. Are you ready to find out how many meals we can provide? [Pause for](#)

[participation.](#) That's better! In just three days, you can provide ___ meals! To calculate your VBS meal progress, multiply the dollars raised by four. That's incredible!

SHOW: **DAILY COUNT "DAY 4" SLIDE** with current meal count filled in.

And remember, these coins are doing more than providing meals! The pastors and church volunteers delivering these meals will also share the hope of the gospel with children and families in need.

Tomorrow is the last day to turn in your coins, so see if there is anyone else you can ask to help donate coins or if there are any chores you can do to earn extra money.

DO MISSION ACTIVITY: DOES IT STAND?

1. Each group will build a structure out of the materials provided. Using the three tongue depressors and play dough, form a tripod as a base. Use the remaining materials to build a structure that is at least 12 inches tall. Check each structure with the ruler.
2. At the top of the structure, each group should create a somewhat flat surface for the cotton balls to rest. The cotton balls represent the people the structure is being built for, so they shouldn't just be stabbed onto a toothpick.
3. Once everyone has built their structures, have each group remove one of the large tongue depressors at the base ***without making any adjustments***. Note: once one of the tongue depressors is removed, the structure *should* fall over.

TALKING POINTS

- What happened when you removed one of the supports of your structure?
- When you were building, were you planning on how you would make adjustments if you only had two of the base pieces?
- If you knew ahead of time that this would happen, how would you have planned differently?
- For Misha and her family, her father's death felt a lot like this. They relied on the income from his work. Without it, their whole world collapsed. They didn't have a plan to fall back on.
- Single-parent families are much more likely to experience poverty than families with two parents.
- How do you think local churches can step in to help in a situation like Misha's?
- Besides bringing food, how do you think the visits from the local church were a comfort to Misha and her family?

Send each child home with a "Misha" **PRAYER JOURNAL**.

Do the **"MAP OF THE WORLD"** activity sheets. Pass out the maps from yesterday and have them cut and glue the item for today on the map. Then collect the maps when you're finished with the activity.

Day 5: Maia (United States)

SHOW: **"THE GREAT HOPE ROUNDUP" SLIDE**

All week long, Mack has introduced us to children around the world who are facing poverty. But that's not all we learned. We learned how we can make a difference too!

SHOW: "THE GREAT HOPE ROUNDUP—MAIA" SLIDE

Most of the children we've met this week live in a country far away. The child we're going to meet today lives closer to home.

SHOW: VIDEO 5—MAIA

Country: United States

Problem: Invisible Poor

Sometimes it's easy to forget that there are children even in the United States who don't have enough food to eat, who don't have running water, or who don't have electricity. They don't have a lot of the things you and I use every day and don't even think about. But if you passed Maia (pronounced *Maya*) on the street or sat next to her in class, you probably wouldn't know that this is her story.

You've been collecting coins to provide meals for children just like the ones you met this week. Children like Aye Ko (pronounced *Eye-Co*) in Myanmar; Jasper in Zambia; Luis (pronounced *Loo-eece*) in the Dominican Republic; Misha in Belarus; Maia in the United States; and so many others.

Children's Hunger Fund partners with churches around the world who connect with families in need of food and the hope of Jesus. Every box of food means a chance to share the gospel. Your quarters are making a huge difference! Isn't that wonderful?

Are you ready to see how many meals we can provide this week? *Pause for participation.*

The grand total number of meals we've provided this week during The Great Hope Roundup is ____ meals! Remember, one dollar can provide four meals. *To calculate your VBS meal progress, multiply the dollars raised by four.*

SHOW: DAILY COUNT "DAY 5" SLIDE with current meal count filled in.

I'm blown away at how many coins you collected this week. This is going to feed so many children in need. But do you know what's even better? Because of you, more children and their families will learn about the love of Jesus.

But it doesn't have to end here! Did you know that you can keep sending meals to children in need even after this week is over? You can keep making a difference for children around the world with Children's Hunger Fund. Ask your parents how you can continue to share meals and the love of Jesus with children in poverty.

DO MISSION ACTIVITY: WHAT DO YOU DO?

1. Ask the students to list different jobs/careers where people can work for themselves. Write the ideas on the board, grouping them by type. The following are examples of different types of jobs:
 - Small-business storefront (small retail store or bakery)
 - Providing a service (housecleaning, gardening, dog grooming, hairstyling, plumbing, etc.)
 - Independent work for a larger organization (Uber, Etsy, Door Dash, Amway, Herbalife, etc.)
 - Consultant work (graphic design, photography, etc.)
2. What is needed to do each type of work?
 - Do you need to rent a building space?
 - Do you need a working car?
 - Do you need equipment, supplies, internet, computer, etc.?

TALKING POINTS

- Imagine that one of these jobs is your job. You've just made all the purchases and officially opened for business. You've got customers, and everything is going great. Until you are in a car accident that ruins your car and severely injures you.
- Restricted to bed and with no transportation, which of the jobs listed could you NOT do?
 - A. Cross off the ones that require driving (Uber, housecleaning, plumbing, etc.).
 - B. Cross off the ones that require leaving your home or standing (running a retail store, hairstyling, photography, etc.).
- Maia's father had just bought the land to run his business before his accident. After he was hurt, he was unable to work, meaning there was no way to provide for his family.
- When Maia comes into town with her mother to pick up supplies, they look just like any other family.
- This is what invisible poor means. It can be hard to know that they need help.
- What can you do to help children like Maia who need food right here in the US?

Send each child home with a "Maia" PRAYER JOURNAL.

Do the "MAP OF THE WORLD" activity sheets. Pass out the maps from yesterday and have them cut and glue the item for today on the map. Kids can take the maps home today.