

IF YOU WERE A CHILD IN ETHIOPIA

a MISSION add-ON TO YOUR
VBS CURRICULUM

PLEASE NOTE: This is not
a complete curriculum.
It is intended to plug into any
existing VBS curriculum.

THE APPLE PROJECT
HUNGER ACTION TEAM
WASHINGTON PRESBYTERY



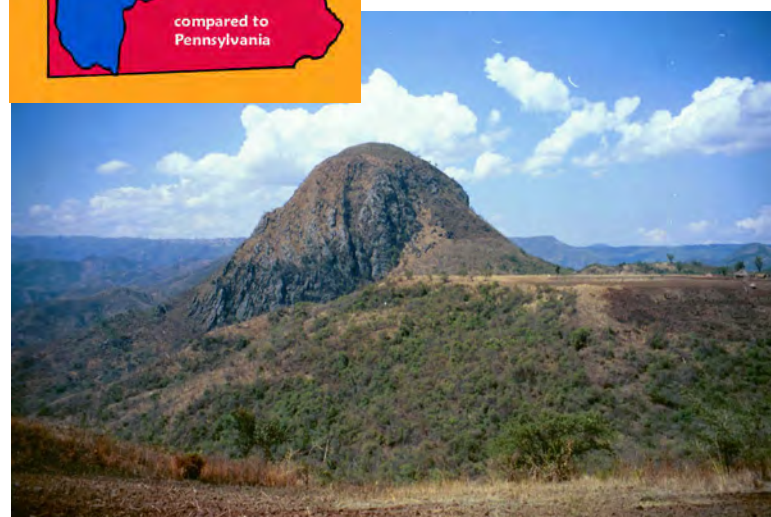
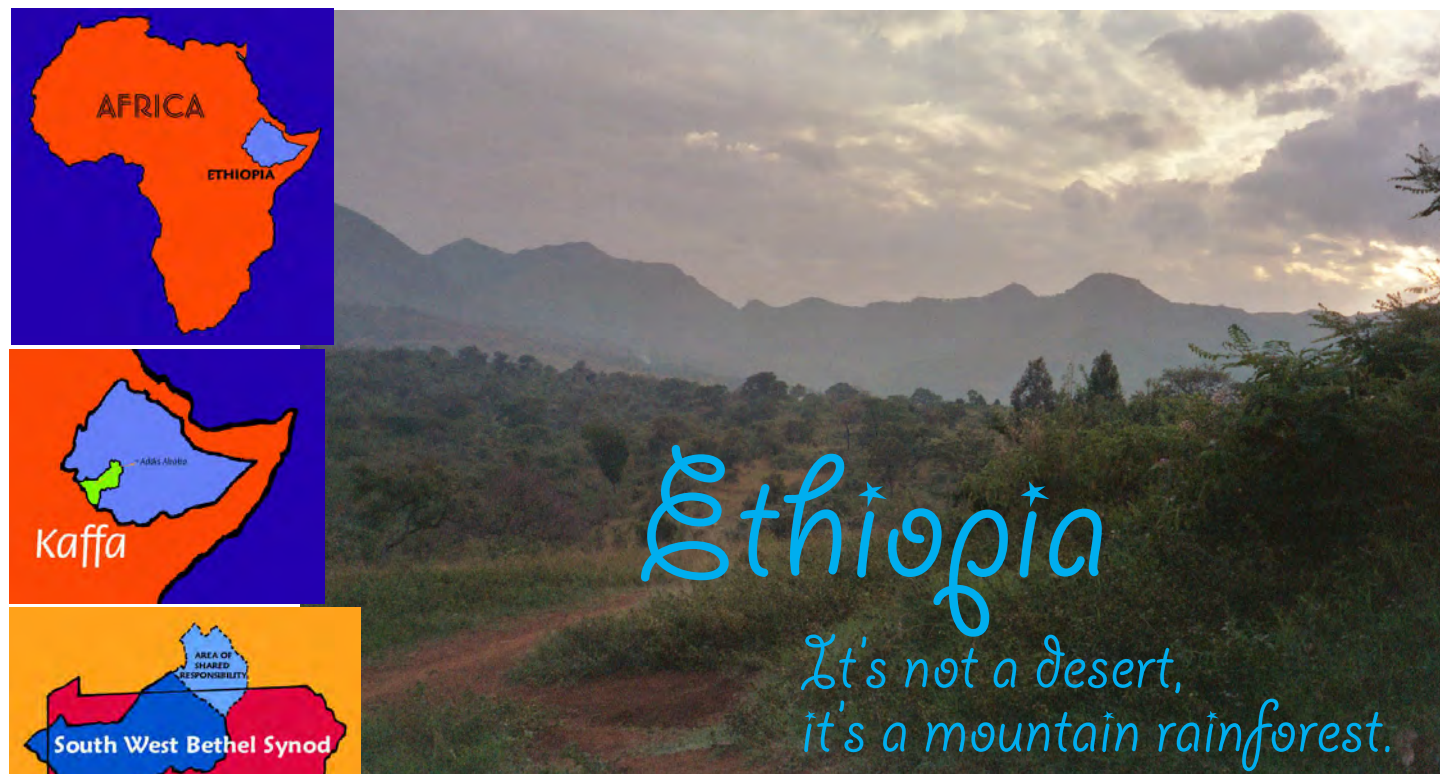
If you were a child in Ethiopia...

... what would your week be like?

No matter what your VBS curriculum may be, you can turn the mission portion of it into an exploration of life for kids in our partner church in Ethiopia. These ideas can work in the mission (and perhaps part of the play) time each day of your VBS week.

In 2012, you can help bring apples to Ethiopia. This mission helps ordinary kids in Ethiopia, by helping their families grow a crop that will bring income. The Hunger Action Team will be raising the funds. Each one of your kids can plant an apple tree, by the contributions that come out of your week!

☞ ETHIOPIA	4
☞ APPLES	6
Apple Ideas for VBS	12
☞ SUPPLIES	14
Assembling the Gojo	17
☞ BEING A KID IN ETHIOPIA	18
☞ Day One: WORK (Finding animals)	24
Boy versus Leopard	28
☞ Day Two: WATER (A Trip to the Spring)	30
Obstacle Course	31
☞ Day Three: MUSIC (Making Instruments)	32
Songs	34
☞ Day Four: FUN (Without Electricity)	36
Toys	38
☞ Day Five: SCHOOL (In Amharic)	40
Ethiopian letters	42
☞ FOOD	46
Recipes	49
☞ SEND A MESSAGE	54



Gorgeous, sunny, rugged, green, rainy, fertile, spectacular, with a rich Christian history of emperors, monks, castles, and churches hewn out of solid rock. Also, one of the five poorest nations on earth.

We're almost in the twentieth year of our partnership with South West Bethel Synod of the Ethiopian Evangelical Church Mekane Yesus.

South West Bethel Synod grew out of the first Presbyterian mission to the Bench people, back in 1951. In fact, the leading missionary, Charles Haspels, came from Emmanuel Church in Washington Presbytery. Our roots together go back right to the first coming of the Gospel to the ten different nationalities within South West Bethel Synod.

Ethiopia was the first empire to convert to Christianity, even before Rome. For more than a millennium Ethiopia has stood as a mountain island of Christianity surrounded by a desert sea of Muslim Arabs. Why, then, were there Presbyterian missionaries to a Christian country?

The Ethiopian Orthodox Church dominates the country. She traces her roots to the day the young Emperor Menelik (son of King Solomon and the Queen of Sheba) brought the Ark of the Covenant to Ethiopia. It's a colorful story! As God's new chosen people, the Church knows that what she does must be right. In treasuring church tradition even above the Scripture, the Orthodox Church was long content to baptize the marginal peoples within Ethiopia, leaving them untaught and unchanged from their traditional African religion.

The Ethiopian Evangelical Church Mekane Yesus (a fusion of Presbyterian and Lutheran traditions) is six million strong and growing incredibly fast. By focusing on Scripture and on the life-changing power of Jesus Christ, our partner denomination is transforming Ethiopia from the bottom up.

They aren't rich in anything but spirit and dedication. EECMY is "wholistic"—"serving the whole person." Our partner church is known for schools, literacy centers, health clinics, clean water projects, development projects, translation of Scripture into every Ethiopian language (there are 70 languages in Ethiopia), marital counseling, empowering women and the oppressed, HIV prevention, and, above all, for sharing the Gospel whenever and however there is a way clear.



When our presbytery partnership started, Washington Presbytery and Kaffa Bethel Presbytery were just about the same size. Today, as South West Bethel Synod, our partner encompasses eight presbyteries and over a quarter of a million members.





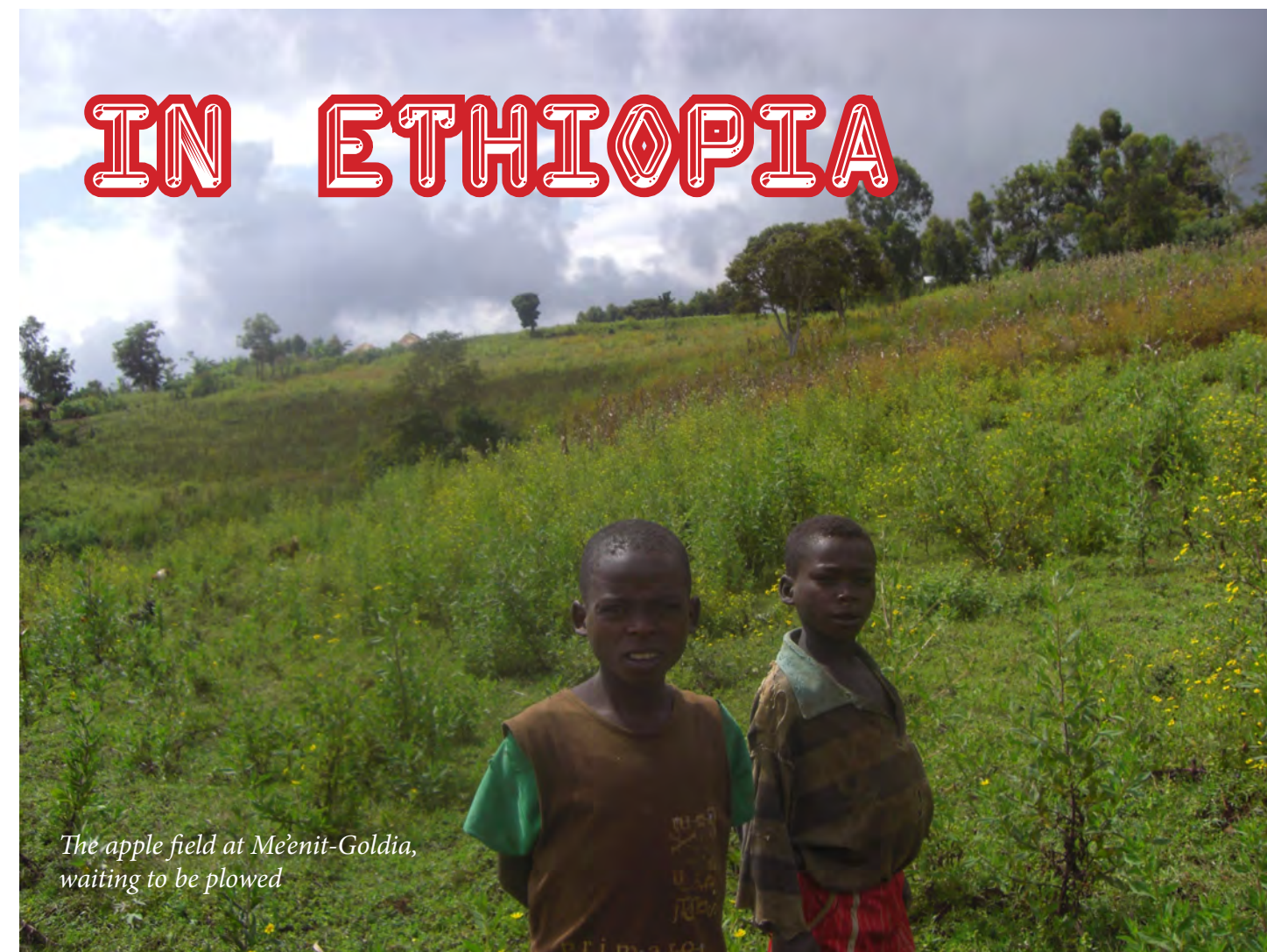
PLANTING APPLES

This beautiful rolling farmland might be anywhere in southwestern Pennsylvania, except for the cactus fence and some tropical trees. It is outside the town of Sheh Bench, and it could soon be an apple orchard.

We used to be able to say that the mountain rainforest climate of Ethiopia grew everything except apples. But lately a few regions have started producing apples. Now Ethiopia is crazy for apples. It's a great cash crop.



The people who live around the towns of Sheh Bench and Bachuma feel forgotten. While development projects have helped people all around them, nothing seems to happen here. It grew so bad that two presbyteries, Sheh Bench and Me'eni-Goldia, were led astray by big talkers and withdrew from South West Bethel Synod for a few years.



IN ETHIOPIA

The apple field at Me'eni-Goldia, waiting to be plowed

Now that breach is mostly healed. South West Bethel Synod wants to bring apples to these two presbyteries, to help everyone in the community, and to show love, through Christ. And we are welcome to be full participants.

We'll plant nurseries of apple seedlings around the presbytery offices, and train teachers in grafting and apple culture. Farmers will begin to raise apples for market, from this start.

Already the Me'en and Sheh Bench people are excited and hopeful. The first fruits of the project come from knowing we are all trying something new together.



HOW TO TAKE PART:

You can hang a drawing of a tree on a handy wall, as a symbol of the project. It costs \$5 (five dollars) to plant an apple tree seedling in the two nurseries we are starting. Every time your mission contributions add up to \$5, you can attach another apple to the tree. Maybe you will even manage to plant a tree for every youngster in the VBS!

After VBS is over, your church office can send a check made out to “Washington Presbytery” to the presbytery offices. Just be sure to mark on the memo line the words “Ethiopia” and “Apple” so the financial secretary can know your intent.

LEMKRIN and KASHU CONGREGATIONS:

Right beside the Sheh Bench Presbytery offices is the congregation called Kashu (or Cashew, like the nut—you have a lot of leeway in spelling Ethiopian names). And close to the offices of Me’enit-Goldia Presbytery is the Lemkrin Church. These two congregations will watch over the nurseries and do all the hard work of tending the little apple trees until they grow and bear fruit.



Mr. Faju, from Lemkrin, on the left, holding the lyre, will be one of the apple tenders at Goldia. Mr. Mesfin, from Kashu, in the picture on the right, will be an apple tender at Sheh Bench.

You can hear Mr. Faju and his friend with the drum singing “The One with a Good Root Is the One that Grows,” in the Me’en language, on a video included in the disk.



Lemkrin Church is a pretty little building that looks like a hobbit-house, on top of a spectacular ridge. You can see it in the video.

Kashu Church, seen here with the elders in charge of apples, sits within earshot of the beautiful falls of the Cashew River (above).



VBS IDEAS SPECIFIC TO APPLES:

A Variation on the Apple Tree Decoration:

Hang an apple tree on the wall. Place an apple for every volunteer and wish list you have for VBS. Ask the congregation to pray over the trees requests. Remove the apples as the prayer requests are answered.

A Lively Apple Game Teaching Co-operation:

Line the participants up in two teams. Place apple baskets at the front and back of each line. Fill the basket in the front of the line with apples (real or artificial). Teams race to move apples from one basket the other by passing them down the line.

Variation: Using the same materials, place the empty basket 15-20 feet from the line and fill the baskets running a relay. Each runner can either take one apple at a time, or gather as many as they can without dropping them. Any dropped must be collected by the next runner.

An Indoor Game—Apple Seed Toss:

Print the following page. If you like, you can glue it to cardboard for strength. Have your students break into teams of 2-3. Give each player five apple seeds. Each player takes a turn tossing their five seeds onto the board. They add up the points for each seed that lands on an apple square. The person with the highest number wins. Play again.

























Mancala, an Authentic Ethiopian Game:

Use an egg carton to decorate your own mancala board. Use coffee beans for pieces (small rocks, marbles or beans work also).

Snacks:

Coke, tea, coffee, orange pop, popcorn, and bananas are all authentic Ethiopian snacks. You can serve apple juice, if you like, though it is not yet an Ethiopian treat.

Apple Seed Toss

 2	 0	 4	 1	 0
 5	 6	 7	 8	 9
 0	 9		 0	 0
 0	 5	 6	 1	 1
 9	 8	 7	 3	 3

SCORES:

Player One _____ + _____ + _____ + _____ + _____ = _____

Player Two _____ + _____ + _____ + _____ + _____ = _____

Player Three _____ + _____ + _____ + _____ + _____ = _____

HOME-MADE APPLESAUCE:

Make your own home-made applesauce using this recipe.

Prep Time: 15 minutes

Cook Time: 20 minutes

Total Time: 35 minutes

Ingredients:

- 1 quart Apples (peeled and sliced)
- 1 cup Water
- 1/2 cup Sugar
- 1 tsp. Lemon Juice
- Cinnamon (optional)

Preparation:

Put all the ingredients in a sauce pan and cook until tender, about 20 minutes. Mash the mixture using a potato masher or an electric mixer until it is smooth. Put the applesauce in an airtight container and place in the refrigerator to cool. Once cool, top with a little cinnamon if you like, and enjoy a bowl of fresh applesauce!

CRAFTS:

Apple Magnet:

Materials Needed:

- Jar or Frozen Juice Can Lid
- Felt or Craft Foam
- Chenille Stems
- Wiggle Eyes
- Magnet
- Craft Glue
- Scissors



Instructions:

Start out by tracing the lid onto the felt or craft foam. You can use red, yellow, or green to create different kinds of apples. Cut out the circle and glue it to one side of the lid.

Cut a 1-inch piece from brown chenille stem. Glue one end of this onto the back of the lid to be the apple's stem. Using felt or craft foam, cut out a leaf or two and glue them onto the front top of the apple.

Cut another piece of chenille stem, about 1 to 2 inches long, whatever color you want your worm to be. Glue it onto the middle of the apple so it looks like a worm poking its head out of the apple. Don't forget to add a wiggle eye! Let the apple lie flat until the glue is completely dry.

Finally, glue a magnet on the back of the apple. Once the glue is dry, hang up your apple magnet wherever you choose!

Clay Pot Apples:



Make an Apple Tree:

Materials Needed:

- Large Piece of Paper
- Crayons
- Red Paint

Instructions:

This is an easy craft idea! On the large piece of paper, trace your hand and forearm all the way up to your elbow. Make sure your fingers are spread apart. The tracing of your forearm will be the tree trunk and your fingers will be the branches! Color it in with brown crayons (or you could use paint or markers). Make leaves on your tree using crayons, markers, or paint.

Pour a little red paint on a paper plate, dip your finger in it, and then make fingerprints on the tree branches. You now have a tree full of apples!

Supplies available from Washington Presbytery:

Along with this booklet, there is a disk containing copies of all the photographs shown here, plus some other images and short video clips.

In addition, there are a few useful props which can be reserved through the Presbytery Office.

One is a grass-roofed hut which can be put up indoors or outdoors to create a special mission space. (See the following pages.)

All of these items are available on a first-come, first-served basis, trusting that congregations can manage to share and share alike as needed. Please contact the Presbytery Office, in each case:

- ☞ An Ethiopian lyre, like the one seen in the video and the picture on page 9, property of First Presbyterian Church, Monongahela.
- ☞ A three-legged “Jimma” stool, sized right for small children, made out of a single trunk of a forest tree, property of Rusty Salminen, Monongahela.
- ☞ A pillow, as used for sleeping by the Me'en people, hand-carved from a single block of wood, property of Washington Presbytery.
- ☞ A very large mat, suitable for children to gather on, made by prisoners in Ethiopia and purchased as part of South West Bethel Synod's prison ministries, to help the families of incarcerated individuals. Property of Washington Presbytery.
- ☞ Authentic Ethiopian berbera spice, if you attempt some Ethiopian foods.

Of course, all these items are terribly difficult to replace, so please use great care with them, and please assign someone the responsibility of keeping track of them, if you use any to enhance the experience for the children.

In addition, **if your VBS dates fall early**, in the first two weeks of June, **it is possible to have an actual Ethiopian come** to answer questions from the children. Mr. Haile Sadins is experienced with the kinds of questions American kids ask. He is also from Sheh Bench, so he knows what life there is like. Haile will be visiting Washington Presbytery in June, and he will be happy to come to you on a weekday, if you plan ahead. Please call the Presbytery Office for more information.

Build a “Gojo”

The word for “hut” in Amharic is “gojo.” You can build a special space to simulate the typical grass-roofed round buildings of Ethiopia.

This is what the real thing looks like, as it is being built, and from the inside.

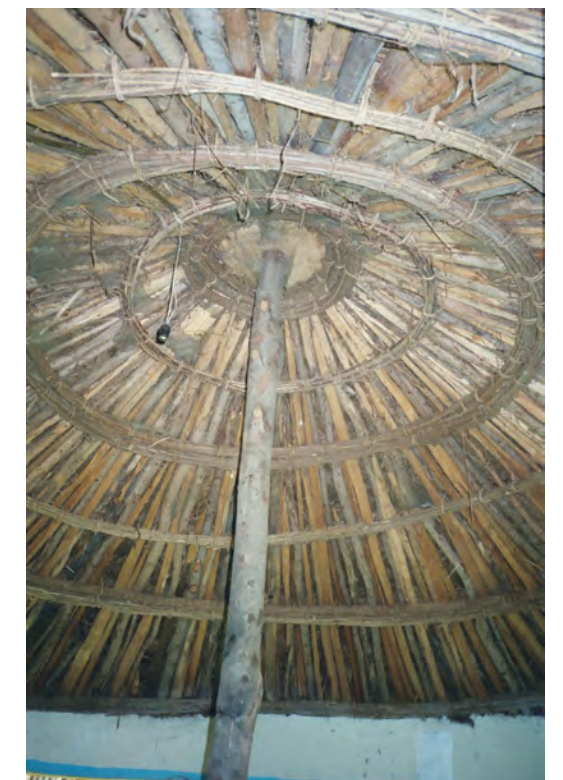


A complete “gojo.” The cone at the top is not a chimney but a decoration; the smoke simply seeps through the roof.

A gojo being built:



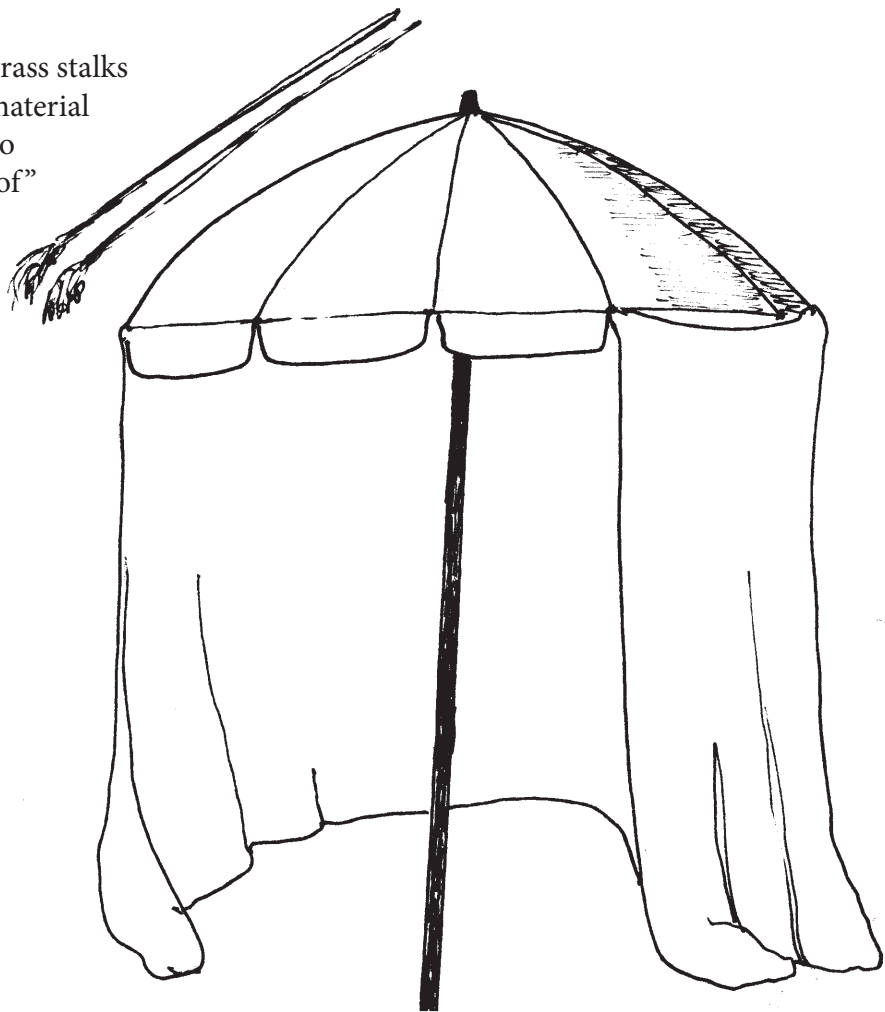
As seen from inside:



The basis for your gojo can be a picnic umbrella. You can use your ingenuity for making the walls by hanging sheets. You can also drape a sheet over the umbrella itself and attach canes of pampas grass or other dried grassy material to suggest an actual grass roof.

Once you have created your gojo, treat it as a home. Invite the children into your “home” to begin to experience their daily mission adventures.

Attach pampas grass stalks or other grassy material to the umbrella to make a “grass roof” if you like.



At the Presbytery Resource Center, we have a “gojo” you can reserve. It is made of a 9-foot-wide market umbrella with a raffia grass roof, a cloth “wall,” and a cast-iron base. It is easily assembled quickly for use indoors or outside. Contact the presbytery office for more information. We recommend you call in advance to reserve, since there is only one, and it’s first come, first served.

Instructions for assembling the Presbytery’s gojo are included on the next page, for easy reference.

Assembling the Gojo (Hut)

There are five pieces:

- Picnic umbrella top
- Bottom half of shaft of the umbrella
- Cast-iron stand for the umbrella
- Curtain wall
- Luau thatched roof cover

Screw the bottom half of the shaft into the top half of the umbrella.

Insert the umbrella into the cast-iron base and tighten the large screw on the base until the umbrella pole is steady.

Open the umbrella by pulling down the cord inside.

Insert the gold pin (hanging on the cord) into the lowest hole in the umbrella shaft. Let the umbrella spokes come to rest on the pin. The umbrella will stay open here.

Take the wall curtain and find the grommets on either long side. Slip the first grommet over one of the brass hooks six inches in from the tips of the umbrella ribs. Continue slipping grommets over hooks around the umbrella to form the wall. The paler side of the curtain is meant to be on the outside.

There will be a gap between the bottom of the curtain and the floor or ground. If this is undesirable, you’ll need to drape some material or paper to cover the gap, or fill up the space with something else.

If the hut is put up outdoors, run pieces of string through the lower grommets in order to stake down the wall, or it will blow a little in the breezes.

Place the thatched roof cover over the top of the umbrella. You can put a tin can or other light, unbreakable pot at the tip-top as an ornament.

The thatched cover is not weatherproof, so please bring it indoors at night. The whole assembly comes apart easily, so it would be well to take down the gojo each night and put it back up again the next day.

BEING a KID IN ETHIOPIA



Children in Ethiopia live on farms. Families raise the food they eat. What they can't make themselves, they can buy on market day in town, once a week, if they can afford it.

Because of this, Ethiopian farms, though poor, are exceptionally neat. Nothing is wasted; everything gets put to use.

Southwestern Ethiopia is blessed with lots of water. It is all lush green mountains, with a fertile soil the color and texture of paprika. Every farm is brightened by purple bougainvillea trailing over a fence made of living cactus, or trees of golden datura trumpets. Brilliant color is everywhere treasured. It is a lovely form of poverty, but the ordinary business of living takes a lot of work, and children must do their share.

Older boys work with their fathers plowing, hoeing, harvesting, repairing the house or buildings, or (in remote areas) hunting.



Older girls work with their mothers sewing, grinding corn or mashing plantain, cooking, gathering firewood, or sometimes weaving baskets.

Even the littler children have jobs they must do to help out.

Sometimes the small boys and girls will have a job standing by the road or path with papayas or sugar cane to sell to people passing by. If they hear a car coming, they stop playing and run to the road holding out whatever it is they have to sell. Most of the time the cars won't stop, but when they do, the children must be ready to get the precious coins needed to buy things in the market.



Once they are five or six years old, youngsters get the job of caring for their baby brothers or sisters. It is normal to see a six-year-old carrying a baby while doing other chores.





Small children get the job of watching the animals. They can play as long as they know where the animals are — but they can't afford to lose any! It is hard work for little youngsters to drive the big cows and bulls home at evening.



Children go to get water for the family. This is a hard job. Usually the spring is at the bottom of a big hill. It may be far from the house. The little boys and girls must carry down the pitcher or jug, then carry it back up the hill full and heavy with water. They may have to make several trips each day. This is the only water the family will have to use.



Children usually only have one shirt and one pair of pants or one dress. They may not have shoes. If their clothes get torn, they must still wear them, even if they become rags.



Sometimes they will have one good dress or shirt for Sunday. Then that is a great day! They get up early to run to church and see everybody, and to hear the music and maybe sing and dance with the congregation, and to shout for joy and learn about Jesus. Sunday is their favorite day of the week.



In the town, boys might take up a job for pay. They could be shoe-shine boys or errand boys. They could work in the sun, cutting grass in lawns with a sickle, because lawnmowers are very rare in Ethiopia.

Girls can't get jobs for pay, but if they live in town they might help out in the shop of any female relation. If they live in the country, they can go into town with their mothers on market day to help sell whatever they can grow or make by hand. Every small amount they can earn is a great help to the whole family.



If they are lucky, they may get to go to school. Only three out of ten Ethiopian children get the chance to go to school and learn to read and write. You can be sure that they thank God in their prayers for giving them the chance to learn.



DAY ONE: WORK

Cattle Herding

Children in Ethiopia have chores to perform each day. Going to school and playing are luxuries that happen after the chores are done. One such job is to gather, feed and care for the animals. Goats, cows, chickens and sheep are typically owned animals.

Prepare:

Before the children enter your room, hide 3-5 animals per child. Keep the ages of your group in mind when hiding the herd. Although this activity was designed for younger children, we found that hiding the animals in more challenging spots kept the interest of the 4th and 5th grades also. We have provided you with an image of each animal. You will need to make more. Ten of each animal is workable. Feel free to color the images and make color copies. You can also put the children into teams.

Introduction:

Ask the children what a typical morning routine in their home looks like. What kinds of chores must they perform before going to school (make beds, brush teeth, eat, get dressed)? What happens if those chores do not get done? Do they still go to school?

Explain that Ethiopian children typically have many household responsibilities. Many children are responsible for walking to the well to collect the family's water for the day, caring for the animals and helping the family with their work. Some of these chores must be done before breakfast. Only when the chores are done does the child get breakfast or get to go to school.

Activity:

Assign each person or team a specific animal and amount to collect. Send them around the room to gather their herd. For the younger ones, we allowed the teams to help one another by announcing if they found another team's animal. To keep the older ones interested, we challenged them to only find their own animals. You can make that decision based on your children's personalities and time constraints.

Once everyone has found his animals, gather the children together for discussion. Ask the person who was last to find all his animals how he felt to be the last one. Ask if they just wanted to give up looking.

Bible Reference:

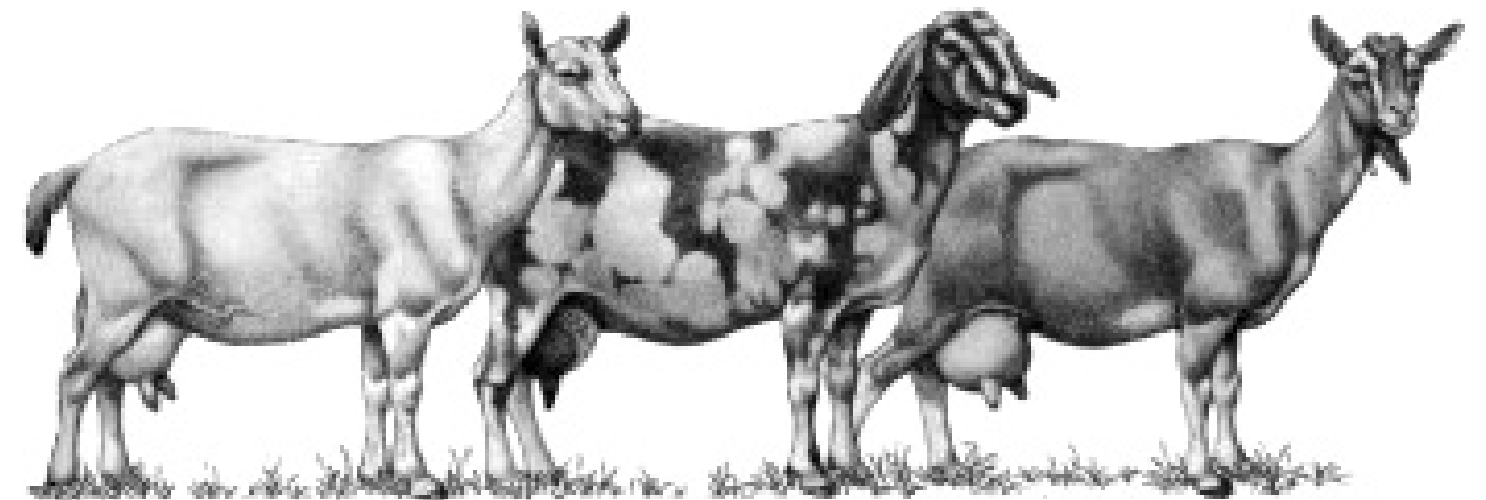
Talk to the children about how we are like those lost animals. Sometimes we do things that make us stray away from what we know is right. Share the parable of the lost sheep. In Matthew 18: 12 Jesus says, "What do you think a man does who has one hundred sheep and one of them gets lost? He will leave the other ninety-nine grazing on the hillside and go and look for the one lost sheep. When he finds it, I tell you, he feels happier over this one sheep than over the ninety-nine that did not get lost. In just the same way your Father in heaven does not want any of these little ones to be lost."

Prayer:

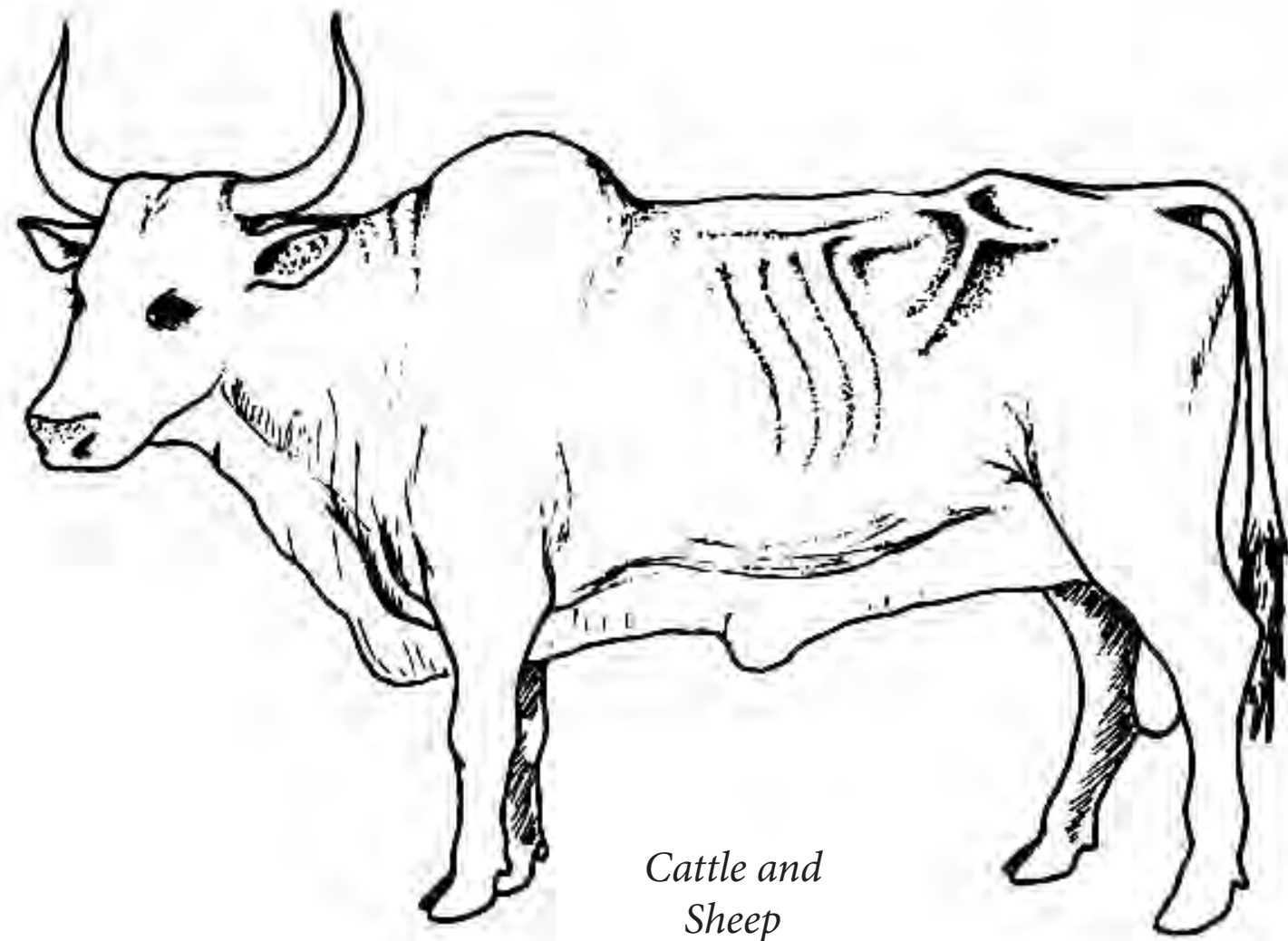
Dear God, thank you for always watching over us. Especially when we are losing our way, or not sure of the right thing to do, we know you will always lead us in the right direction.

More References:

Zephaniah 3:20 The time is coming! I will bring your scattered people home; I will make you famous throughout the world and make you prosperous once again.



Goats



*Cattle and
Sheep*



Chickens

BOY VERSUS LEOPARD

A True Story You Can Share

Today Dr. Jerman Disasa is a professor at Presbyterian College in Clinton, South Carolina. When he was a kid, in Ethiopia, he had the job of herding the animals. One day . . .

My Respect (Not Love) for Leopards

by Jerman Disasa

Growing up in rural Ethiopia (in the district of Ghidami, Wellege, located in the southwestern corner of the country), I became (just like other kids in the area) aware of the delicate relationship that existed between man and nature. Humans, animals, and the land shared mutual respect for one another. The land provided food for both the humans and animals. Humans by day and beasts by night moved and lived on the land, obeying daily routines and seasons.

Early in life, we kids were taught seriously the distinction between the opposites—man/woman, boy/girl, day/night, heaven (sky, God)/earth, etc. But most importantly the distinction between the wild and domestic, and meat-eaters and grass-eaters always captured the attention of the kids. We were sternly taught to watch out for meat-eaters that lived in the wild. Hyenas, lions, and leopards were the most feared meat-eaters. They ruled the land by night. Their bone-smashing reputation (especially hyenas), their roaring/growling sounds, and their sly, sneaky moves were what parents repeated to kids to quiet a crying baby or stop a misbehaving child.

While lions usually live farther away from the village, hyenas and leopards get attracted to where they can prey on domestic animals. Hyenas are often heard (of course only in the night) as they release their rather prolonged, fear-injecting roars and laughter. Perhaps they are communicating with other hyenas. But growing up, I noticed that, when they

released their hyena roar and laughter, everyone in the family hushed. Everything came to a halt. Kids were scared, their sleepy eyes wide open, they clung on to an adult, or older siblings. From the roar, no one could tell how far or near the beast was. But one thing was certain: kids remained in total fear until the parents assured them that all was finally over and safe.

On the other hand, leopards were known for their smooth, sly, and sneaky glide in the woods or through



the savannah grass. In this particular grassland area, the grass eaters came to eat the grass and meat eaters came to eat the grass eaters. Yes, leopards are known for their spotted skin and agility. However, leopards are known in my village for their frightening qualities. Leopards are swift once they see their prey. They get angry even when unprovoked. And, above all, they can climb trees. That limits the chance of escaping. There is, literally, no place where they are unable to go. Adults always talked to us about the dangers associated with leopards. We kids were told that once a leopard gets you, it will go to the face first to rip off your skin and peel the face in manners that will blind you immediately.

Once when I was about six years of age, as a little shepherd boy, I took out my goats and sheep and led them to a grassy slope next to a river valley forest. Other boys from the village also brought their herd. While the animals grazed, we were playing *ghengho*, a game that sharpens your spearing ability. At one point, I noticed that the herd of goats and sheep suddenly rushed away together from the edge of the forest back to the middle of the grassy slope. Since I was in the middle of an intense spearing competition, I did not pay much attention to the flight of the goats and sheep.



Toward the end of the day, when we shepherd boys were separating the animals to lead them home, I counted mine to make sure I had them all. I originally had twelve goats. This time, I counted only eleven. I counted again. It was still eleven. Anxiously, I checked with the other boys' herd. One of my young goats was nowhere to be found. I then realized that the sudden rush away from the edge of the forest was indeed a serious rush from the leopard.

Sadly and nervously, I led the remaining domestic animals home. But I knew that I could not escape a severe whipping from my widowed mother once she knew the whole story of the missing goat. I had to come up with a saving idea. I concluded that I would rush to our neighbor, Obbo Dafissa, to keep me overnight in his house, or to go with me to my mother and obtain her promise not to whip me. He did the latter. But the verbal threat of my mother for the unpaid punishment continued until I proved to be a more watchful shepherd boy.

All this was long before I started school at age eight. By then, I had grown significantly in my ability to handle beasts and kids, neighbors and my mother, and man and nature. The shepherding experience prepared me for the four-hour walk barefoot to the nearest elementary school. Most importantly, I learned the value of the harmony among us humans, animals, and the land. Today, over five decades later, I still yearn to go back to the spot where I failed to rescue my goat from the mouth of a leopard. 🐾



DAY TWO: WATER

An Important Job that Affects the Whole Family

Prepare:

Set up a course for the children to follow. If you are outdoors, make room for the children to run. You can make a “bridge,” creating a balance beam for the children to cross. Any hump can stand for a “hill.” Stepping stones are also authentic, since the roads and paths are frequently rutted and uneven, and muddy after rains. You need a spigot with running water as the destination. Children should not be expected to keep the water they collect. You might set up a means to measure the amount in gallons, so that they can use clean water at home in the same amounts later.

Introduction:

We take running water for granted. Here is a chance to illuminate how vital water is to our normal daily activities. Children in Ethiopia have the task of gathering the family’s water for the day. It’s not an easy job, and it is critically important.

Activity:

Either in teams or individually, start the children on an obstacle course to collect a day’s ration of water. You might even challenge each child’s family to try to live for 24 hours on just the amount of water the child can fetch. The course can be a race, but a challenge to fill a predetermined amount is truer to the actual nature of the task.

Bible Reference:

x TO COME

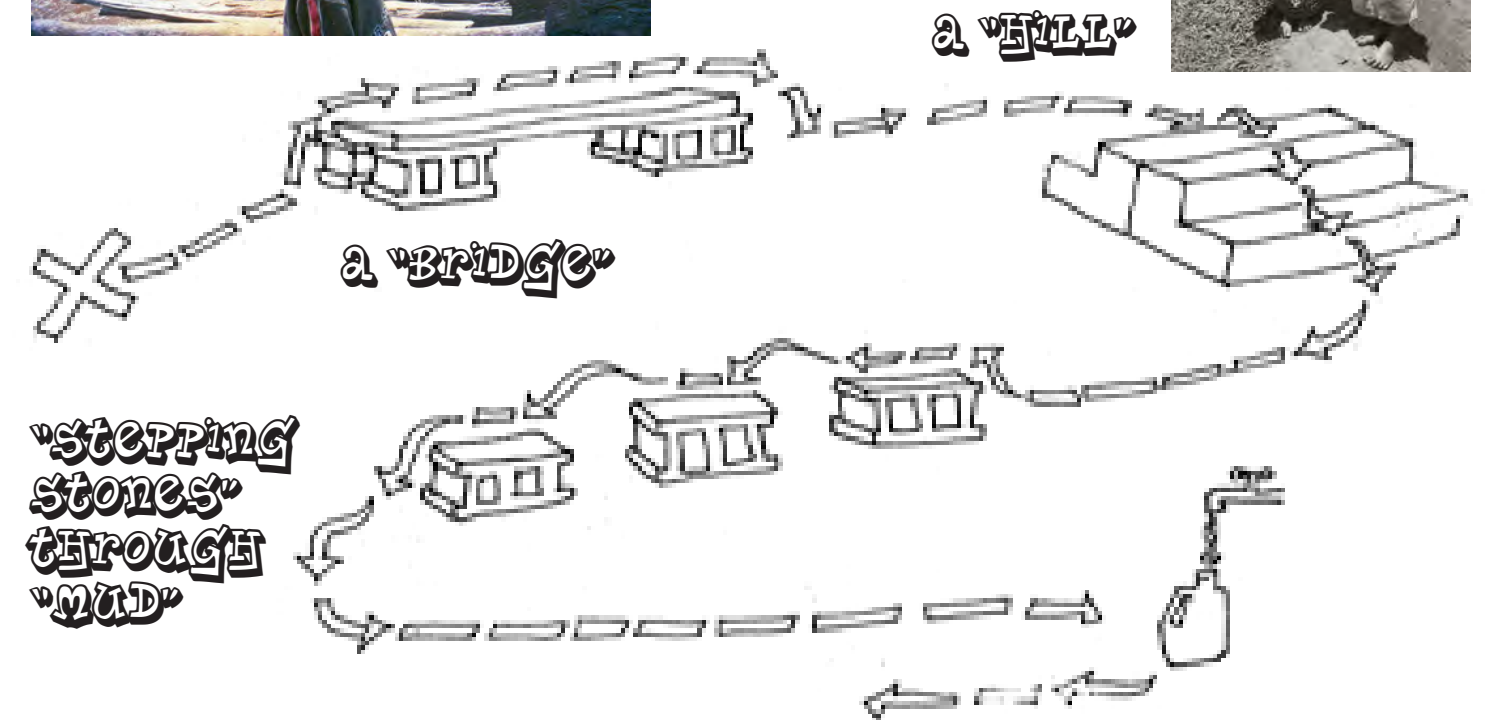
Prayer:

Dear God, TO COME

More References:

TO COME

an obstacle course for getting a day's worth of water for the family



You can challenge a family to live one day on only the amount of water a child can carry in one (or two) trips.

DAY THREE: MUSIC

Music is a big part of worship in Ethiopia. When they can afford it, churches like to use familiar instruments like the guitar and electric keyboard. But most can only use what they can fashion with their own hands. They make leather drums, of course, and they make something like maracas using gourds or even plastic bottles. They also make a lyre with five strings, which in Amharic is called a “krar.” In the Bench language, it is known as a “shong.”

Prepare:

Start saving “good clean trash” to be recycled as instruments. We found cereal or small boxes, milk jugs, plastic bottles, aluminum foil, toilet and paper towel rolls, foam and plastic cups, and produce bands to be the most popular. A lot of things will be reused for each group of children so you don’t have to save too much. We had about 50 children and had a regular sized garbage bag full of things. We also had a small amount of beans and rice (to use as noisemakers), tape and staples available.

Activity:

Dump your bag of “trash” into the middle of the room. Give each person 10-15 minutes to create an instrument. We challenged the older groups to not use the beans to make the “music.” Allow each person to introduce his instrument and show how to play it. Try singing one of the Bench-language songs provided (see next page and CD).

We were able to recycle some of the instruments back into “trash” for the next group. However, we recommend that you withhold a few things from each group to ensure you have enough raw materials.

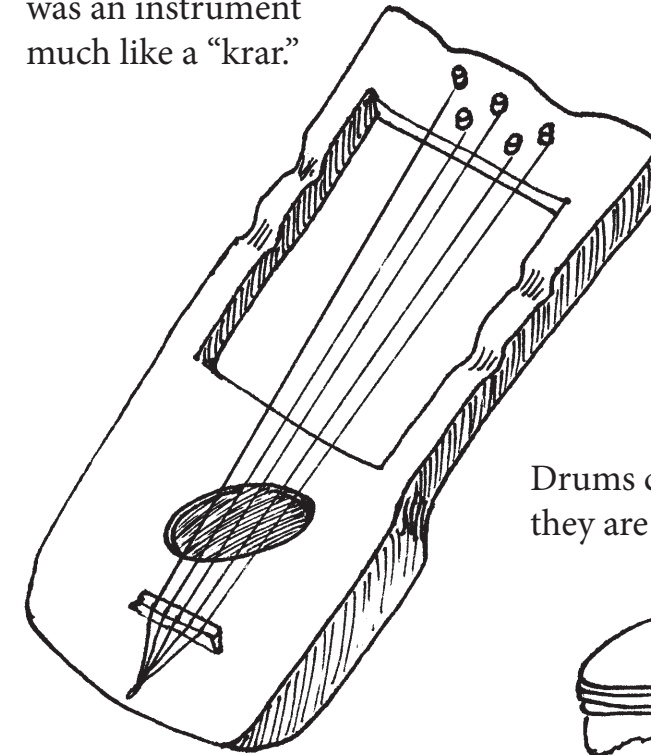
Bible Reference:

There are many references to singing and music in the Bible. Many are found in Psalms. We chose to highlight **Psalm 98:4-6** “**Sing for joy to the Lord, all the earth; praise him with songs and shouts of joy! Sing praises to the Lord! Play music on the harps! Blow trumpets and horns, and shout for joy to the Lord, our king.**”

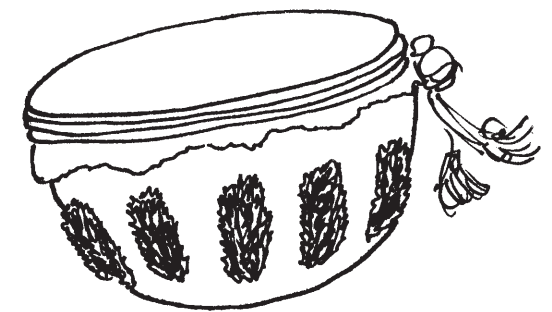
Prayer:

My Jesus, My Savior, Lord there is none like you. These are the words of a familiar song. So familiar are some of our praises that we sometimes forget to really hear the words we are singing. Help us to keep our hearts, our minds and ears open to your words and guidance. Keep our voices ready to sing praises and spread your teachings to others.

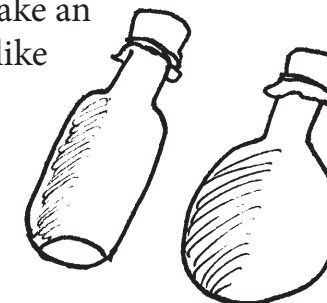
The instrument known as a “krar” in Amharic is common everywhere in Ethiopia and has many names in many languages. The “lyre of ten strings” in Psalm 98 was an instrument much like a “krar.”



Drums come in all sizes. Sometimes they are decorated with monkey fur.



Beans or pebbles are sealed into gourds or little plastic bottles to make an instrument like maracas.



SONGS IN BENCH AND AMHARIC

You can teach the youngsters a song in the Bench language, spoken where the apples will grow, or in the national language, Amharic. These two songs are both relatively easy, since the children already know the melody to “Jesus Loves Me,” and the melody of “Nu Dad’n Wuo” is fairly simple. Sing briskly, with a little swing, and clap!

NU DAD’N WUO



New dodden wuo, New dodden wuo, Jesus so new dodden wuo,




Nay nah gah new kim nah say Soy nah sah - gah.


The meaning of these words is:
Come to us, come to us,
O Jesus, come to us,
You’re our shepherd, and we need you,
Be with us now.

You can sing this song in Amharic, too. The words translate exactly the same. Pronounce “gn” as you would in “lasagna.” Here are the Amharic words:
Na wodeгна, Na wodeгна, Yesuс hoy, na wodeгна! Iregna, nehina, ante legna!

The melody is slightly different, to accommodate the differences:



Na wo-day - nya, Na wo- d a y - nya, Yesuс hoy, na wo-day - nya,



Ear- ray-nya neh-hee-nah On-tuh l a y - nya.

JESUS LOVES ME

In the Amharic language:

Yay soose in day wed ded deign
Key deuce won gell neg a ren
Yair su nacho tan a shotch
Hi lem no le deck a motch
Inane ya woe dall
Inane ya woe dall
In demi wo deign
Won gay lu neg a ren.

These words mean the exact same as our words in English. “Yay soose” is “Jesus,” “wededegn” means “he loves me,” “Kidus Wengel” means “Holy Gospel,” and “negaregn” means “it tells me so.”

DAY FOUR: FUN

The children in Ethiopia do not get to visit Toys R Us. They do not have play station, DVD players or unlimited access to TV or radio. In fact, they have very little electricity. They have no swimming pool; they swim in the river (luckily, the pythons and crocodiles live in other parts of Ethiopia, not by South West Bethel Synod!). They must be resourceful and try to make use of everything they have.

Prepare:

Start saving “good clean trash” to be recycled as toys. As with musical instruments, we found cereal or small boxes, milk jugs, plastic bottles, aluminum foil, toilet and paper towel rolls, foam and plastic cups, and produce bands to be the most popular. A lot of things will be reused for each group of children so you don’t have to save too much. We had about 50 children and had a regular sized garbage bag full of things. Alternatively, plan to make several toy trucks as described in the following pages.



Introduction:

Ask the children what they like to do in their spare time. What are their plans for after VBS? Point out how many of the things they list require electricity or water. Explain that those luxuries that we take for granted are not readily available to the children in Ethiopia. They do like to play soccer, when they have a ball. When they don’t have a manufactured ball, they make their own soccer ball out of plastic and tape and any other discarded items they find at hand. They tend to play with anything they can make into a toy.



Activity:

Break the children into teams of 2-4 children. Dump your bag of “trash” into the middle of the room. Give each person 10-15 minutes to create a toy to play with. We challenged the older groups to come up with a team game and rules to teach the other groups. Allow each group to introduce their toy and how to play it.

Once everyone has shared, ask how much fun these toys were. How would they like to trade in some of their toys for homemade toys? Challenge them not to play with anything that requires batteries or electricity for the rest of the day. Remember to ask them the next day if they were able to complete this challenge. We found this to be a big challenge for the adults also.

Alternatively, using the toy trucks you have made together, or hoops and sticks (see following pages), create a race or a team challenge. You can fill each truck with “cargo” (like apples going to market). If any of the “cargo” bounces out on a predetermined course, it must be collected and put back. Each team must get the apples to market and get home, over and around any obstacles you choose to create.

Bible Reference:

Discuss how although we want toys and conveniences, God is the ultimate provider. In Luke 12: 33-34 Jesus says, “Sell your possessions and give to the poor. Provide purses for yourselves that will not wear out, a treasure in heaven that will not be exhausted, where no thief comes near and no moth destroys. For where your treasure is, there your heart will be also.”

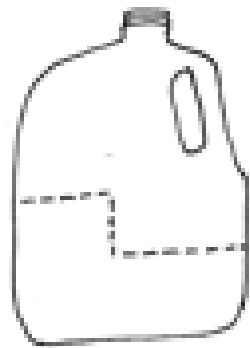
Prayer:

Father in heaven, we often take for granted all the many blessings and conveniences we have in our lives. Help us each day to glorify your name and remember from where we receive these blessings. Help us to recognize opportunities to share our good fortunes and talents with others.

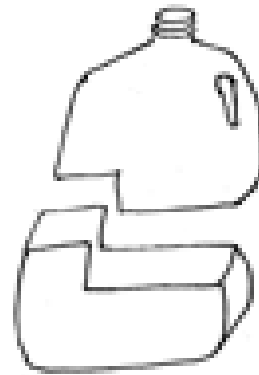


Making an authentic Ethiopian toy truck from rubbish

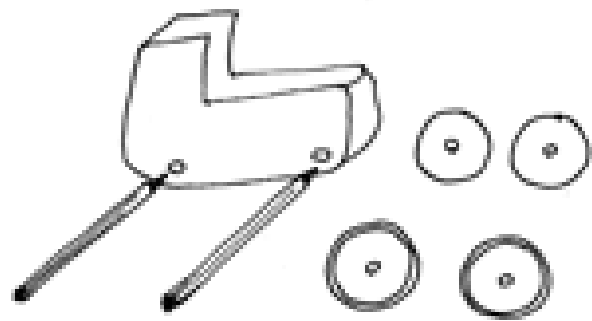
You can make a toy truck from a discarded plastic jug, two dried-out ball-point pens, some rubber bands, and four wheels made from jar caps or any other reasonably round and reasonably uniform things. You can put “apples” in your truck and take them to market, either as a race, or as a co-operative project through a course you lay out.



A narrow jug is better than a gallon jug. Mark a line along the bottom, higher on the side away from the handle.

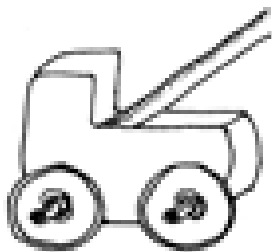


Carefully cut through the jug. Discard the top portion. The bottom is ready to become the body of the truck.



Punch holes through the plastic directly across from each other for the two axles. Any rod can be an axle. An empty ball-point pen is best, if the jug is narrow enough for it to pass all the way through. Punch holes in the centers of the four wheels, whether they are jar lids or other round objects, or circles cut out of old flip-flops.

Rubber bands can be wrapped around the axle on both sides of each wheel to keep the wheel from falling off. The truck can be pushed with any sturdy stick, like a broom handle.

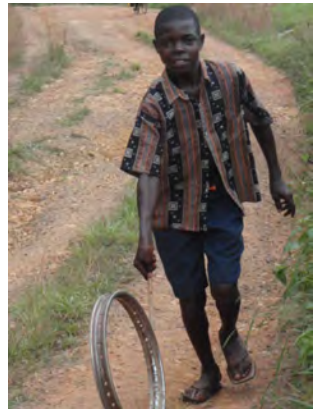


Another authentic Ethiopian toy from found materials: the classic hoop and stick

This simple plaything is universal and ancient. Jesus probably played with a hoop and stick when He was a kid. Some members of your congregation may reminisce about running with a hoop, especially if they lived through the Depression. These pictures are (clockwise) from Liberia, West Africa, Colonial Williamsburg, and the year 1560.

The hoop and stick is highly adaptable, suitable for races, or for just running out in the open air.

You can challenge your youngsters to forego the electronic playground and spend a day or two disconnected from anything electrical except for light bulbs.



DAY FIVE: SCHOOL

LEARNING A FEW AMHARIC LETTERS

Amharic is the official national language of Ethiopia. Amharic uses a unique alphabet. It is really a “syllabary”—each letter is a whole syllable. The characters are called *fidel*. When Ethiopian children go to school, they learn to read and write *fidel*.

ኢትዮጵያ
“ETHIOPIA” in *fidel* characters.

Most children in southwestern Ethiopia grow up speaking a different language, like Bench or Me'en. When they enter school, they must master the Amharic syllabary or risk falling behind in all their studies.

This game is intended as a fun way to introduce the children to Amharic, a wildly different language from English.

Prepare:

Print or photocopy pages 36 and 37. You can paste or tape the pages to a stiffer paper in order to make stronger cards. You can cut the pages into flash cards, each one containing a single Amharic letter. Review the cards to become familiar with the pronunciation of the Amharic letters. (Copy the phonetic pronunciations onto the back of each card.)

Activity:

Tell the children they will learn a few letters in Amharic, the official language of Ethiopia. First you can flash each card to the whole group, teaching the children to recognize each letter and the noise it represents.

Our original game was Amharic Bingo. To try this, you need to provide each child or team with a player card and markers. You will have to assemble bingo cards from the provided letters (we strongly recommend no more than 3 x 3 letters on the cards), enough for each child or team of children to have a card. Review the caller

cards with the children, having them echo the sound the letter/symbol makes and noticing the shape of each letter/symbol. Then, as you flash each letter of your caller cards, the child marks his player card, until someone can holler bingo!

There are simpler games possible, which need less time to complete, using pattern recognition of the letters. For instance, after the children have mastered the letters, you can show the fruits of the spirit in Amharic (page 38), as a game to work out how the words must be pronounced. You can show a word and ask the child to pick that word out from a separate area where various words are scattered, or even hidden like the animals in the earlier game.

If you are ambitious, you can refer to the table of Ethiopian letters, on page 46, puzzling out a reasonable Amharic spelling of the first name of each child in the VBS. Then the game can be to learn the spelling of one's own name, and to pick it out of a group. The child can take his name home with him.

Bible Reference:

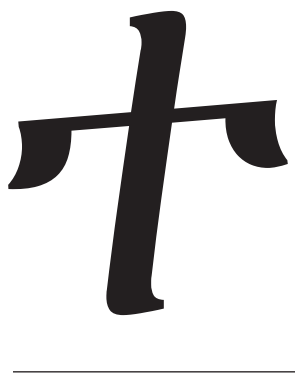


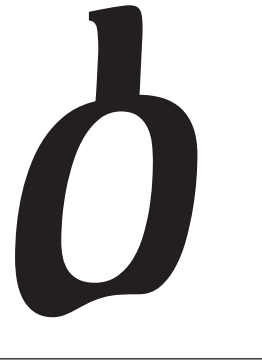


Remind children that we are all brothers and sisters in Christ. Regardless of our race, language and differences, all that accept Jesus Christ belong to Him. I Corinthians 10:16-17 says, “The cup we use in the Lord’s Supper and for which we give thanks to God: when we drink from it, we are sharing in the blood of Christ. And the bread we break: when we eat it, we are sharing in the body of Christ. Because there is the one loaf of bread, all of us, though many, are one body, for we all share the same loaf.”

Prayer:

Yazoose, Lord, in all the languages of the world, let your name be praised. Strengthen our relationships with you, with one another in this church and with our brothers and sisters in Christ all over the world.



PRONUNCIATION KEY

FEE	TAH	Sss
KUH	Rrr	DUH
SAH	Mmm	LAH
DAH	T	NAY

T	GUH	Sss
UH	GHEE	YUH

The black line shows the bottom of each letter. You can copy the pronunciation on the back of each card. These are the letters for the fruits of the spirit (next page). Some are final consonants with no vowel sound. You can pronounce them just as you would an American letter.

Some Fruits of the Spirit

ፈቀሪ

LOVE Fiqer FEE-cur

ደስታ

JOY Desta Duh – STAH

ሰላም

PEACE Salaam . . . Sa – LOM

ትዕግሥት

PATIENCE . . Tigist Tuh – GHIST

ዳገነት

KINDNESS . . Dagenet . . DA – guh – net

Some Other Phrases

ትወዱሁሉማል

LOVE EVERYONE Tee wed due who loom all.

አግዚአብሔር ደስታ

THE LORD GIVES US JOY Eggs E ah be yair duh-stah

ሰጥታናልኸ

saw tee tawn a latch

ጤና ይሰጥልኝ

HELLO . . Ten eyes still lean

Some of the Ethiopian Letters

	UH	OO	EE	AH	AY	FINAL	OH
B	በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
CH	ቸ	ቼ	ቺ	ቻ	ቼ	ቻ	ቼ
D	ደ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
F	ፈ	ፋ	ፊ	ፋ	ፌ	ፍ	ፎ
G	ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
H	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
J	ጀ	ጅ	ጆ	ጇ	ገ	ጅ	ጆ
K	ከ	ኩ	ኪ	ካ	ኬ	ክ	ኸ
L	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ
M	መ	ሙ	ሚ	ማ	ሜ	ም	ሞ
N	ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
P	ፐ	ፑ	ፒ	ፓ	ፔ	ፕ	ፖ
R	ረ	ሩ	ሪ	ራ	ሬ	ር	ሮ
S	ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
SH	ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
T	ተ	ቱ	ቲ	ታ	ቲ	ት	ቶ
W	ወ	ዉ	ደ	ዋ	ዌ	ው	ዎ
Y	የ	ዩ	ዬ	ያ	ዬ	ይ	ዮ
Z	ዘ	ዙ	ዚ	ዛ	ዞ	ዝ	ዞ
Vowel	አ	ኡ	ኢ	ኣ	ኤ	ኦ	ኦ

Names in Ethiopian Letters

The page at left shows a table of about half the Ethiopian letters. This is what Ethiopian students learn. It is called a “Ha Hu,” because that’s the first two letters of the full table the students must master, reading across.

You can use these letters to spell out American names. If you find the row for “R,” and then the column for “AY,” it will point you to the character for “Ray.”

The column marked “FINAL” shows final letters. For example, if your name ends in an “N,” you would use the character at “FINAL + N.”

The first column, called “UH,” is really what we call a “schwa,” in English, a kind of nothing-particular sound.

Instead of “V,” Ethiopians usually use “W.”

HOW TO MAKE NAMES OR WORDS: Print and enlarge the page at left, and trace the letters. *However*, if you own a recent PC, you may have the Ethiopian alphabet already. Look for the font called “Nyala,” with an O in front of it for “Open Type.” Go to the START button and find **All Programs > Accessories > System Tools > Character Map**. In the Character Map, select “Nyala,” and the “Character Set” of “Unicode.” Then scroll through the characters till you find the one you want, click on it, choose “Select” and then “Copy.” You can now paste it into any document.

Here are some sample names:

Madison — Mah Dee Soe N ማዲሶን Justin — Jah S Tuh N ጃስተን

Britney — Buh Ree T Nee በሪትኒ James — Jay M Z ጄምዝ

Ray — Ray Y ሬይ

Elizabeth — (in Ethiopian, this would be
Elsabet — Uh L Sah Bay T) አለሳቤት

David (in Ethiopian, Dawit) — Dah Wee T ዳዊት

Josie — Joe See ጆሲ

ANY DAY: FOOD

Here's a different option you can substitute for the suggested activity for any day, or an additional activity you can do: eat some Ethiopian food.

Market day is a great day in every Ethiopian town or village. Everybody comes to market! Women sit cross-legged on the ground with tiny scales to measure spices for the *Wat*, the stews cooked in every home. Grains, called *Teff*, in huge bags are ready for the housewives who make *Injera*—the unleavened bread prepared today as it was a thousand years ago.



The low stands are heaped with citrus fruits, bananas, grapes, pomegranates, figs, pineapples, and vegetables of all kinds. The meats on sale are beef, lamb, and goat. You'll find a sort of rancid butter cut from a large block and sold in chunks wrapped in wax paper, along with *lab*, a soft cheese wrapped and kept cool in banana leaves. The Ethiopian Orthodox Church, which dominates Ethiopian life, dictates many food customs. There are fast days when meat is prohibited and lentils, peas, field peas, chick peas, and peanuts are used in making the *Wat* and *Alechi*. No one is permitted to eat pork. The hand washing ceremony before and after meals is a ritual. Even the manner in which meats are prepared is dictated. The hottest, most peppery food in all of Africa is found in Ethiopia. The foreigner, not accustomed to the hot spice *Berbera*, or *Mit-mitta*, specially prepared with red pepper and containing as many as fifteen spices, cannot take it. But if you cut down on the pepper, you will find the food to be as interesting and exciting as anything you have ever eaten.

HOW A DINNER IS SERVED IN ETHIOPIA

A meal in Ethiopia is an experience. When you have dinner in an Ethiopian home or restaurant, you eat the tablecloth!

Guests are seated on a comfortable divan and a *mesab* (a handmade wicker hourglass-shaped table with a domed cover) is set before them. A tall, stunning woman with characteristically high cheekbones, dressed in a *shama*, carries a pitcher in her right hand, and a basin in her left hand. She pours warm water over the fingers of your right hand, offering you a cake of soap, and then, holding the basin to catch the excess, you rinse, flicking your hands dry as necessary.



The *mesab* is taken out of the room and returned shortly with the domed cover. She removes the dome and the table is covered with what looks like a gray cloth overlapping the edge of a huge tray. But it is not a “tablecloth” at all. It is the *Injera*, the sourdough pancake-like bread of Ethiopia. Food is brought to the table in enameled bowls and portioned out on the “tablecloth!” When the entire *Injera* is covered with an assortment of stews, etc., you tear off a piece about two or three inches square and use this to scoop the food. Then just swoop it up and pop it into your mouth. Your host might “pop” the first little morsel in your mouth for you, a sign of great affection, called *gursa*.

Coffee comes in on a tray in tiny cups served black with sugar. It is accompanied by popcorn. Dinner is concluded with hand-washing.

HOW YOU CAN PRESENT AN ETHIOPIAN DINNER

You'll need the largest skillet you can find. It is difficult to make authentic *Injera*, the pancake which serves as a “tablecloth,” for it is made in Ethiopia with *Teff*, a flour only available here from specialty stores like Bob's Red Mill. A good substitute is a large buckwheat pancake which does not taste exactly like *Injera* but is similar in texture and color. (You will like the buckwheat pancake more than the actual *Injera*!) Make four or five 9- to 10-inch pancakes as the recipe directs and overlap them on the 15-inch tray to look like a “tablecloth,” letting the outer edges overlap the tray. Place the tray on a bridge table or a small round table around which your guests are crowded side by side on bridge chairs or stools. (If you prefer you can use a low coffee table with small stools all around and have two or three of your guests sit on

the sofa.) Conduct the hand-washing ceremony as described earlier before you serve the meal.

Bring in the bowls of *Wat*, one at a time. Ladle out right on the *Injera* one portion of *Doro* (chicken) *Wat* and one hard-boiled egg to each guest, then serve the Lamb *Wat* and the *Lab* (a cottage cheese and yogurt mixture) until the *Injera* is covered with individual portions of food. Everyone eats from the tray but has his part of the dinner in front of him.

When the food and the *Injera* “tablecloth” are completely consumed, dinner is over. Coffee in demitasse cups is served right after dinner. You can serve slices of fresh pineapple or melon, and *Dabo Kolo*, the tiny, fried, snack-like cookies (see recipe that follows).

MAKING INJERA FOR THE CHILDREN

Enough atmosphere! Included on the next few pages are recipes we collected.

Although we found and tried other *injera* recipes, the one included was the easiest for a VBS setting. We made a batch before the children arrived in case it was needed. However, we had each group make the batter and cook the pancakes during mission time.

*** You can create a completely authentic Ethiopian meal by serving scrambled eggs on *injera*, accompanied by Coca-Cola!**

DRINKS

Ethiopian kids have one food in common with American kids: Coca-Cola.

Even in remote areas of Ethiopia, you can have your choice of Coke or Pepsi.



Because refrigerators are rare, everybody in Ethiopia is used to drinking Coca-Cola warm. They prefer it that way, and wrinkle their noses at the thought of drinking it ice cold! It is also normal to mix half a glass of Coca-Cola with half a glass of the local fizzy mineral water (called Ambo water, after the place where the water comes from). This tastes better than it sounds.

Here is what Coca-Cola (left) and Pepsi look like in fidel characters on bottles in Ethiopia. These are on the CD, and if you like, you can print a few on labels, cut out the circles, and paste them onto your own soda bottles to pretend.



RECIPES

INJERA

Bread

Yield: 5 9-inch pancakes

Combine: 1 cup BUCKWHEAT PANCAKE MIX
1 cup BISCUIT MIX
1 EGG

Add: 1 Tbs. OIL

1½ - 2 cups WATER to obtain an easy pouring consistency.

Bring a 10-inch skillet or a handled griddle pan to medium heat uniformly over the flame. Do not let the pan get too hot. Spread ½ tsp. OIL over the pan with a brush.



Fill a measuring cup (with spout) or a large cream pitcher with batter.

Pour the mixture on the hot pan or griddle in a thin stream starting from the outside and going in circles to the center from left to right. As soon as it bubbles uniformly all over remove from heat. Pancakes should be 9 inches in diameter.

Place the pan in an oven at 325° for about 1 minute until the top is dry but not brown.

Arrange the five pancakes overlapping each other so as to completely cover a fifteen-inch tray, thus forming the *Injera* “tablecloth.”

This unleavened bread of Ethiopia is really a huge pancake made by the women in special large pans with heavy covers. The *Teff* batter is saved from an earlier baking and added to the new batter to give it a sourdough quality. It is poured at a thin consistency and baked covered so that the bottom of the pancake does not brown. The top should be full of air holes before the pancake is covered. The heavy cover steams the pancake so that when it is finished it looks like a huge thin rubber sponge.

VEGETABLE ALECHA

Vegetable Stew
Yield: 8 portions

Orthodox Ethiopians have many fast days on which they are not permitted to eat meat. Vegetable *Alechas* and *Wats* are substituted on these days. (The *Wat* differs from the *Alecha* in that it is made with a spice called *Berbera*, or *Mit-mitta*.)

In a 4-quart saucepan:
Sauté: 1 cup BERMUDA ONIONS in
4 Tbs. OIL until soft but not brown.

Add: 4 CARROTS, peeled and cut in 1-inch slices
4 GREEN PEPPERS, cleaned and cut in quarters
3 cups WATER
1 6-oz. can TOMATO SAUCE
2 tsp. SALT
½ tsp. GROUND GINGER.

Cook for 10 minutes covered.

Add 4 POTATOES cut in thick slices.

Plunge 2 TOMATOES in boiling water, remove skins, cut in 8 wedges each, and add to stew.

Cover and cook for 10 minutes.

Add 8 CABBAGE WEDGES, 1 inch wide.

Sprinkle with SALT and PEPPER.

Cook until vegetables are tender. Correct the Seasoning. Place in an attractive bowl and portion out uniformly.

Lab

Cottage Cheese and Yogurt
Yield: 1 quart

Lab is a white curd cheese very much like the Greek feta. Special herbs are added (and sometimes chopped vegetables) which give it its characteristically acid taste. Since the cheese used in Ethiopia is not available here, this recipe is an attempt to simulate *lab*.

In a 1-quart bowl:
Combine: 1 lb. SMALL-CURD COTTAGE CHEESE or FARMER CHEESE
4 Tbs. YOGURT
1 Tbs. GRATED LEMON RIND
1 tsp. SALAD HERBS
2 Tbs. CHOPPED PARSLEY
1 tsp. SALT
¼ tsp. BLACK PEPPER.

The mixture should be moist enough to spoon but dry enough to stay firm when served. Drain off excess liquid. One or two heaping tablespoons of *lab* is placed on the *Injera* before each guest.

DORO WAT

Chicken Stew

Yield: 8 portions

In Ethiopia, about 4 tablespoons of *Berbera*, Ethiopian red pepper, is used in each recipe. It is extremely hot. In our adaptation, we use cayenne pepper and paprika (which is not Ethiopian) to bring it to the characteristic dark color and flavor. Even cayenne pepper should be used sparingly.

In a 4- to 6-quart Dutch oven or heavy stewpot:
Brown (or at least soften) 3 cups BERMUDA ONION chopped finely, using 3 oz. BUTTER or OLIVE OIL, stirring constantly.

Add:
½ tsp. CAYENNE PEPPER
1 tsp. PAPRIKA
½ tsp. BLACK PEPPER
¼ tsp. GINGER.

Blend the seasonings into the onions. Add 1 cup WATER.

Soak: one 3-lb. CHICKEN cut in 1-inch pieces, bones left on and including neck and gizzards, in 2 cups WATER to which ¼ cup LEMON JUICE has been added, for 10 minutes.

Drain the water from each piece of chicken. Add chicken to onion mixture, stirring it through. Cover. Simmer over low heat until chicken is tender.

Add more water, if necessary, to bring to stew texture (or if *Wat* is watery, thicken with 2 tablespoons of flour dissolved in 2 tablespoons of water).

Add 8 PEELED HARD-BOILED EGGS a few minutes before serving.



DABO KOLO

Little Fried Snacks

They will look like flat peanuts, and are served as a snack or with cocktails; and like peanuts, once you start eating them you can't stop.

In a 1-quart bowl:
Mix: 2 cups ALL-PURPOSE FLOUR
½ tsp. SALT
2 Tbs. SUGAR
½ tsp. CAYENNE PEPPER
¼ cup OIL.

Knead together and add WATER, spoonful by spoonful, to form a stiff dough. Knead dough for 5 minutes longer.
Tear off a piece the size of a golf ball. Roll it out with palms of hands on a lightly floured board into a long strip ½ inch thick.

Snip into ½-inch pieces with scissors.

Spread about a handful of the pieces on an ungreased 9-inch frying pan (or enough to cover bottom of pan).

Cook over heat until uniformly light brown on all sides, stirring up once in a while as you go along. Continue until all are light brown.



SEND a MESSAGE

Challenge the children to illustrate some of the themes or Bible verses you studied during the week.

Make cards, letters or posters to mail to children in South West Bethel Synod. You can mail these in an envelope or postal tube. Address them to:

Ato Gezahegn Ardu
South West Bethel Synod
P.O. Box 48
S.N.N.P.R.S
Mizan Teferi
Ethiopia

The synod officers will send them on to children in one of the more than 200 congregations in the synod. Please include a brief note and your church information. In our experience the mail service has been slow but reliable. We have received notes in return. Be creative!

The Sunday School class at Mizan Bethel Congregation sent back this picture to say “hello” in return to the Vacation Bible School children at First Presbyterian Church, Monongahela.

