

Mission Poster – Teacher’s Notes



Poster A8

Background

In the port city of Cochin (Kerala), South India, you find the famous Roman Catholic art school of Kalabawan. When the teenagers of this art school show their skills, up to 10,000 people meet: young Muslim, Hindu and Christian artists sing and dance, starting their showings with a common prayer.

Introduction

These children in India go to a very special school. It is an Art School. The children learn lots of different things. They learn about drawing & painting, singing, dancing and playing musical instruments. It is a Catholic school but the children have different religions. Some are Muslim, Hindu or Christian. They want to show what they have learned and they invite people to come along to their show. Many thousands of people come to see. The children dance, sing and perform. They use their skills to praise God. The show starts with a prayer, which all the different religions can join in.

Questions

Tell the children to look closely at the poster. Ask questions that draw their attention to features of the poster.

1. Look at the girl in the picture. Can you see anything she is wearing especially for the performance? [Elicit; dress, jewellery, face make up, spot on the palm etc]
2. Can you think of any special clothes Christian children might wear on a special occasion? [Elicit; first communion dress, head dress, veils, sashes, bridesmaid dress etc.]
3. Can you think of ways we use our skills to praise God? [Elicit; singing hymns, making holy pictures etc.]

Activity

Draw a picture of someone who is dressed in a special way for worship. It could be a priest, altar server, a nun, someone dressed for first communion, a bride or someone else.

Resources

Blank paper, pencils, crayons.

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Poster A9



Background

Diwali, the light festival, is one of the most popular celebrations in India and is celebrated around November 15th. It is dedicated to the adoration of Vishnu and its wife Lakshmi. Thousands of candles are lit on Diwali. This boy from South India adorns the walls of the Hindu temple in Kalady (Kerala) with clay oil lamps.

Introduction

Being in the light is important for us. Sometimes we don't like to be in the dark. When it is daylight we can see what's around us but in the dark we can only imagine what's there.

When Jesus came, He made us understand more about God and the place He has in our lives. Jesus is sometimes called "The Light of the World" because he helped us to see this.

We use light in many of our religious celebrations.

Questions

Draw attention to the lamps in the picture.

1. This boy is lighting a little lamp in his temple. What do you light in church? [Elicit; votive candles]
2. There are candles in three places on the altar. What are they and what are they for? [Elicit; Candles on the altar to symbolise the Light of the World, Sanctuary Lamp reminding us of the Blessed Sacrament, Paschal Candle to symbolise the faith that goes from age to age.]
3. When a baby is baptised the parents are given a Baptismal Candle. At the christening the candle is lit from the Paschal Candle. This is a sign that something is happening. What is happening at baptism?

Activity

Draw a picture about light. It could be about the candles in church, lights that lead us through the darkness (Lighthouses), lights that give us signs (Traffic lights) or light that show us something (searchlights, torches etc.).

Resources

Paper, pencils, crayons.

Mission Together magazine

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Poster B1

Background

This boy is carrying his brother in the marketplace in Sant d’Eau in Haiti.



Introduction

Sometimes we need to be carried. Small children need to be carried. Even if they can walk they get tired. Sometimes, even adults need to be carried. We can carry people when they need it. Perhaps they will carry us when we need a lift.

Questions

Draw attention to the big brother in the picture.

4. This big brother is carrying his wee brother. Does the wee brother look heavy? Is the big brother unhappy about this?
5. Look at the wee brother. How does he look? [Elicit; afraid]
6. How can you tell he depends on his big brother? [Elicit; holding on tight].
7. Sometimes we can be like big brothers and sisters to help children far away. How can we help children in far away places who have lost their parents in wars and have no place to shelter?

Activity

Either

Draw a picture showing someone being carried to shelter (on a stretcher, in a helicopter or ambulance etc.

Or

Write about helping poor children in other countries.

Resources

Paper, pencils, crayons.

Mission Together magazine

Mission Poster – Teacher’s Notes

Poster B2

Background

This boy is carrying his little sister in a sling in San Cristobal at Cuenca in the Ecuadorian highland. This area has the highest emigration in all of Ecuador.



Introduction

Sometimes we need to be carried. Small children need to be carried. Even if they can walk they get tired. Sometimes, even adults need to be carried. We can carry people when they need it. Perhaps they will carry us when we need a lift.

Questions

Draw attention to the big brother in the picture.

8. This big brother is carrying his wee sister. Does the wee sister look heavy? Is the big brother unhappy about this?
9. Look at the wee sister. How does she look? [Elicit; tired]
10. How can you tell she trusts her big brother? [Elicit; fast asleep].
11. Sometimes we can be like big brothers and sisters to help children far away. How can we help children in far away places who have lost their parents in wars and have no place to shelter?

Activity

Either

Draw a picture showing someone being carried to shelter (on a stretcher, in a helicopter or ambulance etc.

Or

Write about helping poor children in other countries.

Resources

Paper, pencils, crayons.

Mission Together magazine

Mission Poster – Teacher’s Notes

Poster B3

Background

This boy of the Aguaruna tribe lives on a logboat at the shore of the river Cenapa. The Aguaruna live in the remote rainforest in the lowlands of Peru.



Introduction

People don't always live in houses. This boy lives on a boat his family use to earn their living moving large logs down the river. He has no school and no place to play. He has to help his father work the boat.

Questions

Draw attention to the boy and the boat.

12. Look at the boat. Is it a nice, comfortable boat? How would you describe it? [Elicit; rough, dirty, hard etc]
13. Look at the boy. Does he have nice clothes? Do you think he is enjoying himself? [Elicit; dirty, untidy; wary, afraid, unhappy.]
14. What sorts of work do you think the boy will have to do on the boat? [Elicit; pulling, pushing, lifting, cleaning etc.].
15. Can you think of any ways we could make his life better? [Elicit; schooling, clothes, a place to play etc.]

Activity

Either

Draw a picture of the boy working on the boat.

Or

Write about what it is like, moving big logs down the river.

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster B5

Background

This is a girl from Uganda. In Uganda many children have to work all day in the fields so that the family will earn enough to survive.



Introduction

Not all children get to go to school and then home to watch television. This girl from Uganda has to spend long days working to earn money for the family. She has to carry loads of fruit from the fields to be packed into boxes. The money she earns helps her family survive.

Questions

16. Look at the fruit the girl is carrying. Where do you think it will end up? [Elicit; in shops in Europe or America]
17. Look at the girl. Does she have nice clothes? How do you think she is feeling? [Elicit; dirty, untidy; tired, unhappy.]
18. Why is the girl carrying the fruit on her head? [Elicit; it's easier to carry heavy loads long distances if your bones carry the load. She has a long way to carry the fruit.]

Activity

Either

Draw a picture of children working in the fields.

Or

Write a prayer for poor children who have to spend their lives working instead of going to school.

Resources

Paper, pencils, crayons.

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Poster B6

Background

This is Sumret, a girl from a little farming village of Andongofom, Eritrea. She was blinded in one eye by a shell splinter during the civil war. Sumret collects cactus leaves to peel and feeds them to the cows. During the dry summer months food becomes scarce, even for the people. Then sometimes only the fruits of the fig cactus can satisfy their hunger.



Introduction

This girl in Eritrea has to work on the farm. She cuts cactus to feed to the cows. She has to carry the bundles of cactus back to the farm to feed the animals.

Questions

19. What do you notice about the leaves the girl is carrying? [Elicit; they have large thorns]. What will she have to do to them before she feeds them to the cows?
20. Look at the girl. She is smiling for the camera. Do you notice anything about her face? [Elicit; left eye damaged.] She was injured in a war in her country.
21. Why do you think the girl is happy now? [Elicit; The war is finished.].

Activity

Either

Draw a picture of children looking after animals in the fields.

Or

Write a prayer for poor children who are living in a country where there is war.

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster B8

Background

Rwanda – boys with wooden scooters. These boys are unemployed and use their scooters to provide a transport service. They carry wood or goods from the market. Even better, they enjoy races.



Introduction

These teenage boys in Rwanda have no jobs. They have wooden scooters and use them to carry heavy loads for people. This earns them some money. They also enjoy having races on their scooters.

Questions

22. Look closely at the scooters. Are they all the same? Who do you think made the scooters? [Elicit; the scooters are different because the boys made them by themselves.]
23. Look at the boy’s faces. How do they feel? [Elicit; They look proud of themselves and their scooters.]
24. Why do you think the boys are proud? [Elicit; they are proud of their scooters because they made them. They are proud of themselves because they help people by carrying their heavy loads.]

Activity

Either

If you could make a scooter or a car, what would it look like? Draw a car you could use to help other people. Show how you would use it to help others.

Or

Write a story about how the boys decided to make scooters to help other people.

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster B9

Background

A girl from Thailand selling caged birds in the market.



Introduction

Children in many countries have to work to bring in money to help feed the family. This girl is selling the birds in the marketplace. Other members of the family might make the cages or trap the birds.

Questions

25. Look closely at the poster. Look at the girl's hair and clothes. Do you think this girl is well looked after? [Elicit; although she is poor the girl has clean clothes and is clean & tidy (pompom on right hand).]
26. Why is the girl not at school? [Elicit; She is too poor to go to school.]
27. What sort of jobs will she be able to get when she is older? [Elicit; She has no education so will only get unskilled work – poorly paid.]

Activity

Either

Draw a picture of a child selling things in the market.

Or

Write a short story about this girl going to school for the first time. What would she enjoy most?

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster B10

Background

These three children are from the village of La Pista at Nebaj province, Quiche in the north of Guatemala. The Quiche province was the most affected by the civil war in the nineteen eighties.



Introduction

In a war people may have to move away quickly, leaving behind most of their possessions. The parents may lose their jobs and be unable to provide for their family as well as they would like.

Questions

28. Look at the children in the picture. What do you notice about their clothes? [Elicit; the clothes seem old and don't fit well. Someone may have given them who wore them before. They may not be suitable – the boy has wellies and the girl wears sandals.]
29. Do the children seem well looked after? [Elicit; the children seem well fed and cared for – the girl has a bauble in her hair.]
30. What kind of toys do the children have? [Elicit; the children have no toys they are playing with basins.]

Activity

Either

Draw a picture of a family escaping from war, carrying their possessions.

Or

Imagine you have to escape war and move away. Make a list of what you would carry with you. What is most important and how much could you carry?

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster C3

Background

Worry about undernourished children. Sisters of the congregation of Schoenstatt help mothers and small children in Mutumba, Burundi. The harvests have been looted or destroyed by the civil war. Children, as always, are the most affected.



Introduction

In wars an army may steal the food grown by peasant people in order to feed itself. Sometimes they burn the crops to stop the other side getting them. The ordinary people are caught in the middle. They are left without enough food for their families.

Questions

31. Look at the baby in the picture. Does it look healthy? [Elicit; the baby looks well-fed.]
32. Where do the nuns get the money for food for these babies? [Elicit; they get money from us when we bring money for Missionary Children.]
33. Is there anything else we can do to help these children? [Elicit; we can pray for an end to wars that put children at risk.]

Activity

Either

Draw a picture of African farmers harvesting their crops to provide food for their children.

Or

Write a letter encouraging the government to work for peace in the world so that all children get a chance to grow up in good health.

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster C4

Background

This little girl from Matli, Pakistan, prepares for Christmas. Christians are a small minority in Pakistan.



Introduction

Light is a very powerful symbol used by the Church to remind us of Jesus coming into the world to dispel the darkness of sin and evil. We use candles and lamps to help us understand this. Lights are also used to lead people to safety in the dark – think of the runway lights at an airport which show the pilots where to land.

Questions

34. This girl is using an oil lamp to decorate the church for Christmas. How do we use lights to prepare for Christmas? [Elicit; we use Christmas lights on our Christmas trees and candles on the Advent wreath.]
35. Look at the symbol on the girl's forehead. It looks like a candle flame. How can we become like lights leading people to God? [Elicit; we can be good examples to people, showing them how to get on with friends and neighbours.]
36. Is there anything else we can do to help these children? [Elicit; we can pray for an end to wars that put children at risk.]

Activity

Either

Draw a Christmas tree with lights and tinsel.

Or

Sing “Walk in the light.”

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster C9

Background

On All Souls’ Day, boys from the South African City of Baberton pray at the grave of their parents who have died of AIDS. Every year thousands of children in South Africa become AIDS orphans. The MISSIONARY CHILDREN societies try lots of ways to give these children a future.



Introduction

Children who grow up with both parents are very lucky. They have a mother and father to look after them and give them what they need. Children who lose parents through war or disease need to be looked after. Many MISSIONARY CHILDREN projects give children shelter when they are left alone in the world.

Questions

37. Look at the boys in the picture. They are sad but do they seem to be cared for? [Elicit; they are well dressed and seem clean and healthy.]
38. Where does the money come from to feed and clothe these boys? [Elicit; they are helped by money children give to MISSIONARY CHILDREN.]
39. These boys are praying for their dead parents. Who should we be praying for? [Elicit; we should pray for all our friends and family and all the MISSIONARY CHILDREN throughout the world.]

Activity

Either

Draw a picture of you and your parents.

Or

Make up a prayer of your own. It can be a prayer for family, friends or the orphans in the world.

Resources

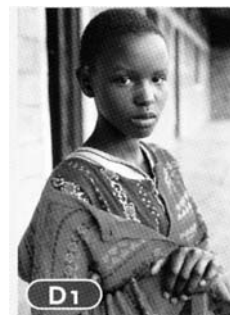
Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster D1

Background

Asmati Furah from the Democratic Republic of Congo, Africa, was the only one of her family to survive the massacre during the civil war between Hutu and Tusti. She was five years old when her parents were murdered. Her brothers and sisters died during the war between Congo and Rwanda. Today Asmati is 14 years old and lives in the “cite des jeunes” of the Salesian fathers.



Introduction

Civil wars throughout the world have left many children without any family to look after them. All children need someone to take care of them and provide for their needs.

Questions

40. Look at Asmati. Does she seem well cared for? [Elicit; she is clean, healthy and neatly dressed.]
41. How can we make her feel she belongs to a family? [Elicit; we can help provide for her by contributing to MISSIONARY CHILDREN. By showing her that we care for her we can show God’s love. We can make her a part of MISSIONARY CHILDREN’S world – wide family.]
42. God is looking after Asmati. Who does He use to help Him? [Elicit; God uses the Salesian fathers in Africa and uses us to help them provide for Asmati and the other young people there.]

Activity

Either

Draw a picture of Asmati becoming part of the family of MISSIONARY CHILDREN.

Or

Write a letter you would send to Asmati, telling her how you can help her and how she is part of our world wide family.

Resources

Paper, pencils, crayons.

Mission Poster – Teacher’s Notes

Poster D5

Background

Children who grew up in the middle of a war cannot simply put away experiences like murder and maltreatment. Mary Moran, leader of St. Francis Home in Mbarara, Uganda, is a psychologist and works with the help of the “Sand tray method” to help the children cope with their trauma. In a kind of sandbox the children play with figures, allowing free play to their imagination. Through this the children report experiences which otherwise they would never tell.



Introduction

Wars are terrible things. Terrible things happen. In many modern wars children see and experience frightening things, which can damage them for many years. Children have to be helped to get over these things by getting them to talk about it.

Questions

43. These toy soldiers let children act out battles. How would we know about battles? [Elicit; we see them in films or on television.]
44. Many children are caught up in the fighting in wars. How do you think they felt about the shooting and bombing? [Elicit; they must have been afraid.]
45. Have you ever been afraid? [Elicit; lost Mum in a big shop, got lost.]

Activity

Either

Draw a poster showing frightened children how we will be their friends and protect them.

Or

Write a prayer for children who get caught up in fighting. Ask God to protect them.

Resources

Paper, pencils, crayons.