

Out of the Box

Service-Learning Materials for Love Beyond Borders

Elementary Age Curriculum

V1.0 02/15/2022

This service-learning curriculum begins with a box. We often see Amazon Boxes/Target Boxes and a variety of boxes arrive at our homes and churches. Boxes are designed to hold things and to deliver materials. Boxes can also be used to deliver vaccines and supplies to countries throughout the world. Boxes are needed to ensure the safety of what is inside. Yet what if these boxes can be taken apart to learn about “Love Beyond Borders?”

This is a faith- based approach to raising awareness and funds to contribute to this incredible Interfaith Movement to End the Pandemic. Youth and children are encouraged here to think outside the box with both their thoughts and their actions.

Love Beyond Borders strives to make people aware of the worldwide need for vaccines, advocate for equal distribution as a justice issue and to contribute financially to supply COVAX to places in the world who struggle to get the vaccine.



What is involved in this Material?

This curriculum is centrally rooted in the theme **Love God & Love Neighbor**, built upon a foundation of **Social Justice** and **Prayer**. These six areas are to encourage children and youth in their churches to become more aware of the need for Christ's love to travel beyond borders to be a part of a movement to end the Pandemic. It is designed to build upon the three ways that Love Beyond Borders wants to engage the local church with **Awareness – Advocacy – Contribution**. At the heart of this movement is a desire to embrace our call as Christians in the Methodist Tradition to Love God & Love Our Neighbor. It calls us to ask who is our neighbor and how can we love them. Social Justice and Prayer are also connected in this curriculum to highlight that love is demonstrated through action that calls us to prayer and that prayer can motivate us to action.



These are boxes that contain things, but boxes can be put together and they can also be taken apart, which, if you do it a certain way can reveal an unexpected shape.



CENTRAL THEME: Love of God and Love of Neighbor

BUILT ON A FOUNDATION OF: Social Justice and Prayer

TO ENGAGE THE LOCAL CHURCH IN: Awareness, Advocacy, and Contribution



How can this curriculum be used?

This Service-Learning Curriculum is designed for Elementary Age children. Each of the six sessions are designed to be used in a Sunday School setting or a church activity with children. The activities and lessons are designed to last about an hour. The sixth session involves an art project that is part of a contribution fundraiser for Love Beyond Borders.

The format for each of the six sessions is as follows:

- Note to the Teacher
 - Brief introduction of the theme
 - Schedule for the lesson
 - Supplies needed for the lesson
- Gathering Space and Opening Prayer
- Introduction of the Lesson through Story
- Biblical Connection
- Service-Learning Activity
- Faith in Action
- Sending Forth to Serve

This curriculum was designed to be used with Elementary age children. Adjustments may need to be made according to the age and skills of those involved. Like any curriculum it can be adaptable. If you would like help adapting the curriculum and/or implementing this curriculum for your local church setting, please contact Courtney Randall at crandall@umcmmission.



SESSION ONE: Love of God and Love of Neighbor

Note to Teacher:

This is the first lesson to introduce the “Out of the Box Curriculum” for Love Beyond Borders. It is helpful for this first lesson to have the visual aid of box that can be opened to show these six sessions. It would be helpful to find two children to ‘open the box’ with the introduction book inside that will be shared.

This session of love of God and love of Neighbor is the central theme. As you prepare to lead this session take some time not only to prepare the materials but also to prepare your heart to share about how loving God is loving neighbor and loving the neighbor is loving God.

It is also important for the teacher to know how each of six sections work together. The central theme of “Out of the Box” is Love of God and Love of Neighbor. It is built upon the foundation of Social Justice and Prayer. This enables us to engage the local church in awareness, advocacy, and contribution.

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ A large bag of pony beads
- ◇ Book from the library *Too Many Carrots* by Katy Hudson
- ◇ Egg cartons for each child in the class
- ◇ 2 pipe cleaners for each of the child in the class
- ◇ A world map or globe

Schedule for Session One

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: *Too Many Carrots* by Katy Hudson
- ◇ Biblical Connection: Mark 12:30-31
- ◇ Service-Learning Activity: Egg Carton of Sharing
- ◇ Faith in Action: Sharing the Story (UNICEF video)
- ◇ Sending Forth to Serve: Wearing our Prayers

Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveals the different lessons.

“Today we are going to start our new lessons about ‘Love Beyond Borders’ This is a program in the church that helps to make vaccines for COVID accessible to all.



Throughout these next few weeks, we are going to open up this box and learning about what we can do to ensure that vaccines are accessible to ALL -throughout the world.”

As we begin our lesson today, we will pray together.

Please put your hands on the boxes that is in front of you.

**Prayer for the beginning of the time together
(USE AT THE START OF EACH SESSION)**

Loving God (*put hands on the top of the box*)

You sent your son Jesus into this world (*put hands into the box*)

To bring light and love for all the world (*hands out of the box, forming into a heart*)

We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)

Help us Lord to help our neighbors (*hands joined together*)

May Love Beyond Borders bring love through COVID vaccines to all the world.

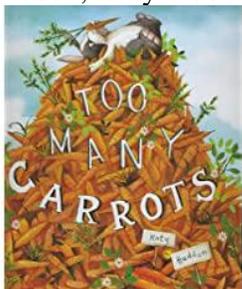
(*hands make an arc*)

In Jesus Christ’s name we pray (*middle finger to each palm, sign-language for Jesus*)

Amen (*prayer hands together*)

Introduction through Story: *Too Many Carrots*

Hudson, Katy. *Too Many Carrots*. Capstone Young Readers, 2016.



In this story a rabbit has too many carrots that the rabbit cannot fit them all in the rabbit’s home. So the rabbit seeks out other places to store the carrots. In looking for different places the rabbit ends up breaking the homes of turtle, squirrel, bird, and beaver. The rabbit eventually discovers that the rabbit has too many carrots and that the rabbit can be a friend by sharing. Carrots are not for collecting, they are for sharing.

This introduces the theme of sharing and how we can love our neighbor.

- Did you think the rabbit had too many carrots?
- Why did you think the rabbit collected so many carrots?
- How was collecting the carrots a problem for rabbit?
- How did rabbit solve the problem of too many carrots?
- Where did you see rabbit care for his forest neighbors?

Let’s see what Jesus has to say about loving our neighbors.



Biblical Connection: Mark 12:30-31

What we do and how we live is connected to God through Jesus Christ. In this Bible connection a man who was a teacher of the law asks Jesus of all the commandments which one is the most important? Jesus responds with this...

'Love the Lord your God with all your heart and with all your soul and with all your mind and all your strength' The second is this: 'Love your neighbor as yourself.' There is no commandment greater than these.'

Mark 12: 30-31

Jesus is tell the crowd and he is telling us that the greatest commandments is that we love our God and that we love our neighbor.

Who do you think is the 'neighbor' Jesus is talking about in this scripture?

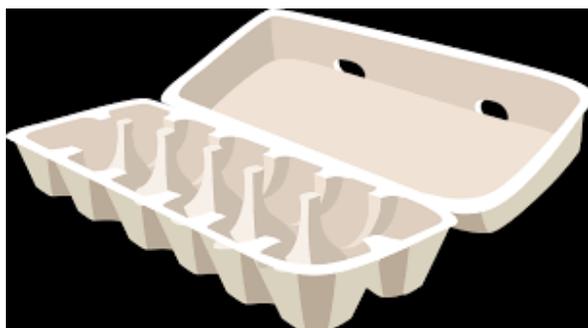
If a globe or a map is available bring it before the class. Have the children point to places on the globe/map and ask "Is this your neighbor?" Does my neighbor live in Nigeria, Latvia, Haiti?

A neighbor is not just the person who lives next door. Jesus is helping us understand that our neighbor is both local and global.

We love God by loving our neighbor. One way we can love our neighbor is by making sure they have equal access to healthcare and vaccines. Currently there are 92 countries in the world that have little access to COVID vaccines and supplies.

In America we have access to COVID vaccines, boosters and medical supplies to help treat those with COVID. As followers of Jesus we can share the resources we have to make sure that our neighbors have them also. This is a way we love our neighbors – by sharing.

Service Learning Activity: Egg Carton of Sharing





1. Place an empty egg carton in front of each child. Tell them the 12 containers represent 12 countries in the world. You can label the countries from the list below if the group would like. Depending on the age of the group they could also take a pen and mark egg cartons with the USA and 11 other countries.
2. Explain that the 48 pony beads represent 48 vaccines.
3. In the carton that is labeled USA have the kids attempt to put all 48 vaccines. This is like the rabbit in our story who had 'too many carrots.'
4. Ask them to spread out the beads equally among the twelve cartons so that each country gets the same number of beads (meaning vaccines).
5. When they are done ask them about the process and how many beads are in each cup to make sure there is an equal amount?

List of 92 Gavi COVAX AMC-eligible countries and economies (based on 2018 and 2019 World Bank GNI data) – based upon www.gavi.org

- Low income: Afghanistan, Benin, Burkina Faso, Burundi, Central African Republic, Chad, Congo, Dem. Rep., Eritrea, Ethiopia, Gambia, The Guinea, Guinea-Bissau, Haiti, Korea, Dem. People's Rep., Liberia, Madagascar, Malawi, Mali, Mozambique, Nepal, Niger, Rwanda, Sierra Leone, Somalia, South Sudan, Syrian Arab Republic, Tajikistan, Tanzania, Togo, Uganda, Yemen, Rep.,
- Lower-middle income: Angola, Algeria, Bangladesh, Bhutan, Bolivia, Cabo Verde, Cambodia, Cameroon, Comoros, Congo, Rep. Côte d'Ivoire, Djibouti, Egypt, Arab Rep., El Salvador, Eswatini, Ghana, Honduras, India, Indonesia, Kenya, Kiribati, Kyrgyz Republic Lao PDR, Lesotho, Mauritania, Micronesia, Fed. Sts., Moldova, Mongolia, Morocco, Myanmar, Nicaragua, Nigeria, Pakistan, Papua New Guinea, Philippines, São Tomé and Príncipe, Senegal, Solomon Islands, Sri Lanka, Sudan, Timor-Leste, Tunisia, Ukraine, Uzbekistan, Vanuatu, Vietnam, West Bank and Gaza, Zambia, Zimbabwe
- Additional IDA eligible: Dominica, Fiji, Grenada, Guyana, Kosovo, Maldives, Marshall Islands, Samoa, St. Lucia, St. Vincent and the Grenadines, Tonga, Tuvalu.

As the children go towards the tv or computer at the end of this part emphasize that we love our neighbors by caring about their health and well-being. We can care about our neighbors and love our neighbors by sharing resources that help to save lives and make people safe from COVID.

Faith in Action: Sharing the Story

<https://www.youtube.com/watch?v=PjD4QNAuCUQ>

This is a UNICEF video that shows that we are all in this together and that no one is safe from COVID until everyone is safe. It calls us to be involved in making sure that vaccines are available all over the world.

Ask the children to share what they thought of this video?



What are they doing as a class, as a church to ensure that vaccines get to our siblings throughout the world, especially in vulnerable places where vaccines have not been as available?

By being in this class and a part of the church the children are involved in “Love Beyond Borders” the movement in the United Methodist Church that helps to make sure there is a equal distribution of vaccines. Love Beyond Borders is partnering with UNICEF and COVAX to get vaccines and medical supplies to the vulnerable places in the world.

Sending forth to Serve: Wearing our Prayers

The children will be sent forth from this lesson with a prayer bracelet. Have them return to their egg cartons and give them two pipe cleaners.

1. Using each pipe cleaner, they will put on 24 beads. If they have difficulty knowing what is 24 you can explain that 6 cartons make one bracelet, and 6 cartons make another bracelet.
2. Once they have made the two bracelets ask the children to come back to their prayer circle from the beginning.
3. They will place their bracelets on the top of their boxes.

As they pray ask the children to place a bracelet on each wrist. Here is the closing prayer

God, we love you,

God, we love our neighbors,

These bracelets we wear remind us of our neighbors

Who need COVID vaccines and medical supplies

Lord, be with our neighbors who are hurting and need healing

Holy Spirit inspire us to love and to share with our neighbors

We pray for Love Beyond Borders and our involvement in this movement

Holy Spirit encourage us and help us to love as Christ loves us.

Amen

The children were asked to make 2 bracelets. One bracelet they will keep as a prayer bracelet and the other bracelet they will share with a family member or friend. When they give the bracelet encourage them to share about ‘Love Beyond Borders’ and what it means to love our neighbor.



SESSION TWO: Social Justice

Note to Teacher:

Jesus was concerned for the life of the individual as well as the community. Social Justice is at the heart of the gospel. Jesus has been anointed to bring good news to the poor – “He (God) has sent me to proclaim release to the captive and recovery of sight to the blind, to let the oppressed go free” (Luke 4:18b, NRSV). Jesus calls us all to be involved in ministries that make access and opportunity for all people, especially those who are vulnerable.

Justice is often connected to doing what is right. In this lesson we will talk about what is good for all the people that God created. Doing what is right includes doing what is right for our neighbors. Social justice is how we lift up the sacred worth and sacred value of all people.

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ 2-3 Large bags of colorful rubber bands
- ◇ Tennis ball for every two children in the class
- ◇ Book from the library *If Kids Ran the World* by Leo & Diane Dillon
- ◇ TV or computer to show the UNICEF video

Schedule for Session Two

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: *If Kids Ran the World* by Leo & Diane Dillon
- ◇ Biblical Connection: Isaiah 1:17
- ◇ Service-Learning Activity: Rubber Band Balls
- ◇ Faith in Action: Sharing the Story (UNICEF video)
- ◇ Sending Forth to Serve: Rolling our Prayers

Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveal the different lessons.

Today we are going to continue our lesson about ‘Love Beyond Borders’ This is a program in the church that helps to make vaccines for COVID accessible to all. Throughout these next few weeks, we are going to open this box and learn about what we can do to ensure that vaccines are accessible to ALL -throughout the world. This week we are looking at social justice: what it means that all people have the same rights.



As we begin our lesson today, we will pray together.
Please put your hands on the boxes that is in front of you.

**Prayer for the beginning of the time together
(USE AT THE START OF EACH SESSION)**

Loving God (*put hands on the top of the box*)

You sent your son Jesus into this world (*put hands into the box*)

To bring light and love for all the world (*hands out of the box, forming into a heart*)

We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)

Help us Lord to help our neighbors (*hands joined together*)

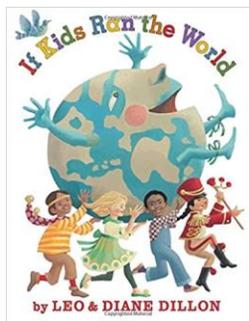
May Love Beyond Borders bring love through COVID vaccines to all the world.
(*hands make an arc*)

In Jesus Christ's name we pray (*middle finger to each palm, sign-language for Jesus*)

Amen (*prayer hands together*)

Introduction through Story: *If Kids Ran the World*

Dillon, Diane and Leo Dillon. *If Kids Ran the World*. The Blue Sky Press, 2014.



This is a book that stirs the imagination about what the world would look like if kids ran the world. Here are some helpful questions about the book as it relates to justice.

- Do you agree with these authors on what the world would be like if kids ran the world?
- What part of the book did you like? Why?
- Did you notice the book is about what if kids (collectively) ran the world, not if a kid ran the world?
- What does it look like to work together on issues of justice? To make sure that everyone is cared for and has access to housing/food/healthcare.

Biblical Connection: Isaiah 1:17

Ask the children what is justice?

What does it mean to have justice for all people?



Jesus loved everyone, no exceptions. Jesus saw the sacred worth in all people regardless of their political standing, economic means, or social status. Social Justice is an extension of his ministry. Social justice means that everyone deserves equal political, economic, social rights and opportunities. As Christians who follow Christ, we are called to be justice-seekers who bring about change and transformation in this world.

Ask someone to bring the Bible to the group. Read Isaiah 1:17

Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow.

We seek justice by the ways we love our neighbors. Right after the “seek justice” we hear how to seek justice by rescuing the oppressed, defending the orphan, and pleading for the widow. Justice is found in relationship with others, especially the vulnerable.

Service-Learning Activity: Rubber Band Balls

When we hear in the Bible a call to seek justice it is also a call to be in partnership with God. God wants justice in this world. God sent Jesus Christ so that we might have life and life abundantly. We are in partnership with God by being involved in ministry and in movements that bring about justice. It is a social and relational way of being.



To illustrate how this social partnership works we will be making connected justice balls.

1. Give a tennis ball to a pair of children in the class
2. The tennis ball represents the earth and all the people on the earth
3. Each pair will be given a pile of rubber bands
4. Working together the two children are asked to help cover the tennis balls with rubber bands
5. After seven minutes ask the children to share what they have done.

Working together is easier to put the rubber bands on the balls. If the ball represents the earth, the rubber bands represent the acts of justice that keep the world together. They cover the world, and they connect us together. Have the children place their rubber band balls near the prayer circle.

Faith in Action: Invitation to Partnership

This call to social justice led a Missions Team from the Cathedral of the Rockies UMC (Boise, Idaho) to initiate Love Beyond Borders. The Missions Team had an important conversation with the founders of “Love My Neighbor” in Canada. This led to a forming of a campaign in the United States through the United Methodist Church that partners with COVAX and UNICEF to raise awareness and funds for equitable distribution of



COVID-19 vaccines around the world. Love Beyond Borders is the name of the campaign.

Love Beyond Borders is how the United Methodist Church answered to call to end the pandemic by equitable distribution of COVID-19 Vaccines.

<https://unicefusa.app.box.com/s/kztk9mff8ak5y8rytywzwbw9yt4xrgpv4>

By being in this class each of you and all of you are a part of the Love Beyond Borders Movement.

Sending Forth to Serve: Rolling Prayers

For the closing prayer have each pair of children sit across from their partner in the prayer circle. The one who has the rubber band ball will say:

Lord, it is not right that _____ (people should be hungry, people are getting hurt, our earth is hurting, etc.)

Then have them roll the ball to their partner. Their partner says

Lord, help us to _____

Then the second partner rolls the ball to the center of the circle trying to get it to the cross on the floor. Once all the pairs have gone, then the teacher can say:

Lord, may justice roll all over this earth. May we participate in seeking justice for our neighbors who in the world who are struggling with COVID-19. Amen.



SESSION THREE: Prayer

Note to Teacher

Prayer is a holy conversation with God. Children and adults may have different experiences with prayer as well as a range of comfortability praying. The theme of this prayer section is prayer as a conversation with God who hears the cries of the world.

As part of participating in prayer, the children will be asked to name and to describe God. Prayer is a conversation built upon a relationship. It is important for the children to know who is this God to whom they direct their prayers. God is above all LOVE. Prayer is a love language that strengthens our connection with God. Prayer is not boring.

In this lesson the children will be engaging in different ways of praying that use their hands and their feet. There is some prep time that is involved in this lesson to make sure the hearts with the country names are hidden in the room before the children arrive. (Instruction about the prayer hearts is listed in the Service-Learning Section).

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ Book from the library *What is God Like? By Rachel Held Evans and Matthew Paul Turner*
- ◇ 3 sets of shower rings (30 total)
- ◇ 30 small hearts with country names on them
- ◇ A world map
- ◇ TV or computer for the video

Schedule for Session Three

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: *What is God Like? By Rachel Held Evans and Matthew Paul Turner*
- ◇ Biblical Connection: Luke 10:21
- ◇ Service-Learning Activity: Prayers for Others
- ◇ Faith in Action: Delivering the Vaccine (UNICEF video)
- ◇ Sending Forth to Serve: Stepping, Clapping, Helping Prayers

Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveals the different lessons.



Today we are going to continue our lesson about ‘Love Beyond Borders’ This is a program in the church that helps to make vaccines for COVID accessible to all. Throughout these next few weeks, we are going to open up this box and learning about what we can do to ensure that vaccines are accessible to ALL -throughout the world. This week we are looking at prayer.

As we begin our lesson today, we will pray together.
Please put your hands on the boxes that is in front of you.

**Prayer for the beginning of the time together
(USE AT THE START OF EACH SESSION)**

Loving God (*put hands on the top of the box*)

You sent your son Jesus into this world (*put hands into the box*)

To bring light and love for all the world (*hands out of the box, forming into a heart*)

We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)

Help us Lord to help our neighbors (*hands joined together*)

May Love Beyond Borders bring love through COVID vaccines to all the world.

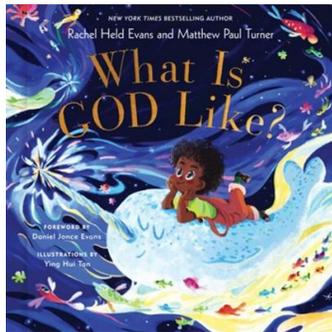
(*hands make an arc*)

In Jesus Christ’s name we pray (*middle finger to each palm, sign-language for Jesus*)

Amen (*prayer hands together*)

Introduction of Lesson through Story: What is God Like? By Rachel Held Evans & Matthew Paul Turner

Held Evans, Rachel and Matthew Paul Turner. What is God Like? Convergent Books, 2021.



In this book there are creative and honest answers to the questions ‘What is God like?’ This big question is explored throughout the pages of the book. The images and the words make God relatable. In the end there is an encouragement to keep wondering and keep learning about God.

Questions to ask the group

1. What did you think about the book?
2. Was there an image or word describing God that made sense to you?
3. Does this book help you to understand better what God is like?



In learning about God we also learn how to talk, to pray to God. This lesson is about prayer and our conversations with God.

Biblical Connection: Luke 10:21

Jesus calls God - God (Matthew 4:4), Lord (Mark 12:29-30), Great King (Matthew 5:33-35), God of the Living (Matthew 22:31-32).

When Jesus is communicating to God personally he calls God 'Abba' which means Father and Eli which means 'my God.' Jesus uses the name for God that reflects his relationship with God.

For example in Luke 10:21 (NRSV) it is written, *'At that same hour Jesus rejoiced in the Holy Spirit and said, "I thank you, Father, Lord of heaven and earth, because you have hidden these things from the wise and the intelligent and have revealed them to infants; yes, Father, for such was your gracious will."*

When we pray to God what do we call God? Are there words we use to describe God?

Have the children share words they think describe God. As they are being shared have an adult or youth write the word on a notecard. It is okay if a word is repeated just write it once on the notecards.

When we pray we acknowledge who God is in our lives. These words will help us with our prayer. Prayer is conversation with God. It can be silent or loud, active, or still. In this lesson the children will be praying in a variety of ways.

Service-Learning Activity: Prayers for Others

This service learning exercise involves some pre-planning. An adult or a youth will need to have 30 hearts with the names of these countries printed on them. Each heart will be attached to a shower ring and hidden somewhere in the space.

Afghanistan	Benin	Burkina Faso	Burundi	Central African Republic	Chad
Democratic Republic of Congo	Eritrea	Ethiopia	Gambia	The Guinea	Guinea-Bissau
Haiti	People's Republic of Korea	Liberia	Madagascar	Malawi	Mali
Mozambique	Napal	Niger	Rwanda	Sierra Leone	Somalia
South Sudan	Syrian Arab Republic	Tajikistan	Tanzania	Togo	Uganda



These low-income countries are hurting and are vulnerable during this pandemic. They do not have equitable access to vaccines and are struggling to have supplies to treat those with COVID.

Once the group has found all thirty hearts hidden in the space have them come together in a circle with the world map. We pray for those in our world who have needs. We pray for our neighbors. We can also pray for our neighbors in these areas where we know they struggle to get adequate health care and access to vaccines for COVID-19.

Sometimes it is hard to pray for people you do not know directly. Yet, we can pray to God for people God knows and God loves.

Using the note cards that describe God we can address God in prayer here:
Have the prayer begin with an adult or a child who can read address God with the cards

For example:

Loving, kind, gracious, helping God we pray
(encourage a child to bring forward a heart and help the child place the heart on the map)

For our neighbors in _____ (the teacher says)
For our neighbors in _____ (the children repeat)

Continue this exercise until all the countries have been read.

Ask the children to come closer to the map. Have them share their observations? Had they heard of some of the countries before today? Did they know where the countries were located? We can love our neighbor by praying for our neighbor.

Faith in Action: Delivering Vaccines

This is a video from UNICEF which shows how vaccines are delivered in Nepal. Pay close attention to the route and the road conditions by which the vaccines are delivered.

<https://youtu.be/WCmbJn5jYy>

What risks is Birma taking to deliver the vaccines in Nepal. How many kinds of terrain does she have to cross in order to get to the medical clinic to deliver the vaccines?

COVID vaccines must be refrigerated. The pack keeps them safe, but it is heavy and awkward to carry.

Sending Forth to Serve: Stepping, Clapping, Helping Prayer



Have each of the group take a heart from the map and attach the shower ring to their prayer bracelet from Lesson 1. If they do not have the bracelet then ask them to hold it in their hands. In the next week they are asked to keep the people of this country in their prayers.

The closing prayer is a stepping and clapping prayer.

Stepping into prayer is a way to acknowledge who God is....

Clapping is a way to praise God for what God has done and God is doing....

1. Have the group step in place (lightly so the children can hear one another)
2. As they step ask them to say a word or phrase that describes God.
3. They may talk at the same time, God hears it all.
4. Once the words have stopped and they are only stepping ask them to stop their feet.
5. Now have them lightly clap their hands
6. Ask they clap ask the children to say things they are thankful for today
7. As an example, you can clap a prayer of praise for Birma Kunwar (the health care worker in Nepal who delivered vaccines)
8. Once the group has shared what they are thankful for this day ask the clapping to stop.
9. Now have the group bring their hands together intertwining their fingers.
10. Have the group say where help is needed in our world
11. They can share the name of their countries

To close this prayer have the group repeat this pattern three times

Step/step/clap/clap/hands together

At the end of the time have the group say “AMEN”



SESSION FOUR: Awareness *for Love Beyond Borders (COVAX and UNICEF)*

Note to Teacher

Awareness is bringing light and attention to what is going on in the world. Jesus often brought to attention those who were being harmed, neglected, or forgotten. Jesus would spend time with the poor, the widow, and the orphan. In this theme of awareness, there is an opportunity for the children to make be aware of the effects of COVID on the poor, especially in places where health care is not available.

The pandemic not only effected the physical health of people, but it also impacted the emotional well-being of families, raised food insecurity, and caused disruptions to ways of life. For many vulnerable countries when schools were closed due to COVID it also ended school meals and access to other vaccines for children and youth. This leaves the population of children at a higher risk of hunger and exposure to other illnesses. Technology access was not always an option in poorer countries, so education was halted for two years creating a huge impact on learning.

Being aware of the needs is part but there also needs to be an awareness of the urgency. Love Beyond Borders brings awareness and attention to the global divide between those countries that have and those countries that have not.

<https://www.youtube.com/watch?v=G57FFmkH7iU>

This is a good resource for information for the teacher about the impact of COVID on children. It is an interview with a UNICEF representative.

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ Library Book – *Celebrate Through Heartsongs* by Mattie J.T. Stepanek
- ◇ Poster of the cost of supplies (located in Sending Forth to Serve)
- ◇ Five couch cushions for the Hurdle Prayer
- ◇ List of situations for Service-Learning Activity

Schedule for Session Four

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: *Celebrate Through Heartsongs* by Mattie J.T. Stepanek
- ◇ Biblical Connection: Romans 12:15
- ◇ Service-Learning Activity: Jumping the Hurdle
- ◇ Faith in Action: Creative Innovation (UNICEF video)
- ◇ Sending Forth to Serve: Hurdle Prayer



Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveals the different lessons.

Today we are going to continue our lesson about ‘Love Beyond Borders’ This is a program in the church that helps to make vaccines for COVID accessible to all. Throughout these next few weeks, we are going to open up this box and learning about what we can do to ensure that vaccines are accessible to ALL -throughout the world. This week we are looking at awareness. How can being aware of the situation in other countries help us know how to respond and the urgency of the need.

As we begin our lesson today, we will pray together.
Please put your hands on the boxes that is in front of you.

Prayer for the beginning of the time together (USE AT THE START OF EACH SESSION)

Loving God (*put hands on the top of the box*)

You sent your son Jesus into this world (*put hands into the box*)

To bring light and love for all the world (*hands out of the box, forming into a heart*)

We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)

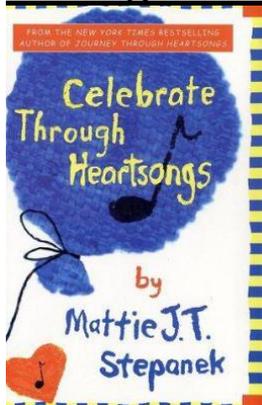
Help us Lord to help our neighbors (*hands joined together*)

May Love Beyond Borders bring love through COVID vaccines to all the world.
(*hands make an arc*)

In Jesus Christ’s name we pray (*middle finger to each palm, sign-language for Jesus*)

Amen (*prayer hands together*)

Introduction of Lesson through Story: *Celebration* Through Heartsongs by Mattie J. T. Stepanek





Stepanek, Mattie J.T. *Celebrate Through Heartsongs*. Hyperion Books, 2002.

This collection of poems and prayers is written by Mattie, a child with a rare form of muscular dystrophy. He writes and encourages the readers to see life as full and meant to be celebrated. As he writes he also calls to attention that embracing the fullness of life is also acknowledging what is hard.

For this reading please share the poem on page 23 titled ‘Simple Ablution’

Ask the questions to the group

1. What makes people cry?
2. Why do people cry during COVID?
3. What does it mean to cry with another?

Biblical Connection: Romans 12:15

In Paul’s letter to the church in Rome he says, “*Rejoice with those who rejoice, weep with those who weep (Romans 12:15, NRSV).*”

To rejoice and/or weep with another one must be aware of what is going on in the other’s life. Awareness brings about connection. Being aware of what is causing our neighbor to weep is a way we love them and can respond in love.

What are reasons children would cry during COVID?

- Answers may be some of the following
 - School closed
 - Lack of access to food with school closing
 - Isolation
 - Health problems
 - Someone they know or loved died from COVID
 - Fear of catching COVID
 - Providing for their family
 - Taking care of a sick relative
 - No access to masks, clean water

Being aware of some of the problems and challenges that are brought about because of the pandemic helps us to know how to plan and how to respond.

Being aware also involves the urgency of the problem. Wealthy countries (like the United States) have enough Vaccines and Medical Supplies for the people who live in the country. Even with some difficulty getting things, there are enough materials to care for people who have developed COVID versus the poorer and more vulnerable countries.

What we have (resources, vaccines, health care providers) we can share.



Service-Learning Activity: Jumping the Hurdle

One of the things that this pandemic has highlighted is that those wealthier countries have more access to health resources, supplies and vaccines for COVID-19. There are 92 low-and-lower middle-income countries that UNICEF is working with to ensure an equitable supply of this life-giving vaccine. Being aware also involves knowing the challenges that come with distributing the vaccine for COVID-19.

Love Beyond Borders is a partnership with COVAX and UNICEF. To understand the relationship, think of it like this:

- COVAX brings together experts from around the world to collaborate on research and development of a wide range of COVID-19 vaccines and the manufacturing, procurement, and delivery of the vaccines. COVAX ensures equitable and broad distribution of the vaccines. COVAX makes the vaccines and supplies needed to administer the vaccine. **COVAX helps with the research and makes the vaccines.**
- UNICEF is the partner who implements the COVID-19 vaccines worldwide. UNICEF provides the education and the health workers to administer the vaccine. **UNICEF helps with the delivery, education and administering the vaccine.**
- Love Beyond Borders helps to raise awareness, advocacy, and contributions through the church. They are part of the fundraising to ensure there is money to buy the vaccines and medical supplies. They are also there to raise their voices to the injustice of unequitable distributions of vaccines and health care. **Love Beyond Borders makes people aware of the need, advocates for equitable distribution of the vaccine, and contributes by fundraising to buy the vaccine and medical materials.**

In this exercise the group will have to take look at one of the challenges (calling them hurdles) that makes delivery, safe conditions,

Have the class break into groups of 3-4 children.

Each group will be given a challenge (hurdle) that they will have to think of a solution to overcome it. These are made up situations.

1. In Haiti, the wet season has washed out the road system. There is a medical clinic in the mountains 3 hours by car that needs the vaccines delivered. How do you get the three boxes of vaccines to the clinic in the mountains?
2. In Ethiopia, there is a dry season that makes water not easily available. Yet water is needed to ensure that the clinics who care for the COVID patients is clean and safe. What do you do to with the water shortage at a clinic?
3. In Tajikistan, vaccines and routine health screenings are done during school times. Since COVID the schools are closed and there is little access to



- technology in the more remote parts of the country. How do you get the children to come together to get the vaccine without the schools being opened?
4. In Mali, there is a lot of misunderstanding about how COVID is spread. People are afraid to come to the clinics to get their vaccines. Yet in Mali there is a great respect for the elders in their community. How do educate the people about COVID-19 and address their fears?

Have each group choose a speaker who will share what they come up with as possible solutions to these challenges.

Faith in Action: Creative Solutions, Mobile Van

This video released by UNICEF tells of how a mobile van is getting vaccines to villages in Malawi. In places where health clinic is not close, this clinic comes to them.

<https://www.youtube.com/watch?v=NGOOUmFLMp4>

We can rejoice with the people in Malawi who share with joy what it means to get the vaccine. We can rejoice with the health care providers what a van means to bring the clinic to the people.

Sending Forth to Serve: Jumping Over the Hurdles

Being aware also means being aware of the costs. As the group comes together, have the teacher share what the cost of supplies are for COVID-19 Vaccines and Medical Supplies. Does these costs surprise you?

THE COST OF SUPPLIES (FROM UNICEF)

- **\$37** could provide 10 people with two doses of the vaccine
- **\$50** could provide 160 face masks to help keep health workers from breathing in hazardous or infectious airborne particles
- **\$100** could provide 10 diagnostic test kits to help increase the identification of infections
- **\$150** could provide 3,000 syringes, which will be used to administer the COVID-19 vaccine to recipients
- **\$210** could provide 10 portable vaccine carriers for the safe transportation of vaccines that enables a health worker to deliver critical vaccines
- **\$11,000** could provide 6 oxygen concentrators



For the closing prayer the group will do the “Hurdle Prayer”. This prayer acknowledges that COVID-19 has brought a lot of challenges to the world. There are hurdles to overcome in bringing this pandemic to an end. Yet we are not alone in addressing these hurdles and challenges. We have God’s guidance and wisdom to help us. God has provided partnerships like COVAX and UNICEF to help.

Being aware of the needs, the injustice and the urgency can feel like a lot of hurdles. Yet, we are not stuck. In jumping over the hurdles, we acknowledge that we can overcome the challenges. We can move forward to finding an end to the pandemic for the world. Have the children think about the challenges they have learned about today.

Have them think about the challenges and the solutions they have learned about today. It is helpful for them to name the hurdles with God in prayer. If they struggle to name the hurdles the teacher can name a few like transportation, access to water, hunger, schools not opened, isolation, not adequate mask/equipment.

When they are ready, they can ‘jump’ over the five hurdles that are placed on the floor. When all the children have jumped share this closing to the Hurdle Prayer.

God, who gives us strength to overcome the challenges.

Thank you for partners in Love Beyond Borders.

Help us to have our eyes open, our ears open and our hearts open

To be aware to the cries of our neighbors during this pandemic.

In Jesus name we hurdle, Amen.



SESSION FIVE: Advocacy

Note to Teacher

This session is about advocacy and finding one's voice. For children this is not always easy to speak up when something is wrong. So for this part of the session it is helpful to find an advocate in the church who is willing to share about their experience. They can be invited to read the book and to share their experience.

Speaking up for injustice is not always easy. If we are called to love our neighbors, then we must also speak up when harm is being done to our neighbors. This section is designed to let children know they have something to say and that their voice matters.

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ An advocate within the church who is willing to share their experience with the group
- ◇ Costumes for the children in the roles of persistent widow, Aaron, the Good Samaritan, the midwives Shiphrah and Puah
- ◇ Nametags for the persistent widow, Aaron, the Good Samaritan, the midwives Shiphrah and Puah
- ◇ TV or computer for the UNICEF Video
- ◇ United Methodist Hymnals (4-5 copies)
- ◇

Schedule for Session Five

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: An Advocate Shares their Personal Story
- ◇ Biblical Connection: Advocates in the Bible
- ◇ Service-Learning Activity: What do you say and how do you say it?
- ◇ Faith in Action: Advocacy and Invitation (UNICEF video)
- ◇ Sending Forth to Serve: Voice Prayer

Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveal the different lessons.

Today we are going to continue our lesson about 'Love Beyond Borders' This is a program in the church that helps to make vaccines for COVID accessible to all. Throughout these next few weeks, we are going to open this box and learn about what we can do to ensure that vaccines are accessible to ALL -throughout the world. This



week we are looking at advocacy. Advocacy involves using your voice and speaking up for what is wrong.

As we begin our lesson today, we will pray together.
Please put your hands on the boxes that is in front of you.

**Prayer for the beginning of the time together
(USE AT THE START OF EACH SESSION)**

Loving God (*put hands on the top of the box*)
You sent your son Jesus into this world (*put hands into the box*)
To bring light and love for all the world (*hands out of the box, forming into a heart*)
We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)
Help us Lord to help our neighbors (*hands joined together*)
May Love Beyond Borders bring love through COVID vaccines to all the world.
(*hands make an arc*)
In Jesus Christ's name we pray (*middle finger to each palm, sign-language for Jesus*)
Amen (*prayer hands together*)

Introduction of Lesson through Story: A Live Story

In this week's lesson ask someone from the congregation to share about their experience advocating for something they believe is wrong and an injustice. Have them share about how they used their voice to speak up and to speak out into the group. Have them talk about what it cost them to advocate. After they have shared for less than 10 minutes ask the group of children if they have any questions for the adult.

If the person is leaving after the time of sharing, invite the children to say thank you for sharing and to offer a prayer for this person. If the person is staying for the rest of the lesson they will be a part of the prayer at the end of the lesson.

In Biblical life we also have examples of those who were advocates. The class needs five volunteers to play the Biblical characters.

Biblical Connection: Advocates in the Bible

Ask for volunteers to play the persistent widow, Aaron, the Good Samaritan, the midwives Shiphrah and Puah. Have a box of costumes that the volunteers can put on over their clothes. Once they have gotten into costume have them stand before the group. The teacher can read the parts of the Advocates.

- **Persistent Widow**
Hello, I am the persistent widow from Luke 18. As a widow I had very little power in the Biblical times, but this did not stop me from going to the judge and saying, "Grant me justice against my opponent." The judge may call me bothersome, but I believe I am persistent in pursuing justice. I cannot remain silent in the face of injustice.



- **Aaron**
Greetings, my name is Aaron, you may know me as Moses' little brother. Sometimes my brother Moses is a little reluctant to do what God asks of him. So, I have helped accompany him. Together we assembled all the elders of Israelites and announced God's intentions to deliver God's people. My voice is one of accompaniment and encouragement. I will not remain silent in the face of injustice.
- **The Good Samaritan**
Blessings to you fellow travelers, I am the Samaritan, sometimes I am called the good Samaritan for my actions. When traveling through the countryside towards Jericho I saw a lying at the side of the road. Robbers had stripped him, beaten him, and left him half dead. This man is my neighbor, so I bandaged his wounds, put him on my animal and brought him to the inn. I told the innkeeper to take care of this man. I will not remain silent in the face of injustice.
- **Shiphrah and Puah**
We are the Hebrew midwives ordered by the King of Egypt to kill all the boys born to the Hebrew women in Egypt. Yet, we feared God so we let the boys live. When questioned by the King of Egypt we said that the Hebrew women were so quick in birth that as midwives we missed the births. Killing the baby boys was wrong. We will not remain silent in the face of injustice.

Debrief:

What injustices were these Bible characters speaking up against?

How did they use their voice?

Which character do you relate to in this activity?

What did it cost them to speak up and to act?

Service-Learning Activity: What do you say and how do you say it?

Like the characters in the Bible, there are a variety of ways to advocate, to use your voice. Some people use their voices, some use the written word, some advocate through songs or art. In the next session the children will advocate and contribute through art. Part of advocating is sharing the story. The children will have an opportunity to share the story through song or a short commercial for LBB.

Today the children are asked to either create a song or make a commercial. They will have 15 minutes to come up with the idea before they share it with the group.



1. Create a song with words that speak about Love Beyond Borders
 - a. The group working on a song can take a familiar song or hymn, adjust the words
 - b. The group may need to have an adult with them to help them through the process
 - c. If there are hymnals on hand, they can pick a tune that is familiar
2. Come up with a short commercial letting people in the congregation know about Love Beyond Borders
 - a. The commercial should be no longer than a minute
 - b. Have the children come up with a script before they go 'live'
 - c. This is not to be recorded just performed before the group
 - d. This is also helpful to have an adult in each group
3. If the groups are comfortable sharing with the class then they can share.
 - a. Have the groups not sharing encourage and thank the other groups
 - b. It is not easy to get before your friends and speak or sing

Faith in Action: Advocacy and Invitation

<https://unicefusa.app.box.com/s/kztk9mff8ak5y8rytywzwbw9yt4xrgpv4>

In this video people are made aware of the situation of the global pandemic. There is awareness and there is also a sense of speaking up for those most vulnerable.

How is this video advocating for Vaccines?

How does this video also invite others to advocate and to contribute?

Sending Forth to Serve: Voice Prayer

Sometimes prayer as a repeating process can make us know our voices are not alone. The prayer today is a prayer to the Holy Spirit, also known as the Advocate.

Invite the class to repeat after the teacher (or the person who shared the story earlier)

Holy Spirit, the great Advocate (Holy Spirit, the great Advocate)

Help us to use our voice (Help us to use our voice)

To speak up and to speak out (To speak up and to speak out)

When our neighbor are being harmed or forgotten (When our neighbors are being harmed or forgotten)

We recognize (We recognize)

Where you live (Where you live)

should not determine (Should not determine)



*the access you have (the access you have)
to health care in the pandemic (to health care in the pandemic)*

*Thank you, Holy Spirit (Thank you Holy Spirit),
For the witness of _____ (For the witness of _____).
Strengthen them, inspire them, (Strengthen them, inspire them)
To share your truth (To share your truth)*

*Strengthen us, inspire us, (Strengthen us, inspire us)
To share your truth (to share your truth)
To love God (To love God)
To love our neighbors (To love our neighbors)
Amen! (Amen!)*



SESSION SIX: Contribution

Note to Teacher:

This group has prayed together, learned together, laughed together, found their voices together and now they are going to contribute together for “Love Beyond Borders.” This concept of contribution involves raising funds to help get supplies and vaccines to some of the most vulnerable places in the world. Yet, this is not just a fundraiser. By understanding this as a contribution the group is going to be offering their own gifts to make others aware of this need and to advocate for our neighbors.

By contributing the individual and collective gifts of the group will help to offer health supplies and vaccines to end this pandemic. The contribution to help raise funds will come through an art show centered around the theme of Love Beyond Borders. The children will be asked to create artwork with the materials they have used throughout the first five lessons to demonstrate love of God and love of neighbor.

The artwork can be displayed in the church for others to see. Donations for the artwork could be collected during a coffee hour after Sunday morning worship or at another designated time.

Contributions and offerings can be shared through Global Ministries Advance. This is the giving arm of the United Methodist Church and all gifts made to Love Beyond Borders 100% goes towards this campaign. Here is the link to the site:

Advance Site for Love Beyond Borders (through Global Ministries of the UMC)
<https://advance.umcmmission.org/p-2079-love-beyond-borders-the-interfaith-movement-to-end-the-pandemic.aspx>

Supplies needed for this session:

- ◇ A medium size cardboard box that is prepared to open into a cross with the words drawn on them
- ◇ Cardboard boxes for each of the classmates
- ◇ All materials used over the course of the five other lessons
- ◇ Art supplies already on hand at the church
- ◇ Recycled paper and scrap paper
- ◇ Glue, scissors, tape
- ◇ Poster of UNICEF “Cost of Supplies”
- ◇ Posterboard to announce “Love Beyond Borders Art Show”

Schedule for Session Six

- ◇ Gathering Space and Opening Prayer
- ◇ Introduction through Story: *Stone Soup* by Heather Forest
- ◇ Biblical Connection: Hebrew 13:16a



- ◇ Service-Learning Activity & Faith in Action: Art Projects
- ◇ Sending Forth to Serve

Gathering Space and Opening Prayer

If possible, have the space with a few boxes that are piled together. Ask the children to pick a box and then come sit in a circle. In the middle of the circle have the box that can be opened to reveals the different lessons.

Today we are going to continue our lesson about ‘Love Beyond Borders’ This is a program in the church that helps to make vaccines for COVID accessible to all. Throughout these next few weeks, we are going to open this box and learning about what we can do to ensure that vaccines are accessible to ALL -throughout the world. This week we are looking at contribution.

As we begin our lesson today, we will pray together.
Please put your hands on the boxes that is in front of you.

Prayer for the beginning of the time together (USE AT THE START OF EACH SESSION)

Loving God (*put hands on the top of the box*)

You sent your son Jesus into this world (*put hands into the box*)

To bring light and love for all the world (*hands out of the box, forming into a heart*)

We love God and love our neighbor (*keep hands out of the box, right reaching out then back to the heart, left reaching out then back to the heart*)

Help us Lord to help our neighbors (*hands joined together*)

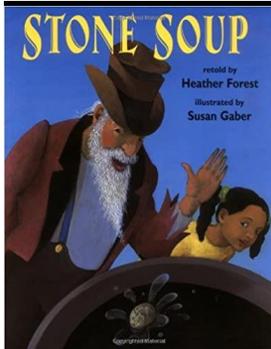
May Love Beyond Borders bring love through COVID vaccines to all the world.

(*hands make an arc*)

In Jesus Christ’s name we pray (*middle finger to each palm, sign-language for Jesus*)

Amen (*prayer hands together*)

Introduction of Lesson through Story: Stone Soup by Heather Forest



Forest, Heather. *Stone Soup*. Little Rock, AR, August House Littlefolk, 2005.



In this story two hungry travelers come to a village expecting people to share the food they have. They find that people are not willing to share with the travelers begin to make Stone Soup. The first to contribute to the soup is a child who brings a carrot. It is a book that illustrates when each person makes a small contribution the collective impact can be great.

Questions to ask after reading the book.

1. Why do you think people did not want to feed the two hungry travelers?
2. Who made the first contribution to the Stone Soup and what did they contribute?
3. How did the community make soup?
4. How is Stone Soup like Love Beyond Borders?

Biblical Connection: Hebrews 13:16a

Read the passage from Hebrews 13:16a (NIV)

And do not forget to do good and to share with others, for with such sacrifices God is pleased.

Sometimes we can feel like we do not have anything to give or that we do not have something to contribute. In this scripture we hear words that let us know we have something to share, and we can contribute to the good in the world because of our faith. We love God when we love our neighbors. By contributing to Love Beyond Borders with our gifts we can help make sure our neighbors have equitable access to the COVID vaccine and health care.

Service-Learning Activity & Faith in Action

This week the service-learning activity and the faith in action are combined. Each of the children is going to make and to create a work of art that demonstrates Love of God & Love of Neighbor. These pictures, sculptures, and models will be contributed to a “Love Beyond Borders Art Show” for the church. People in the church can purchase the artwork and the funds raised will go towards purchasing COVID vaccines and health equipment for our neighbors in the world who need it.

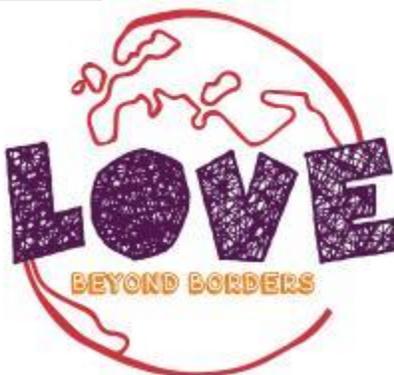
1. Have the materials and supplies in a place where the children can access them. Explain that the supplies for the art project came from the materials used throughout these lessons. In addition to the materials have the boxes that have been prayed upon be used to frame and/or use as materials in the art projects.
2. Before they begin with the art project, suggest that they talk about possible ideas.
3. Have them plan on a scrap piece of paper the idea/image/thought they want to create.
4. There is not a wrong picture/answer they are all called to bring the ‘carrot’ they can contribute.



5. Depending on the time to create there may be additional space & time needed to finish the project
6. If children finish early they can work on posters for the Art Show.

Contribution is what you create.

Sending Forth to Serve



Love Beyond Borders: An Interfaith Movement to End the Pandemic

Closing Prayer

God, we thank you for this special and sacred time together,

Help us take what we have learned and what we have shared out into this world.

(hand motions praying hands extending outward)

Give us courage to speak up and advocate for those who are in need during this pandemic (motion hand to mouth)

Give us wisdom to find ways to invite other to contribute to raising funds for vaccines (motion open hands)

Give us eyes to see and words to continue to pray for and to love our neighbors throughout the world (lift the hands)

In the name of the one who taught us how to love our neighbors,

In Jesus Christ's name we pray,

Amen.



RESOURCES

PRAYERS/WORSHIP RESOURCES

Prayer for Love Beyond Borders

*Gracious and Loving God,
You sent your Son, Jesus Christ into this world
To bring light, love, and salvation for all
Jesus lived a life that transcended borders of social status and geography,
Help us as we gather to love our neighbors be open to ways you may be calling us to
extend that love to those in our world who need vaccines:
Who struggle to have adequate access to health care,
Who have lost loved ones to COVID,
Whose lives continue to be restricted and harmed due to the pandemic.
Let us be your hands, your feet, and your voice in this time.*

Prayer at the end of the time together

*God, we thank you for this special and sacred time together,
Help us take what we have learned and what we have shared out into this world.
(hand motions praying hands extending outward)
Give us courage to speak up and advocate for those who are in need during this
pandemic (motion hand to mouth)
Give us wisdom to find ways to invite other to contribute to raising funds for vaccines
(motion open hands)
Give us eyes to see and words to continue to pray for and to love our neighbors
throughout the world (lift the hands)
In the name of the one who taught us how to love our neighbors,
In Jesus Christ's name we pray,
Amen.*

Prayer at the conclusion of the Out of the Box activities (USE AT THE END OF THE PROGRAM OF EVENTS)

God, you created this world and all the neighbors who inhabit it. Help these resources reach those in need during this pandemic. May the Holy Spirit be with those deliver and administer the vaccines, be with those who receive the vaccines. Help us to be changed from this experience so that we may be disciples of Jesus Christ who radically love our neighbor in deep ways. Thank you, God, (encourage the youth and children to share about their experience as a prayer of thanksgiving).

Offering Prayer (USE AT DEDICATION OF FUNDS)

Gracious and loving God, accept these gifts and contributions to love our neighbor by supplying vaccines. May those who distribute them and those who receive them be blessed by this gift of love. As we do not know the names of the individuals who will receive them, we acknowledge you know their names. We call them our neighbors. May



this gift be an offering of justice and of healing in this time of pandemic. In Christ's Name we pray, Amen.

Children and youth can include their own prayer for the dedication of the funds for *Love Beyond Borders*. This prayer can be shared with the Pastor and the Worship Team. Offering could also be a time for the youth/children to share about *Love Beyond Borders* as a discipleship moment.

Children's Message and Prayers for Worship (IDEAS FOR WORSHIP)

- It is powerful to have children and youth share in worship about their experience
- Sometimes a short presentation and where they experienced God is a great Children's Message
- The prayers listed above could be used in some context for worship

LEARN MORE

Love of God and Neighbor Article

<https://www.wpaumc.org/blogdetail/our-wesleyan-heritage-love-god-love-neighbor-15240063>

Methodist Foundation for Social Action

www.mfsaweb.org

Advocating - United Methodist Church and Society Website

(www.umcjustice.org/what-you-can-do/advocacy).

Facebook Page for Love Beyond Borders

<https://www.facebook.com/LBBUMC/>

Love Beyond Borders Website

<https://icrinc.org/>

Video Resources for Information about Love Beyond Borders:

<https://unicefusa.app.box.com/s/kztk9mff8ak5y8rytywzbw9yt4xrgpv4>

<https://www.unicef.org/supply/covid-19-vaccine-market-dashboard>



Open Box Resource

