

# EXPLORING God's Global Family

LESSON 3 **PART 1**  
**Peru**  
Spiritual Emphasis: Giving/Tithing

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## Where Are We Going?

Your child will be able to:

- practice giving and receiving oral directions.
- demonstrate map skills.
- identify biblical principles about Jesus' call to follow Him.
- identify the "gift" of listening to others.

## Ready for the Journey

### Supplies

- ✓ Bible
- ✓ Pencil(s)
- ✓ Ruler
- ✓ Safety scissors
- ✓ 2 or 3 pieces of 8 1/2" x 11" white paper
- ✓ Colored pencils, crayons or washable markers
- ✓ A barrier to place between adult and child (such as a stack of books or building blocks) while seated at a table directly across from each other so that each cannot see the other's paper.
- ✓ Collect items around your home that aid you in following directions (Bible, recipe, GPS, road map, instructions to a game, compass, etc.). Place them in a box or bag out of your child's sight.

- ✓ Large white paper to create a floor “map” of your child’s neighborhood

## Preparation

- Read Luke 5: 1-11.
- Background information: Peru

Peru is a country on the west coast of South America. About 30 million people live there, many in the capital city, Lima. Besides Spanish, the Quechua language is also the official language of Peru. In the jungles, the climate is tropical, but Peru varies from the tropical in the east to the desert in the west. Peru is a poor country, with about 11 percent of its population living on less than \$1 per day.

Children in Peru go to school from April through December. There are both private and public schools, and although grades one through 12 are free, public education is not available for many of the poor who live in rural and remote areas. Although Peruvians have the right by law to attend school, poor families often cannot pay for the registration fees, uniforms, books, school supplies and bus fares. In rural areas, children are frequently needed to work the land, and there are few teachers in some areas, so many children do not attend school.

Peruvians come from a rich culture; Peru’s first residents were a highly developed Inca civilization. The Spanish arrived in 1531, and the Incan capital at Cuzco was captured by the Spanish in 1533. Much of the land’s rich resources of gold and silver were taken by the Spanish, contributing to their wealth and power.

## The Journey Begins

Ask these questions:

- Why is it important to follow directions correctly?
- Play a game at the table to see how well both you and your child follow oral directions. Place a sight barrier between you and your child. Challenge her to follow exactly the directions you give her. Provide a piece of white paper and 3 different colored markers (crayons, colored pencils). Give simple directions such as the following: “Draw a yellow star in the upper left-hand corner.” “Draw a red line vertically down the middle of the paper.” “Make a blue snake in the bottom right-hand corner,” and so on. Draw the same design on your paper with the same three colors as you tell your child to make her design. After a few minutes, remove the barrier and compare your drawings. If she followed you closely they should be exactly the same!
- Now, with the sight barrier back in place, invite your child to tell you how to draw something and see if you can follow directions too! Discuss how following directions is important, especially if you need to get from one place to another.
- Discuss a time when your child or your family became lost because they didn’t follow a map or directions correctly. How did that feel for everyone? Was it fun? Was it scary?

## Enjoy the Journey

- ① Look closely at the road map of your town or city and ask questions to assess your child's knowledge of how to use the map. [Example: "How do I know what direction I am going?" "Where does this street lead?" "Where does your friend in the neighborhood live?"]
- ② Present Activity Sheet 3-1, "Life in Lima, Peru," for your child to explore. Ask your child how Paola knows how to get to the Compassion child development center at the *Iglesia* [church].
- ③ Ask your child if she, like Paola, knows how to get to your church [or some other familiar destination close by].
- ④ Invite your child to tell you how to get to your church [or other chosen destination].
- ⑤ Place the large sheet of white paper on the floor or a flat surface. Now, with the ruler and pencils, invite her to draw a map of how to get to the destination. If necessary, use the road map of your area to provide assistance.
- ⑥ What does your child see while traveling to church? What landmarks does she pass? How many traffic lights or stop signs does she see? Do you get on a major highway? Can you walk to your church?
- ⑦ Invite your child to draw any interesting landmarks or landscapes [ponds, trees, etc.] she might see along the way.
- ⑧ Compare Paola's journey to your child's journey. Discuss the smells, sounds and experiences Paola might have on her way. What smells, sounds, sights, and experiences do you have on your way to your church? Why do both you and Paola go to church?

# ACTIVITY SHEET 3-1



Find Paola. She is walking from her home ①, to her church ②, to Compassion's student center ③. See what Compassion provides for her at the center.