Lesson 1

Where in the World is Senegal?

Description:
An interactive geography and history lesson about the country of Senegal as an introduction to a prayer and giving project.

Aims:
• Children will develop a foundational understanding about Senegal.
• Children will desire to support a Senegalese literacy project through prayer and giving.

Audience:
Grades K–6

Minimum Time Requirements:
Basic lesson 15–20 minutes
Optional “Cents to Send” lesson 3–5 minutes
Optional “Bank Cube” craft project 10 minutes

Scripture:
2 Corinthians 9:11

Materials:
• Bible marked at 2 Corinthians 9:11
• Inflatable globe
• PowerPoint, overhead transparencies, or color copies of photos 1–4 (pages 7–10 of this lesson,) plus the equipment to display them
• A Senegal Literacy Project flyer for each child from page 3 of the project overview lesson
• Optional: “Cents to Send” from pages 4–6 of the project overview lesson
• Optional: a bank cube for each child from page 7 of the project overview lesson
• Optional: a sample Mobiles4Missions flyer or one for each child from pages 8–9 of the project overview lesson

If you have any questions or problems related to this lesson, please contact Wycliffe’s Children’s Communications team at kids@wycliffe.org.

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More curricula to engage children in Bible translation are available at www.wycliffe.org/kids.
Pre-class Preparation:

- Have an inflatable globe ready for use.
- Familiarize yourself with the location of Senegal on the globe and the lesson contents.
- Decide if you want to incorporate the optional: “Cents to Send” lesson, with or without the bank cube craft project, pages 4–7 of the project overview lesson.
- If you decide to incorporate the bank cube craft project, make copies of the bank cube for each child, and create a bank cube as an example to show your students. Optional: Either reinforcing the bank cube with transparent tape or printing the bank cube on cardstock will make it more durable.
- Copy enough Senegal Literacy Project flyers (from page 3 of the project overview lesson) for each child and adult to receive one.
- Optional: Have at least one Mobiles4Missions flyer (pages 8–9 of the project overview lesson) available when the children decide how they want to raise funds for literacy in Senegal.
- Prepare a PowerPoint*, overhead transparencies, or color copies for display from photos 1–4 on pages 7–10.

Class Time:

Hold the globe up for the students to see. Ask for a volunteer to come find your current location on the globe. Have younger children identify the United States and/or older children identify their city. After that, ask,

Now, who can point out Africa?

Invite a volunteer to locate the continent of Africa on the globe, and say,

Good. Now, let’s learn about a country in West Africa called Senegal.

Point to Senegal on the globe so that the students can see its location. You may want to help them see its position in comparison to where you live. Say,

Here is how you can remember the location of Senegal. If you stand with your left hand on your hip and your right hand pointed out, (similar to the stance for “I’m a Little Tea Pot,”) your body shape now represents the shape of the continent of Africa. Your left elbow marks the location of Senegal.

*To create PowerPoint slides from the pictures on pages 7–10:

1. Be sure you have the most recent version of Adobe Reader on your computer. You can get a free copy at http://get.adobe.com/reader/.
2. Download the file, save it to your computer, open it on your computer, and go to the page / picture you want to make into a slide.
3. Click <edit>, select <take a snapshot>, and highlight the picture you want to copy into the slide by putting the cursor in one corner of the picture, depressing the left mouse button, and dragging the cursor across the picture until it is completely highlighted / selected.
4. As soon as you stop depressing the mouse button, you will receive a message that the selected area has been copied.
5. Open PowerPoint, and paste the image to a slide.
6. In PowerPoint you can rotate the image and/or resize it by pulling on one of the corners.
7. Repeat steps 3–6 for each picture you intend to show.

Materials:

- Inflatable globe
Demonstrate and then have the students do the same, wiggling their left elbows to indicate Senegal.

**Game: Globe Toss**

Toss the globe to one student at a time. Coach them in how to put one finger on home and one finger on Senegal, then gently toss it back to you. Ideally, each student will do this. Occasionally, time or attention spans will not permit everyone to participate. Use your best judgment. Each time a student returns the globe to you, give one of the following facts about Senegal:

- Senegal’s official language is French.
- Senegal has only two seasons—wet and dry.
- In 2005 Senegal suffered from a drought and a locust plague. Locusts are insects similar to grasshoppers. They destroy food plants. *(Show photos 1 and 2 of a barren tree and locusts.)*
- Ninety-two percent of the people (more than 9 out of every 10 people) in Senegal follow a major world religion other than Christianity.
- Two percent, or 2 out of every 100 people, are Christian.
- Six percent, or 6 out of every 100 people, are animists. This means that they believe that spirits live in everything, including rocks and trees, and they worship them.
- There are 36 languages spoken in Senegal.
- Almost half the people of Senegal (40 percent) belong to the Wolof (pronounced WOU-luh*) language group.
- *(For advanced students)* France controlled Senegal from the 1800’s until Senegal gained its independence in 1960.
- *(For advanced students)* Senegal’s first president, a poet, fought with the French during World War II. Germany held him as a prisoner during that war.

A few more questions to ask while playing the globe toss, if needed:

- On which continent is Senegal located? *(Africa)*
- Which part of Africa: north, south, west or east? *(west)*
- Is it north or south of the equator? *(north—barely)* which puts it officially (but barely) in the Northern Hemisphere.
- If Senegal had seasons like we know them, instead of wet and dry seasons, would their seasons be at the same time as ours or

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**Materials:**

- Photos 1 and 2

*For pronunciation help, please refer to the chart found on page 8.*
(If you live above the equator in the Northern Hemisphere, they would be the same. They would be the opposite if you live below the equator in the Southern Hemisphere.)

Ask,
Who remembers how many languages are spoken in Senegal? (36)
Would someone like to guess how many of those languages do not have the Bible?

Allow several children to guess before giving the correct answer.
Six languages in Senegal don’t have even one verse of the Bible yet. Another five language groups, the Mankanya [man-CAN-yuh]*, Oniyan [OH-nee-yon]*, Jola-Fonyi [JOH-luh FAHN-yeel]*, Bandial [BAN-jal]*, and Saafi-Saafi [SAH-fee SAH-fee]* peoples, hold literacy classes. People who speak Saafi-Saafi even have one book of the Old Testament in their language now! They can read or listen to a recording of Jonah, complete with music and songs in the language they really understand. We have an opportunity to help people get ready to read the Bible in their own languages.

Imagine what it would be like to have a Bible in your own language for the first time but not know how to read it!

Display photos 3 and 4.
What does “literacy” mean? If a person can read and write, we say they’re “literate.” In Senegal only 48 people out of every 100, or 48 percent of the people, are literate. For them, having a Bible in their language is not enough. Why isn’t it enough? (If they can’t read it, it’s words can’t get into their hearts.) We have a wonderful opportunity to help people who speak the Mankanya, Oniyan, Jola-Fonyi, Saafi-Saafi and Bandial languages learn to read so they can read the Bible in their own languages, and its words can give them hope. It only costs $65 per year to help one Senegalese child attend reading classes—less than $6 each month. Children who learn to read well will be able to read the Bible in their language, once translators complete it. How much money do you think we could raise? Do you think we could raise $12 each month? That would be enough to help two children learn to read their own language!

(Note: This is a sample goal. Select a goal that is reasonable, by faith, for your situation. Use the Senegal Literacy Project flyer from page 3 of the project overview to inform parents.)

Continue,
Let’s think about ways we can raise money to help children in Senegal learn to read.

Allow volunteers to suggest ideas, with you as a moderator. Children may suggest some of these ideas: read-a-thon, book sale, garage or bake sale, lemonade stands, dog-walking service, collecting unused cell phones (See “Mobiles 4 Missions” flyer from pages 8–9 of the project overview lesson. Twenty-five phones would support a year of literacy classes for one child) or making and selling something like scarves, etc.

If you have decided to include “Cents to Send” with the bank cube craft project as a fun way to collect change, introduce it here. This lesson allows children to collect coins over a period of time. Either you can set a date to collect the banks and write one check, or families can send in their own checks with the folded up bank. It has the important project code on it so their funds will go to the right project.

Closing:

Read 2 Corinthians 9:11

God gives us the things that we need—and even more. He wants us to share with those who don’t have the things that they need, so that they can give thanks to Him.

By praying and giving we can help these five people groups learn about God’s love as they read the Bible in their own language. I think we can make a pretty important difference in their lives. How about you?

Close in prayer for the people in the five language groups. Pray that:

- they will learn to read well.
- the translation process will go smoothly in these languages, so that the people will soon read of God’s love for them in the language that speaks to their hearts.

Materials:

- Bible marked at 2 Corinthians 9:11
PRONUNCIATION GUIDE

(Stressed syllables in CAPS)

ee: long e as in seat [seet]

eh: short e as in set [seht]

ay: long a as in cape [kayp]

a: short a as in can [kan]

oh: long o as in Oh! or toenail [oh, TOH-nayl]

ah: short o as in tot or ah-ha! [taht, ah-HAH]

ah: hold the “ah” sound just a bit longer, as when the doctor tells you to open your mouth and say “aah” when he looks at your tonsils.

o: long u as in school [skool]

ou: as in would [woud]

uh: short u as in but [buht]

eye: long i as in island [EYE-lund]

ye: long i as in dialect [DYE-uh-lehkt]

i_e: long i as in like [like] (when a word starts with a consonant and ends with a syllable)

ih: short i as in lit [liht]

er: r (following a vowel) as in burnt, skirt, or learn [bernt, skert, lern]

aow: As in when you stub your toe—Ouch! [aowch!]

z: voiced “s” sound as in bees [beez]

k: hard c/k as in car or Karl [kahr, Kahr]