

Lesson 3

Living in Senegal



Description:

A hands-on lesson about living in Senegal that includes a craft, a snack, and games

Aims:

- Children will appreciate Senegalese culture.
- Children will recognize the importance of understanding culture when ministering cross-culturally.
- Children will desire to support a Senegalese literacy project through prayer and giving.

Audience:

Grades K–6

Minimum Time Requirements:

Main lesson	10 minutes
Grass ring craft	10 minutes
Optional relay race	5 minutes
Snack and game	15 minutes
Closing	<u>5 minutes</u>

TOTAL 45 minutes

Scripture:

1 Corinthians 9:20–22

Materials:

- Bible marked at 1 Corinthians 9:20–22
- Baby doll
- Newspaper (half sheet per child)
- One square yard piece of fabric (for head covering)
- 2 X 1 yard piece of fabric (for baby carrier)
- PowerPoint slides, overhead transparencies, or color copies of photos from pages 8–13 plus the equipment to display them
- Bibleless Peoples Tumbler
- Scissors
- Masking tape

(Materials continued on page 2)

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:

- Prepare PowerPoint slides, overhead transparencies or color copies of photos 7–12 (pages 8–13).
- Cut large newspaper sheets in half so that each student has a half sheet.
- Practice putting on the head covering and wrapping the baby doll to carry. Directions for both activities are found on page 3.
- Make a sample of the ring for carrying things on the head (following directions on page 4).
- Decide on snack from options on page 5. Obtain, prepare ahead, and set out snack ingredients. Make tea and keep it warm.
- Optional game: Print out a copy of the grid on page 14 for every two children. Print out (or put into PowerPoint slide, or overhead transparency) one sample grid (page 15) to show how students should place the markers.
- To purchase a copy of the Bibleless Peoples Tumbler, call 1-800-992-5433, ext. 3778.

Class Time:

Scripture Study

Read and discuss 1 Corinthians 9:20–22. Be careful not to imply that Paul would have done anything contrary to Christ's teachings.

1. Paul wrote these verses. When he told people how to be saved, did he tell them that they had to become just like Paul, himself? (*No.*)
2. What did Paul do to help people learn about Jesus? (*He became like them in many ways.*)
3. Why did Paul try to be like the people? (*He wanted to lead them to Jesus.*)
4. Do you think it was always easy to be like the different people to whom Paul was talking? (*Probably not.*)
5. Do you think they would listen to Paul if he just did things his same old way and asked them to do everything his way? (*Probably not.*) Why? (*Answers will vary.*)

Bible translators, literacy workers, and Christian workers have to follow Paul's example to effectively teach people from cultures different than

(Materials continued from page 1)

- Raffia
- Optional: two plastic bowls, books, or inflatable globes
- Snack ingredients (see page 5)
- Napkins or paper plates, cups (for hot tea,) and plastic knives (for Cinq Centimes snack)
- 14 yellow checker-type pieces (or some other kind of place marker) for half of the students and 14 blue pieces for the other half of the students
- One copy of grid pattern from page 14 for every pair of students and one for an example.
- One copy of an example of the game's starting layout (page 15)—or it could be a PowerPoint slide or overhead transparency.
- A *Senegal Literacy Project* flyer for children who missed lesson 1 from page 3 of the project overview lesson

Materials:

- Bible marked at 1 Corinthians 9:20–22

their own about Jesus or even help them.

Let's imagine a new person started teaching your Sunday school class. What if the new teacher never looked right at you?

Demonstrate and then say,

How would you feel? Would it be hard for you to listen to the teacher? In Senegal, people don't usually look each other right in the eye like some cultures require. If a Senegalese teacher came to your class, and your culture required you to look people in the eye, you might have to adjust to a different way of acting so that you could learn from your new teacher. If you went to Senegal to teach people about Jesus, what would you need to remember *not* to do so that people would be comfortable listening to you? (*look people in the eye*)

Today let's learn some other interesting things about the culture, or how people live, in Senegal. New literacy workers, Bible translators, or Christian workers need to know these kinds of things so that people will listen to them.

Clothing

Say:

Women in Senegal wear cloth wrapped around their heads. The Senegalese women can tell where you come from by how the head covering is tied. They even have fancier methods of tying their head covering for special occasions.

Display photo 8. Then demonstrate the head covering on yourself.

1. Fold the yard of fabric corner to corner forming a triangle.
2. Then double the folded edge about four inches to half way back down the triangle.
3. Position the middle of the fold above your forehead with the point to the back.
4. Grab an end with each hand, pull them to the back, crossing them over the triangle point, and bringing them back up to the top of your head. Tie the two ends together. Tuck the triangle point into where the ends crossed.
5. The tied ends can be left out or tucked under. Your head covering should look similar to those in this photo.

Display photo 9 and discuss. Demonstrate the baby carrier, using the baby doll as you explain.

This lady is carrying her baby on her back. To wrap the baby this way, she holds the baby by the arms and swings it around to lie on its

Materials:

- Photos copied from pages 8–13
- One yard of cloth for head wrap
- Longer cloth to carry baby doll



Photo 8



Photo 9

stomach on her back while she bends over. Then, she places the fabric up under the baby's arms and pulls it under her arms and ties it in front before she stands back up.

Ask the children what else they notice about how the women in the pictures dress. Display photo 10, and describe the way women usually dress by saying,

Women's skirts must cover them from above the belly button to below the knee. They wear a loose-fitting blouse (called a boubou [BOO-boo]) and a wrap-around skirt. To put the skirt on, they spread their legs wide and squat a bit before wrapping the fabric around. Then they tie them off or just roll them under. They generally keep their money in the front of the rolled waistband.

Table Manners

Display photo 11 of fishing boats.

The Senegalese use boats like these for fishing, which is a major industry in Senegal. Senegalese people eat fish with rice or couscous (boiled crushed grains) and lots of cooked onions. They place the food all together in a very large bowl, generally on the floor.

Hold up and use your hands to demonstrate the use of right and left hands in Senegal.

Everyone sits around the bowl and eats with their fingers—right hand only—thumb, index and middle finger. They consider the left hand unclean. *Never* eat or hand anything to another person with your left hand in Senegal. They would consider you an *extremely* rude person if you used your left hand!

Craft

Show market picture (photo 12.) Ask children to describe the items they see for sale. Talk about carrying items on one's head.

Display the picture of a woman carrying a large load on her head (photo 13.) Explain,

In Senegal women use a fabric ring for balancing things on their heads. To see how that works, let's make a ring out of newspaper.

Pass out the half sheets of newspaper. Have the children follow along as you demonstrate and give step-by-step instructions:

1. Use half a sheet of newspaper. Fold it in half with the top touching the bottom, so it is long and narrow.
2. Fold in half again the same way.

Materials:



Photo 10



Photo 11



Photo 12



Photo 13

3. Scrunch the top to the bottom and twist.
4. Overlap the two ends together to make a ring that fits your head. Then tape the ends together.
5. Tape several strands of raffia to the ring perpendicular to the ring (so it is hanging down from the ring).
6. Wrap the strands around the ring so that no newspaper shows. You may need to add more raffia. This can be taped on, or you can wrap the raffia back on itself.
7. Secure the end with masking tape. Voila! It's ready for use.

Optional Activity: Practice carrying items on head with the rings they made, following these directions...

Time permitting, divide the children into two teams for a relay race. Hand the first child in each team a plastic bowl, book, or inflatable globe. The child places the object on her/his head, using their newly-made ring for balance. Have the child carry their item to a pre-determined spot and back. The next child in line takes the object and transfers it to her/his head, walks to the same spot and back. Keep on in this manner until one team finishes.

Optional Snack: Beignets [BEN-yeahs] (similar to donut holes)

Senegalese people make these tasty treats by deep-frying balls of bread dough and sprinkling the resulting puffy pastry with sugar. You could allow the children to sprinkle their hot beignets with sugar, if they so choose. If this kind of preparation is not practical, buy donut holes!

Red hibiscus tea is popular in Senegal. You can find several varieties of hibiscus tea at your local grocery or tea store. Consider adding a small amount of sweetener.

If you are including tea, explain:

The hibiscus flower grows in Senegal. Sometimes people use the hibiscus flower to make tea. Tea makers know which flowers are good for tea. You shouldn't try making your own tea from flowers. Our tea today has hibiscus in it along with other flavors.

Materials:

- Snack ingredients for Cinq Centimes:
 - Sugar cookies
 - Peanut butter or other nut butter
- Chopped peanuts or other nuts
- Napkins or paper plates, cups (for hot tea)
- Table or plastic knives
- Hibiscus tea (optional)
- Sweetener (optional)
- Snack ingredients for beignets:
 - Raw bread dough divided into small pieces or refrigerator biscuits cut into quarters, and rolled into balls,
 - Hot oil in which to fry them, and
 - Sugar to sprinkle on them...
 - **Or** commercial donut holes

Another optional snack: Cinq Centimes* [san(g) sawn-teams] (“g” is silent).

Say,

Watch how easy it is to make a favorite Senegalese snack called *Cinq Centimes*, or Five Cent Cookies.

Demonstrate the preparation of a Cinq Centimes cookie: Place a sugar cookie on a paper plate or a napkin. Spread it with peanut butter. Then sprinkle chopped peanuts on top. Explain,

Senegal and several other African countries use the same kind of money: the Central African franc. A Senegalese person might use a part of a franc, five cents or cinq centimes, to buy one of these cookies for a snack.

Allow students to prepare and enjoy their own Cinq Centimes cookies.

Optional game: Senegalese Checkers

Hold up a sample checker board like the one shown in the “Materials” column and explain,

Senegalese Checkers is similar to the game of checkers you know, with a few exceptions: Both players place their pieces on the squares as shown on this board. Unlike American checkers, players may move forward, right or left one square at a time, but may not move diagonally.

Demonstrate correct and incorrect moves. Then say:

If a person’s piece makes it to the other person’s side, it goes back to the “owner.” Try to capture (by jumping) as many of the other person’s pieces as possible. Whoever has more of the other person’s pieces at the end of the game wins.

After students have had time to play the game, collect game boards and markers and gather students together again.

Closing:

Say,

We have been talking about ways to help people in Senegal who can’t read the Bible in their own language. Can you remember some of those ways we can help?

If children are raising money or filling the bank cubes to help Senegalese children attend literacy classes, talk about their progress,

**Cinq* means “five” in French; *centimes* means “cents.”

Note to the teacher:

Some children have severe allergies to peanuts. Please find out if any of your students have a peanut allergy before serving the *Cinq Centimes* snack. If other nut butters (almond, hazelnut, etc.) can’t be substituted, *beignets* might be a better snack alternative.

Materials:

- Optional: Sample game board from page 15

●	●	●	●	●	●
●	●	●	●	●	●
●	●			●	●
●	●	●	●	●	●
●	●	●	●	●	●

- A *Senegal Literacy Project* flyer for children who missed lesson 1 from page 3 of the project overview lesson

and encourage others to begin. Provide flyers and bank cubes for those who missed lesson 1.

Allow for responses, then say,

How exciting that you can do so many things right now to help people in Senegal know Jesus! What about when you are older, when you grow up? What can you do then?

Allow responses, and then hold up the Bibleless Peoples Tumbler and explain,

These pages list languages around the world that don't have the Bible. There are still nearly 2,000 Bibleless language groups on the list.

Either hold up the tumbler and start the top page tumbling down (all the others will follow) or have two volunteers grasp the top edge of the top page and walk across the room or around the room slowly, until all the pages can be seen.

Then say,

Those are the names of all the people groups still waiting for God's Word! Some of those groups are small and some of those groups are very large. Wycliffe Bible Translators has a goal. They would like to see translation work started in every one of those languages by the year 2025! How old will you be in 2025?

Allow students to figure this out and respond. Then continue,

You will be almost the right age to help start a translation project in 2025!

If you know Jesus, ask Him how He wants you to take part in Bible translation. Maybe He wants you to be a translator, a literacy worker, a teacher of Christian workers' children, a pilot, or a lawyer. God can use almost anything you want to do to support or be a part of Bible translation. Maybe He wants you to give or pray to support Bible translation and literacy.

Let's take time right now to ask God to tell us what He wants each of us to do.

After a few moments, close with a short prayer.

Materials:

- Bibleless Peoples Tumbler



Senegal Literacy Project, Lesson 3, Photo 8





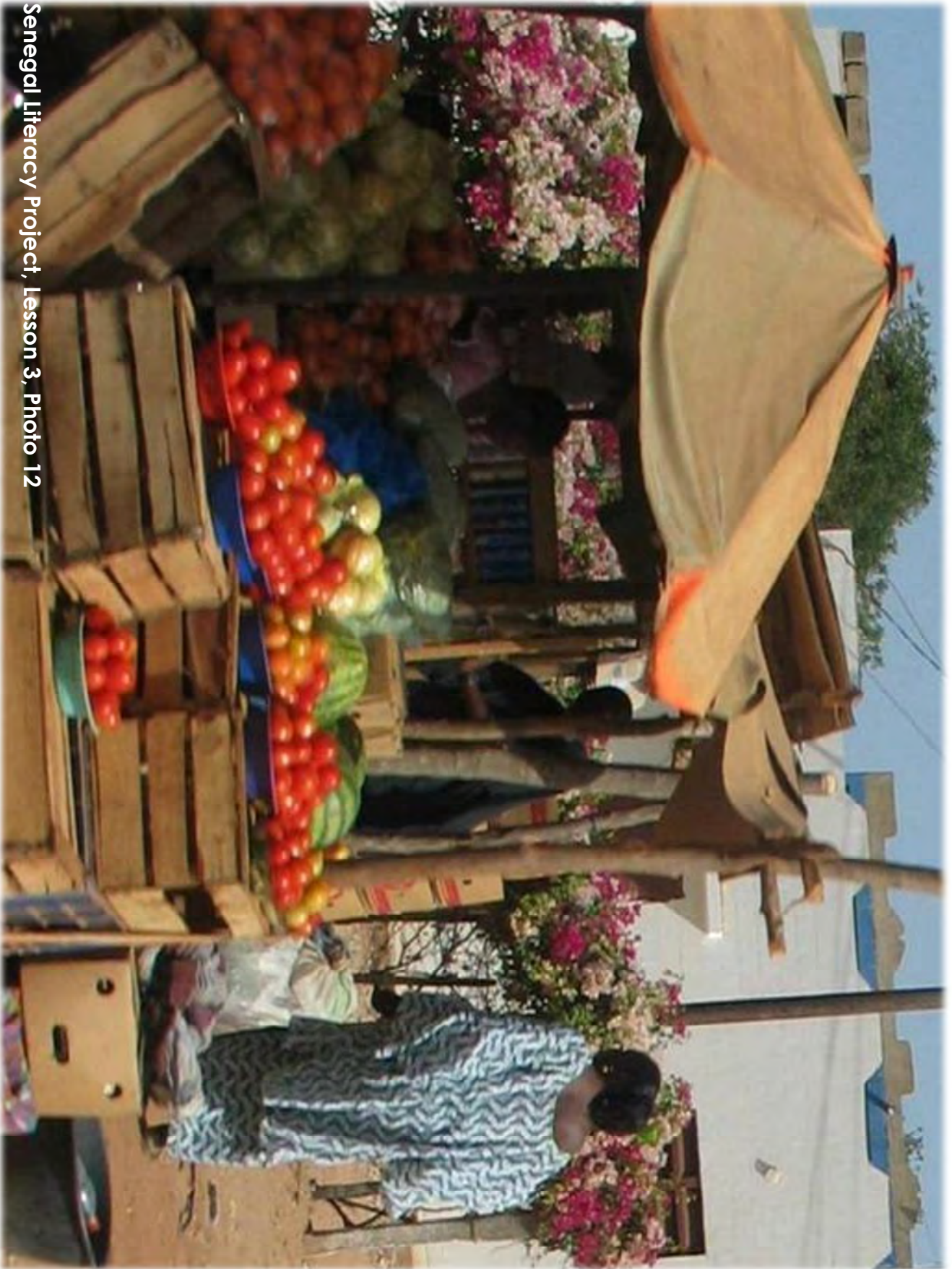
Senegal Literacy Project, Lesson 3, Photo 9



Senegal Literacy Project, Lesson 3. Photo 10







Senegal Literacy Project, Lesson 3, Photo 12



Senegal Literacy Project, Lesson 3, Photo 13



