



TITLE

WHAT'S SO PLEASING ABOUT PERU?

OBJECTIVE



Students will learn about Peru through the senses and that God made Peru and loves the people.

SCRIPTURE



BACKGROUND

Culture is a difficult area to define. It should not be assumed that one week can truly introduce a culture to students. A few activities and a videos are to just provide a taste. It should also not be assumed that everyone in a culture is the same or experiences the culture the same way. Within a country there may be several sub-cultures. In Peru there are people of Spanish descent as well as those of native Indian descent. There are city dwellers and country dwellers. Each belongs to a unique culture and community.

MATERIALS

MAP OF THE WORLD
COMPUTER AND PROJECTOR
SUPPLIES FOR ACTIVITY
SIGHTS AND SOUNDS VIDEO

EVALUATION CRITERIA

How will I know if this was an effective lesson? Students will be able to articulate new things that they have learned about Peru.

Outline

INTRODUCTION

- Find Peru on the map

Details

Greet students in a room other than the one set up for this week's activities. Have a map on the wall or board and invite a student to locate Peru. Show them what route they would need to take to fly from your town to Lima, the capital, and how long it would take. Ask them what they know about Peru. Talk about what the weather is like today in Lima.

Ask students what they learned from the story of Zaccheus last week. Jesus passed through the town where Zaccheus lived. Zaccheus didn't know about Jesus, but was interested. There are people in Peru that don't know Jesus yet, but missionaries living there are sharing Jesus with them.

Tell students that today they will be visiting Peru to learn about the country and people.

Welcome the students to Peru ("Buenos Dias!") and take them into the room set up with activities and decorations to simulate a Peruvian experience.

STORY

View Video of sights and sounds of Peru (2:00 minutes)

Show video. Prompt students to find things they didn't know about Peru.

Invite students to experience Peru and give them instructions about how to rotate through the activities according to how you've set it up.

ACTIVITIES

Allow students to rotate through activity stations that are set up as time allows. Older children can be paired with younger ones to facilitate movement. Activity resources are presented in the additional notes section. You may also have some of your own.

- Share a snack (recipes below)
- Learn some customs and language
- Mapping Activity
- January Poem (read and respond to question)
- Flag activity or coloring

CLOSING

Reflection time (1-2 minutes)

Ask students to share things they learned about Peru. Pair share could work well if the group is large.

Homework assignment

There may be Peruvians living in the students' neighborhoods or attending their school. Encourage students to meet them and ask what they love about Peru. They can tell them that they are learning about Peruvian culture and want to hear what they have to say. Students can share their answers next week. Alternatively you could ask them to do their own research on the Internet and see what they can learn about Peru.

Additional Notes

STORY

Sights and Sounds Video (MB Mission)

ACTIVITY

Ideas are mostly provided by the Enns family in Peru.

Snack Recipes:

1. Peruvian Cremoladas

1 pound of fruit (strawberry, peach, mango... just about anything will work.*) (Probably about 4 cups)

2 cups sugar (this can be adjusted according to preference)

6 cups water

Thoroughly wash the fruit. Peel and pit or remove seeds if needed (for mangoes or peaches.) Puree the fruit in a blender with the water and sugar very thoroughly. Pour the mixture into something you can fit into your freezer. Put it in the freezer! Stir it every hour or so to keep it from freezing solid. When semi-frozen or slushy, serve in cups with spoons or straws and enjoy!

To make ahead of time:

If possible, stir the mixture periodically as it freezes to keep it from freezing too hard. An hour or so prior to serving, remove the cremolada mix from the freezer. After it thaws enough to stir, mix it up again and serve.

*Watermelon is also delicious but would probably be made with a ratio of more fruit and less water

2. White Rice Peruvian Style

Why rice in a lesson on Peru? Doesn't everyone in the world eat rice? Well, perhaps. But that doesn't change the fact that most Peruvians eat rice EVERY SINGLE DAY and sometimes more than once a day. In fact, it almost can't be considered a real meal if it doesn't include rice! "Almuerzo" <all-moo-AIR-so> (lunch) around 1 or 2 in the afternoon is the main meal of the day. Later, they'll just have a light meal ("la cena" <la say-nah>) or snack (if anything) in the evening. Even though potatoes are originally from the Andes mountains in Peru and are another important food in Peru, rice is even more important. And the way they make it is quite good!

Peruvian-style white rice is delicious and can be eaten by itself. To cook Peruvian-style white rice, follow these instructions. Try this recipe either on a stove or in a rice cooker.

Ingredients

1/4 cup oil

2 tablespoons chopped or minced garlic

2 cups regular white rice

2 1/2 cups of water

1 teaspoon salt or a cube of chicken bouillon (optional)

Steps

1. Rinse rice in a sieve. If you don't have a sieve with small enough holes, rinse it in a cheese cloth or dish towel.
2. Put oil in a medium to large pan and turn to medium-high (or do this in your rice cooker and heat the oil on the "cook" setting.)
3. When the oil is hot, add garlic and fry just until brown. This just takes a few seconds. If you aren't sure whether or not the oil is hot enough, look for tiny surface ripples or place your hand a few inches above the pan and gauge the radiant heat.
4. Add wet rice to the pan (or rice cooker) and stir. Make sure it mixes well with the garlic.
5. Add water to the pan (or rice cooker). Salt the water if desired; alternatively, add a cube of chicken bouillon to the water and let it dissolve as the water heats.
6. Turn the heat up and bring the water to a boil. It only needs to boil for a few seconds (or put the rice cooker lid on and leave it until it's done!)
7. Turn down the heat, cover, and simmer gently for 15-20 minutes without peeking. Note that simmering rice has a tendency to create white foam that bubbles out onto your stovetop; if foam is a problem for you, set the lid askew until the mixture gets drier, then cover completely.

Turn off the heat, uncover, and fluff the rice with a fork. The grains should be plump and soft, and not pasty.

Modified from <http://www.wikihow.com/Cook-White-Rice-Peruvian-Style>



Learn some language and customs

Peruvian Greetings (You could use this information to create some fun activities)

In North America whenever you meet someone you shake the other person's hand. Well, in Peru it's a bit different. Whenever you go to greet someone instead of shaking their hand, you give them a cheek-to-cheek kiss, along with saying "Hola" and either "Buenos Dias", "Buenas Tardes", or "Buenas Noches", depending on what time of day it is. You just touch your right cheek to their right cheek and make a kissing sound (or sometimes kids will give a real kiss on the cheek to an adult female). Note: males don't do this with other males. You just shake their hand. But females greet both males and females with a cheek kiss. This greeting applies to kids as well; kids are expected to greet their elders with a kiss. But remember, boys greet other boys with a handshake. And if you are a female meeting another man you've never met before, you may just shake their hand instead. If you're not sure what to do, you can wait and see what the other person initiates. If they put their hand out you can shake his hand and if they lean forward for a kiss you can give them a cheek kiss. It can be confusing. It's not always easy to know what kind of greeting is expected. We still sometimes probably do the wrong kind of greeting!

Also, in North America it's ok to enter a room with lots of people and not personally greet each person. A general "Hello" is acceptable but maybe not even needed. That's not the case in Peru. It would be rude if you didn't go up to each person and personally greet them. This is the same for when you say good-bye, you kiss everyone on the cheek (or shake hands according to the rules above) and say "Chau" which means "Good-bye." When Peruvians answer the phone they don't say "Hola" like what you think they would say; they actually say, "Hello," but with a bit of an accent and it's pronounced like this "Ah-ló" and when they say good-bye on the phone they don't say, "Good-bye," they say, "Chau," or "Chau-Chau."

Phrases to say in Spanish

Hello= Hola

<OH-lah>

Good Morning= Buenos Dias

<BWAY-nohs DEE-ahs>

Good afternoon= Buenas Tardes

<BWAY-nahs TAR-dase>

Good Evening= Buenas Noches

<BWAY-nahs NO-chase>

How are you= ¿Cómo estás?

<COH-moh ays-TAHS>

Fine, thanks= Bien Gracias

<bee-EN GRAH-syahs>

Thank you= Gracias

<GRAH-syahs>

You're welcome= De nada

<Day NAH-dah>

Bye or bye bye= Chau

<Chow> or

Chau Chau <chow chow>

God Bless you= Dios te bendiga

<Dee-OSE tay ben-DEE-gah>

God loves you= Dios te ama

<Dee-OSE tay AH-mah>

*You could play Chinese whisper (or Telephone) with the new words the kids have learned. Write the words down on slips of paper and one at a time pull a paper and 'pass' the word down the line. Does it sound right at the end?

Soccer

Soccer is one of their favorite sports to play in Peru, followed by volleyball. Typically, people think of soccer being for boys and volleyball being for girls. There are several soccer fields in our area that you will see kids playing soccer, but if they don't have a field, the streets are a good place to play as well, as long as there are no cars coming. If the cars do come, the kids just move out of the way and then continue playing.

So now it's your turn to play some soccer. You will need a goal keeper for each team, and then everyone else will help try to make a goal. Decide what your field will be and where the goals will be. In an official game of soccer there are defenders, midfielders, and forwards, so a total number of eleven on a team. Remember that you can't use your hands to touch the ball and if you do while playing, it becomes the other team's ball. The goalie is allowed to use hands in deflecting the ball from scoring, or when a ball is kicked out of bounds the goalie can pick it up with their hands and throw it back into the game to continue playing. Now in a real soccer game there are two forty-



five minute half's, but don't worry, you don't have to play that long. Whenever one team scores you receive one point, and then continue playing by placing the ball in the middle of the field again. If there is a tie game you can go to a shootout where you select someone from your team to stand several feet away from the goalie and try to score. Each team gets a chance, and the team that scores wins the game. And most importantly, when someone scores, everyone watching has to yell GOOOOOOOOOOOO OAAAAAAAAAALLLLLLLLLL!!!! for as long as you can in one breath. Your teachers will love this part!

Peru Map Activity (see attached)

You need two maps for this activity, one complete and one outline. You could project the complete one on a wall or screen or print it out and give each student a blank one. Give students the written instructions to work through or lead them through the activity.

[World Atlas Peru Map¹](#) for printing or projecting

[Outline Map from Enchanted Learning²](#)

There are fourteen different Mennonite Brethren congregations in Peru: twelve in Piura, Sullana and the surrounding area, one in Trujillo and one in Lima. Can you find them on the second map? Over half of Peru's population lives along the coastal desert region. There are three main geographic regions: the coast, the mountains and the rainforest. Most people think of either the Andes mountains (think Machu Picchu) or the rainforest when they think of Peru, but all of our MB churches are along the coast in cities or small towns surrounded by the desert!

Instructions for map activity:

1. Observe the map of Peru.
2. Can you find the towns where the Mennonite Brethren churches are located?
3. On your blank map, add light brown for the desert, brown mountains for the Andes (they are surprisingly dry – not like the mountains in North America!) and green for the rainforest.

4. Find and label:

- Lima
- Trujillo
- Piura
- The Andes Mountains
- The Amazon Forest
- The Coastal Desert

A Poem about January (see attached)

Nazca Lines (Sand Art)

The Nazca Lines are lines on the plains of Peru that create pictures when viewed from high in the sky. No one knows for sure who made them; some Peruvians believe they are pictures for the gods to view. Children can create miniature versions of these lines with construction paper, glue and sand. Each child draws an animal, person or other object from nature on construction paper using simple outlines and general details. Then, the children follow their pencil lines with a bead of white glue and cover the paper with sand. The sand can be brown or colored craft sand; whatever the children prefer. When the glue dries, the children shake off the excess sand leaving only the sand that stuck to the glue that outlined their Nazca lines. (From [Peruvian Crafts for Children | eHow.com³](#)) View some [example images⁴](#).

Flag Activity

Every country has a flag that represents something from their past. Students can learn about the Peruvian flag and color it correctly. The following link will give you some print out flags and information about Peru. [Enchanted Learning⁵](#)

Coloring Activity - links for coloring pages

[Images for Peru's national symbols⁶](#)

[Vicuna coloring page⁷](#)

1 <http://www.worldatlas.com/webimage/countrys/samerica/pe.htm#.UcHZ0PmshcY>

2 <http://www.enchantedlearning.com/southamerica/peru/outline-map/>

3 http://www.ehow.com/list_6313480_peruvian-crafts-children.html#ixzz2EmSyva6v

4 <http://www.lost-civilizations.net/inca-nazca-lines.html>

5 <http://www.enchantedlearning.com/southamerica/peru/>

6 <http://www.elfogon.ca/peru/national-symbols.htm>

7 <http://www.honkingdonkey.com/coloring-pages/wild-animals/20-vicuna-01.htm>

Find and label:

- Lima
- Trujillo
- Piura
- The Andes Mountains
- The Amazon Forest
- The Coastal Desert



JANUARY + ENERO = JANUERO

(By Melissa Ens)

January is winter white COLD.

Enero is summer bright HOT.

January is hot tea and blankets.

Enero is sun tea and mosquito repellent.

January is chattering teeth and frozen fingers and toes.

Enero is sweaty everything.

January is a trip to the mountains to play in the snow.

Enero is a trip to the beach to play in the sand and waves.

January is sledding, hot chocolate, and warming up in front of the fire.

Enero is swimming, ice cream, and cooling off in front of the fan.

January is icy roads and fog lifting.

Enero is iced drinks and sun burning.

January is a tangy (maybe homegrown!) sweet orange.

Enero is a juicy drippy oh-so-good mango.

January is scarves, gloves and boots.

Enero is ponytails, sunscreen and flip flops.

January is frosty mornings with cars frozen shut.

Enero is asphalt heat waves and thankfulness for AC in the car.

January is a snow man.

Enero is a sand castle.

Both will come and go. Both are here today and will soon be gone. Let Christ make the most of this month and this year - by making the most of Christ. Don't just put him first. Put Him in the center of it all. And whether you are cold or hot, you will have a month and a year full of JOY and ALEGRIA.

Wherever you are, *Feliz Año Nuevo* and Happy New Year!

What is January (or "enero" in Spanish) like where you live???

(First published on our blog at ensfamily.org, January 2013, inspired by memories of almost forty January's in Central California and new Enero memories being made in Piura, Peru.)

