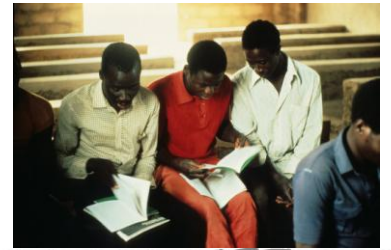


# Literacy Changes Lives



## Description:

A skit and an interactive literacy activity

## Aims:

- Recognize the importance of being able to read the Bible
- Understand the importance of literacy

## Audience:

Grades 3-7

## Minimum Time Requirements:

Skit	10 minutes
"I Can Read Shape Script"	10 - 15 minutes (optional)
Color Scripture posters	5 - 10 minutes

## Scripture to Study:

Ephesians 3:3, 4

## Materials:

- A piece of paper to represent a letter
- A "prison"—see Pre-class Preparations
- Two bamboo rods or other lightweight rods
- Paper or plastic cup
- Bible
- Bible with marker at Ephesians 3:3, 4
- Copy of the "I Can Read Shape Script" activity (Can be included in this session or added at another time.)
- A sign with the word "Church" written on it
- Signs found on pp. 5-8
- Tape or plasti-tac
- Hole punch
- String/yarn

## Pre-class Preparations

- Prepare a representation of a prison that is large enough to hold an adult male. You may arrange chairs to create a “wall” or cut a door and window into a refrigerator box.
- Write the word “Church” on a blank piece of paper and put on a wall or chair with tape or plasti-tac.
- Print out signs for volunteers to wear while acting out the story of Taku (pages 5-7 of this file), punch holes and thread string or yarn through (optional).
- Optional Activity: “I Can Read Shape Script”

## Class Time

If you haven't discussed literacy with your class previously, begin with the following dialogue. Otherwise, quickly review the term “literacy” with your students and then skip to the section with an asterisk (\*).

What do you learn at school?

**Allow a few children to respond.**

Much of what you learn at school (reading and writing letters, words and numbers) is called “literacy”. Can you imagine what it would be like if you and your family could not read or write?

**Allow some discussion before saying,**

There are many things you would not be able to do.

\*If you don't know how to read or write, some evil people who can read and write could more easily trick you. You would also be unable to read the most important book in the world, the Bible.

We are going to act out the true story of a man whose life improved dramatically, once he learned to read. His name was Taku (pronounced TAH-koo). Present an adult male to play this role and an adult woman to play the role of Taku's wife.

**Pick volunteers from among the children to play the following roles:**

**Two village men**  
**Government official**  
**Neighboring village official**  
**Two prison guards**  
**A pastor**

**Hand each volunteer a sign to hang around his/her neck, and be sure they know what part they are playing. Encourage your cast to act out the story as you tell it. Emphasize the words in bold print, so that they will know what to do.**

In one village there was a man named Taku. He was 42 years old. He had never been to any sort of school. **No one in the**

## Materials:

- Follow the Pre-class Preparations for the “I Can Read Shape Script” activity (optional).
- Hole punch
- String/yarn

**Taku's true story was written by JeDene Reeder and adapted for a skit here.**

## Materials:

- A piece of paper to represent a letter
- A “prison”—see Pre-class Preparations
- Two bamboo rods or other lightweight rods
- Paper or plastic cup
- Bible
- Copy of the “I Can Read Shape Script” activity (Can be included in this session or added at another time.)
- A sign with the word “Church” written on it, placed on a wall or chair
- Tape or plasti-tac
- A sign for each character in Taku's story (pp 5-7)

village liked him, because he often **got drunk** and would then **pick a fight** with anyone he saw. His **wife** and children were often **very frightened**. Many times the local chief sent people to **beat him**...

**Hand the bamboo rods to the two village men. Encourage them to pretend to hit Taku on the back.**

...but he would **run away** for awhile in the bush. He certainly never went to church.

One day a government official decided to get rid of him. This **official called for Taku and gave him a letter.**

**Give the "government official" a piece of paper that he can hand to Taku.**

He said, "Taku, I'm making you a messenger. You should take this to the town official in the next town. It tells them the news of our village."

So Taku **set off with the note** ... but when he got there, the town official read the note and **threw him into prison!**

**Encourage the two guards to lead Taku off to the prison you have created.**

While Taku sat in prison, he **thought and thought** about his bad situation. Then **an idea** came to him! He decided that he should **learn to read**, so people could not trick him like that any more. So when they let him out, he **went to the church** and asked to enter Literacy Class 1. The pastor (standing by the sign "church") was **very surprised** to see him, but agreed he should join the class. Thankfully, Taku learned quickly, and after six months he moved up to Class 2 and began **reading Bible stories.**

**Hand Taku a Bible and either a paper or plastic cup.**

God **changed his heart** through reading the **Bible**. He **became a real Christian**, and he **gave up all drinking**...

**Have Taku throw aside the paper or plastic cup.**

...and started to **take care of his family**. Now Taku is in Class 5 and has been **made a local government official** himself, because he shows so much wisdom at catching wrong doers!

**Instruct the "government official" who once tricked Taku to hand Taku the certificate, and say,**

They can't trick Taku now!

**Lead the children in *applause* for the actors and allow them to take their seats. Then ask,**

What do you think the note the official gave Taku really said?

**Wait for several responses from the children, then say,** How did learning to read change Taku?

**Let the children respond and hopefully one of them will mention that by**

learning to read, Taku was able to read Bible stories and learn about God, who changed his heart.

Isn't it exciting to see how God used literacy and His Word to completely change Taku's life?

In the Bible, the Apostle Paul said that reading what he wrote would help people understand the mystery of God's salvation. Here is what he wrote.

**Read Ephesians 3:3, 4.**

Being able to read the Bible is important, isn't it?

**Optional: Continue with the following introduction to the "I Can Read Shape Script" activity. If you do not use "I Can Read Shape Script", skip to the section marked with an arrow (➔).**

Most of you have probably been reading for a few years now. You might have forgotten what it was like when you first learned to read. Let's do a little activity to help you remember what it was like to learn to read for the first time. Are you ready?

**Call volunteers to come forward and introduce the "I Can Read Shape Script" activity.**

**After you have completed the "I Can Read Shape Script" activity, continue,**

➔ We cannot go teach people in another country to read, but we are going to **send them** God's Word. Remember we will be sending the Scripture verses we are coloring to children in the country of Uganda on the continent of Africa. Review Uganda, and then color or (finish coloring) the verses.

**Remind the children that when they are finished coloring (if they have not already done so), that they are to pray for the child and the family that will receive their verse. They can pray that the verse will cause the child and his or her family to put their faith in God. Neighbors may even read God's Word for the first time because of these posters and talk about Jesus. Close with a short prayer. If you haven't passed out the bookmarks, this would be a good time.**

**Note to teacher/parents:**

If you don't use the "I Can Read Shape Script" activity as part of this session, you could use it on a separate day when you have 10-15 minutes available.

**Materials:**

- Bible with marker at Ephesians 3:3,4
- Copy of the "I Can Read Shape Script" activity

**Government Official**

**Town Official**

**Pastor**

**Village Man**

**Village Man**

**Guard**

**Guard**

**Taku's Wife**

**Taku**

**Town Official**  
**This certificate presented to**  
**Taku**