



2013

International Mission Education Journal

Volume XXVII

Nazarene Missions International

www.nazarenemissions.org

International Mission Education Journal

Volume XXVII • 2013

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Engage Magazine Available in Multiple Languages

Engage magazine is an online gathering place for Nazarenes at the grassroots, globally, to celebrate and share with each other how God is involving them in His mission for the world. The editorial staff welcomes readers to register as contributors and submit stories, written and photo mission essays, and other content related to their participation in mission. Readers may share these stories, crediting *Engage* magazine as the source. There is an option to translate any page with Google Translate, so if readers need articles in languages other than which they were written, they can be translated immediately.

Visit www.engagemagazine.com to view this valuable resource.

ADULT/YOUTH CURRICULUM

Living Mission—Love Mercy Lesson/CAUSE Overviews

Jesus called us to follow His example. Through His teaching He modeled a lifestyle of care for all people and calls us to do the same. *Living Mission* informs, inspires, and involves you and others in your church for God's global mission.

Lesson 1: Prison Ministry

As Christians, we often marvel at how many unreached people groups there are in the world. But have we considered how many of these people are hidden away in prisons? How will we fulfill Christ's command to "Go and make disciples in all the world," unless we are reaching into prison cells?

Lesson 2: Radicalism

We live in a world obsessed with what is radical and extreme. So did Jesus. The religious leaders of His day had radical views of what the Messiah would be. It would have been easy for Jesus to accomplish His mission by simply going along with those ideas. But Jesus didn't do that. He walked right down the middle of all their expectations with radical love. He used ordinary things like mud, dirty fishermen, and a Roman cross to bring healing to a world in need.

Lesson 3: Relational Missions

God is all about relationship. Those of us who have a relationship with Christ know this is true. So why are we often disconnected from the people around us? Unless we stay in relationship with God, our other relationships are diminished. Likewise, unless we intentionally build relationships with others, our relationship with God lacks substance.

Lesson 4: Epidemics

Epidemics have spread throughout history; and although we have come a long way in our knowledge of how disease is spread, ironically even "new" influxes of technology and modernity contribute to the spread of disease. It can seem random and very unfair. How do some diseases spread out of control through a population, sometimes destroying an entire generation or people group? The Church of the Nazarene and Christians everywhere are passionate about stopping the epidemics before more lives are lost.

Lesson 5: Cultural Perspectives

Jesus didn't minister to people by speaking over their heads; He told them stories to help them understand. In the same way, we need to always understand the cultural perspectives of the people groups we meet when sharing the Gospel with them.

Lesson 6: Cost of Following Christ

Humans often build walls between ourselves and God's purpose for each of us. To accomplish God's mission for His life, Jesus had to count the cost daily and so must we. It may be different from one person to another, from one area of the world to another, and even from one point in time to another; but we all face the fact that to follow Christ will cost us. It will cost us everything.

CAUSES

CAUSE 1: Epidemics

The response of the Church of the Nazarene to people suffering from global epidemics is a direct result to Jesus' command, "As you go, proclaim this message: 'The kingdom of heaven has come near.' Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons. Freely you have received, freely give" (Matthew 10:7-8). He didn't tell us to go when we felt comfortable doing so or when the time was right or when we had counted the cost. He told us to "heal" and to do so "freely."

CAUSE Week 1: **AIDS Ministry**

CAUSE Week 2: **HIV/AIDS in Eastern Europe and Central Asia**

CAUSE Week 3: **Cholera**

CAUSE Week 4: **Cholera in Haiti**

CAUSE Week 5: **Dr. Becky Morsch and Community-Based Health Care**

CAUSE Week 6: **Community-Based Health Care in Africa**

CAUSE Week 7: **Maternal Mortality**

CAUSE Week 8: **Malaria**

CAUSE Week 9: **Global Health Fund**

CAUSE 2: The Spoken Gospel

Four billion out of the seven billion people in the world are oral communicators: people who can't, don't, or won't take in written information in ways that are meaningful to them. Many times the Gospel is communicated to them in printed form, but many of these people do not really hear or understand it. The more we understand opportunities for making disciples among these oral cultures, the more our hearts are drawn to them. The Church of the Nazarene has offered many opportunities, including World Mission Broadcast and JESUS Film Harvest Partners. Others are new and some are yet to be developed, such as Bible Storytelling.

CAUSE Week 1: **Making Disciples of the Four Billion Oral Communicators**

CAUSE Week 2: **Oral Learning in Papua New Guinea**

CAUSE Week 3: **Jesus—The Master Storyteller**

CAUSE Week 4: **Understand 'Story' Thinking**

CAUSE Week 5: **Examples Around the World**

CAUSE Week 6: **Belize Bible Storytelling School**

CAUSE Week 7: **Oral Preference Learners in Literate Societies**

CAUSE Week 8: **Storytelling Works for Everyone!**

CAUSE Week 9: **Celebration**

LOVE MERCY

*"He has shown you, O mortal, what is good. And what does the Lord require of you?
To **act justly** and to **love mercy** and to **walk humbly** with your God."*

Micah 6:8, NIV

Have you ever wondered exactly what God means in Micah 6:8? How do we act justly, love mercy, and walk humbly? Last year, *International Mission Education Journal* (IMEJ) addressed the issues of justice and righteousness and how, in mission, each of us comes to understand what it means to act justly. This year we will look at the command to **love mercy**.

Through the six lessons included, you will be challenged to understand what "love mercy" means and how to live it within your community, church, and around the world.

The Facebook *Living Mission* group (<https://www.facebook.com/groups/104428492923551/>) is a place where many mission leaders gather to discuss how they use *Living Mission*, ask questions, and post exciting results. This is a great place to pick up—or post—additional lesson presentation ideas when you use the IMEJ lessons. Unfortunately, the page is only in English at this time.

These lessons are designed to inform, inspire, and involve people in living out God's call for each of us to "act justly, love mercy, and walk humbly."

In the parable of the Good Samaritan (Luke 10), we read of the kind of mercy God calls us to extend. A priest skirts a man beaten and lying beside the road. A Levite happens by and also turns away, while the man continues to suffer. But a Samaritan interrupts his schedule and gets his hands dirty with a stranger's blood, risking his own safety for someone of another social class and race. What does Jesus tell us next? "Go and do likewise."

So we go, as Christians who love God and have experienced His grace and mercy. We go to prisons, to cultures where people can't—or won't—learn to read, to people whose bodies have been ravaged by AIDS. We go to build relationships with those who live on the margins of society and to those dwelling right in the middle. We even go to people perceived as "extreme" or "radical," all with the mission of giving away the same mercy we have received so abundantly from a loving God.

One of the reasons missionaries answer God's call to serve is because they have experienced the mercy of God in their own lives and want to take it to people everywhere. They have many opportunities to show mercy to people every day—just like you and I do in our families and churches, our workplaces and schools, and our communities.

We believe you will be inspired to show God's mercy to people around you as you prepare for and lead the lessons in IMEJ. And, in turn, we pray that those you educate will discover multiple ways to "go and do likewise" by delivering God's mercy to a world in need.

LESSON 1: Prison Ministry

PURPOSE

1. To create awareness of prison ministry and those who are incarcerated and forgotten
2. To assist in God's mission by bringing God's mercy to people hidden behind prison bars both near and far
3. To blur the lines that the world draws and acknowledge Christ as the only One who can set us free.

Preparation

- Place a line of wide adhesive tape directly down the middle of the room. (Be sure to use a tape that will not leave adhesive on the floor.)
- Discuss with your pastor and other mission leaders what response you expect from the group. When people are presented with what they perceive as a true need, they often want to respond. They might even want to make the plans themselves. Be prepared with ideas, but open to their creativity.

Scripture Reading: Acts 16:16-34

Presentation

Activity

Stand on the line of tape, and have the group stand facing you. Tell them that you will ask a series of "yes" or "no" questions. If their response to the question is "yes," they are to stand on the right side of the line. If "no," they stand on the left side the line. Tell them not to think too much about the questions, but simply follow their first reaction.

'Yes' and 'No' Questions

- You learn that a politician you plan to vote for served time in a correctional facility after high school. Do you still vote for the person?
- A friend asks you to go with her to visit her dad in prison. Do you go with her?
- A good Christian friend begins to date a young man who is on parole. Do you discourage her?
- You are an employer interviewing people for a job, and you learn one of the candidates served time for a felony. Do you consider hiring her?

Activity Discussion

- How did you feel about letting everyone know your responses to the questions? Did the physical element sway any of your responses? How?
- Did you find any of your reactions surprising?
- What are some common stereotypes about inmates?
- How do these stereotypes keep us from building relationships and ministering with people behind bars?

Opening Prayer

Creator of heaven and earth, we are sorry that we constantly try to control the world around us. We forget that You are the Author, the Artist, and we are the subjects. Forgive us when we play God. Give us eyes to see the way You have created the world. Give us a vision for Your children: young and old, male and female, prisoners of sin and prisoners of penal systems. Free us from our own small view of the world as we glimpse the bigger picture You have painted. Amen.

Discussion

- What are your first reactions or feelings about prisons and the people in them?
- Jesus tells us to visit those in prison. He asks us to cross a line that can make people really uncomfortable. Does the idea of going into prisons make you uncomfortable? Why or why not?
- How can ministry to those in prison change the world like the ministry of Paul and Silas?
- When we visit prisoners, we are acknowledging that freedom in Christ is real. How easy is it to believe that freedom in Christ matters more than other kinds of freedom?

As Christians, we often marvel at how many unreached people groups there are in the world. But have we considered how many of these people are hidden away in prisons? How will we fulfill Christ's command to "Go and make disciples in all the world," unless we are reaching into prison cells?

Consider the following information:

[Distribute these facts to three participants, asking them to read two each.]

- More than 9.8 million people are held in prisons throughout the world. The number increases to 10.6 million if prisoners in "administrative detention" in China are included.
- Almost half the world's prisoners are in the United States (2.29 million), China (1.57 million sentenced prisoners), and Russia (0.89 million) combined—countries that account for just over a quarter of the world's population.
- The world prison population rate (based on 9.8 million prisoners and a world population of 6.75 billion) is 145 per 100,000. The prison total for the United States constitutes a rate of 756 per 100,000 of the national population, making it proportionately the biggest user of prisons in the world.
- Prison population is on the rise in 71 percent of all countries studied.
- Particularly large rises have recently occurred in Europe—in Turkey and the Republic of Georgia (both up more than 50 percent since mid-2006). The largest recent decreases in prison population in Europe are in Romania (down 2 percent since September 2006) and the Netherlands (down 22 percent since mid-2006).
- Other notable rises since mid-2006 include Chile (up 28 percent), Brazil (up 18 percent), and Indonesia (up 17 percent).

Source: R. Walmsley. *World's Prison Population List (8th edition)*. London: King's College London, International Centre for Prison Studies (ICPS), 2008.

Mission Story: Nothing Stands in Our Way

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

Buenos Aires, Argentina, is home to a most unusual prison. A Nazarene church, Iglesia Rey de Reyes ("King of Kings"), decided to make the prison their mission field. Several years ago, missionary Brian Utter and the South America World Mission Broadcast team were invited to participate in a big outreach event in the prison.

The wardens led Brian and the team through Cell Block C, where all the inmates had given their lives to Christ. The surroundings were clean, walls were decorated with beautifully painted Bible verses, and practically all the inmates qualified for good behavior visitations.

In the next cell block, few inmates qualified for good behavior visitations, the cells were littered with trash, and the inmates screamed obscenities at one another. Here Brian met Gaby, a rough man covered in scars and bullet and knife wounds. Brian and the pastors from Rey de Reyes shared the good news of Jesus Christ with Gaby. Like 60 percent of the inmates in the prison, Gaby accepted Christ and today is still being disciplined through the prison ministry.

Rey de Reyes sees the prison as an important part of their parish. When the church learned that the prison budget could not provide enough quality food for the inmates, the church purchased some land within the prison grounds and began a community farm.

When the farm began, agricultural specialists said the soil would not support plants. But, just as the prison walls could not keep God from reaping a harvest in the inmates' lives, the soil could not stop the body of Christ from providing for their mission field. The pastors showed Brian a full, lush garden and said, "Look what God has done."

Source: Utter, Brian. "Nothing Stands in God's Way". *Nothing Stands in Our Way*. Kansas City, MO: Nazarene Publishing House, 2011.

Discussion

- How does the story of the prison in Buenos Aires make you reconsider the possibilities for prison ministry?
- The ministry that Rey de Reyes built with the prison became a part of the identity of the church. What activity defines your church community in God's mission?
- The church responded to a community need hidden behind prison walls, and God transformed an entire prison. What hidden corners of your community might be ripe for this kind of transformation, and what steps can your group take to help?

Mission Story 2: Living the Dream

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

Howard Tripp ran from God for years, chasing after material possessions and money. Howard received honors for his work as a disc jockey in Tampa Bay, Florida, U.S.A. and also achieved success as a dance instructor.

Howard's lifestyle brought him face-to-face with the drug culture, and he soon became a large-scale user. Becoming a major drug dealer brought him "friends" and lots of money. In Howard's words, "I was living the American dream. It seemed like every day was Christmas. I drove a Cadillac and Jaguar, built a large three-story house, bought a yacht, had a skybox at Tampa Stadium, went to Super Bowls, and took trips whenever I wanted."

The good news is that, in the midst of Howard's sin, he couldn't escape the memory of his father reminding him that people were praying for Howard's salvation. In fact, on his father's deathbed, Howard promised that he would see his father in heaven. Howard later admitted that he made the promise with no intention of keeping it in the near future. Howard was living the life he always wanted and wasn't about to let God interfere.

However, Howard's lifestyle soon changed his plans. "Mr. Tripp, if you come into my courtroom again, I'll see to it you get 30 years." These stern words came from the presiding judge who sentenced Howard for trafficking powder cocaine.

In a cold jail cell, Howard was stripped of everything familiar as he knelt, talked with God, and thought of the years of fervent, intercessory prayers. In surrender to the work of Christ on the cross, Howard experienced God's saving grace. It was in prison that Howard was truly set free!

During his prison sentence, Howard participated in the Continuing Lay Training program for prisoners and completed the Old and New Testament Bible studies. This program of Sunday School & Discipleship Ministries International trains the laity for ministry in the local Church of the Nazarene. Howard says, "It was those Bible studies that got me through my time in prison."

Howard has opened a faith-based home that helps former inmates get established in life. He is actively involved in ministry within his local church and would like to attend Nazarene Bible College. His life is a testimony of how God can transform anyone who freely accepts God's transforming grace.

Mission Story 3: They Were Christ's Presence

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

Several years ago, missionary David Wesley found himself in an Ecuadorian prison after a series of tragic, unintentional events. David was an American citizen, where the justice system presumes innocence until a person is proven guilty. This is not the case in Ecuador.

The prison was not a safe place for David, especially during the long hours of the night. David found himself alone and frightened. He said it felt like everything was out of control, his whole world was in chaos. David didn't know if he would ever get back to a place where the world made sense once again.

But two men—Mario, a local pastor, and Luis, a missionary from Peru—took turns sitting with David throughout the nights of his incarceration. In fact the two men weren't really allowed in the prison, and, as a Peruvian, Luis was risking his own safety every time he visited. Such obstacles didn't bother Mario and Luis. Mario always charmed his way in somehow; Luis would bribe the guards with fried chicken. And there they would sit with David in those dark chaotic hours, praying, reading scripture, just being there.

David said that in the midst of all the chaos, Mario and Luis were the one stable thing. They were Christ's presence, physically there with him in the cell. The two men crossed over the line that held David captive, and they brought with them the freedom of Christ.

Get Involved!

Pray for and Write to Prisoners

Every day in areas of the world hostile to Christianity, Christians are put in prison for their faith. Visit www.prisoneralert.com, and print a fact sheet about a Christian brother or sister in prison.

- **Pray specifically**—the fact sheet will give you information about someone imprisoned for his/her faith. Pray for their specific needs.
- **Write an encouraging letter**—On the PrisonerAlert Web site, you may select from a variety of phrases that will be translated and give you mailing instructions and an address.

- **Do not send funds to the person or someone claiming to represent that person.**
- **Do not expect return mail.**
- **Never mention any organization in your letter.** Naming the source where you found the prisoner's name or your church could put that prisoner or others in danger.

Initiate a Prison Ministry

Interested in starting a prison ministry? Check out a few helpful sites:

- <http://www.prisonnet.org/>
- <http://www.globalchristians.org/harvest/Prison/JailAndPrison.htm>

Pray

- Thank the Lord for His instruction to visit those in prison.
- Pray for Iglesia Rey de Reyes ("King of Kings") in Buenos Aires, Argentina, as they continue to minister to the prisoners in their community.
- Pray for Howard Tripp, that the Lord will use him to continue to help recently released inmates.
- Pray for people around the world to be "God's presence" to those who are imprisoned.

Use These Resources

- PrisonAlert.com, www.prisonalert.com, is a ministry of Voice of the Martyrs.
- World Mission Broadcast (WMB) is a ministry of the Church of the Nazarene, presenting the Gospel through radio, television, and Internet broadcasts. For more information on WMB, visit www.worldmissionbroadcast.com.
- For the latest version of the World's Prison Population List, visit <http://www.kcl.ac.uk/depsta/law/research/icps/news.php?id=203>

Information Sheet

Prison Ministry

Scripture Reading: Acts 16:16-34

Big Idea

As Christians we live in a tension between the powers of this world and the ultimate power and authority of Jesus Christ. In some countries, it is often a challenge to balance the respect of the government's authority, that society's expectations, and a person's witness. This is especially true when ministering to those in prison, where the world has placed people behind the lines of cell bars and iron walls, making it easy for us to forget them completely. When we cross those lines to bring those in prison into fellowship, we witness to the world that freedom comes from Christ alone.

One Way that Christians Help

A Nazarene church in Buenos Aires, Argentina, Iglesia Rey de Reyes ("King of Kings"), decided to make a prison their mission field. Sixty percent of the inmates have accepted Christ as their Savior. They are being discipled through the church's prison ministry.

Rey de Reyes sees the prison as an important part of their parish. The church purchased some land within the prison grounds and began a community farm to help provide the inmates with a sufficient amount of quality food. Although they were told the soil was not good for growing crops, the church planted what is today a full, lush garden and gives God the glory.

Get Involved!

Pray for people who are in prison today, whether they are imprisoned for their Christian faith or have broken other laws of their land.

Prayer

- Thank the Lord for His instruction to visit those in prison.
- Pray for Iglesia Rey de Reyes ("King of Kings") in Buenos Aires, Argentina, as they continue to minister to the prisoners in their community.
- Pray for Howard Tripp, that the Lord will use him to continue to help recently released inmates.
- Pray for people around the world to be "God's presence" to those who are imprisoned.

LESSON 2: Radicalism

PURPOSE

1. To examine what it means to be “radical” in the 21st century and compare that meaning to Christ’s life
2. To understand how Nazarenes globally take Christ into the middle of their everyday lives and choose to live radically different than those around them
3. To adopt a Christian lifestyle that has little to do with being “radical” in the negative sense and everything to do with following Jesus’ example of radical love

Preparation

- Gather note cards and writing utensils (enough for everyone) for the Activity.
- Discuss with your pastor and other mission leaders what response you expect from the group. When people are presented with what they see as a true need, they often want to respond. They might even want to make the plans themselves. Be prepared with ideas, but open to their creativity.

Presentation

Activity

[The point of this activity is to get the group thinking about our negative definition of radical in contrast to the way Jesus lived.]

[Have someone distribute note cards and writing utensils to participants.]

Ask each person to write on their cards the name of someone from this century or last who they would consider “radical.” Under the name, have participants write five characteristics of that person that define the person as such. For bigger groups, break up into circles and have each circle decide on one person.

By hearing the characteristics, have the group try to guess who each “radical” is.

[As the group discusses, have someone keep a list of the characteristics used.]

After about 5 minutes, read the list of characteristics used, then tell the group you have one you want them to guess. (If the entire group didn’t get to participate, let them do so at the end of the lesson.)

Characteristics:

1. He worked with his hands.
2. He stayed close to home his whole life.
3. He had a rather small group of close friends.
4. He wasn’t a politician or a warrior.
5. He was famous, but wasn’t wildly popular.
6. He was a teacher and a public speaker.

[Feel free to add other abstract characteristics about Jesus.]

Let the group guess; and after they determine the person is Jesus, proceed with the discussion.

Activity Discussion

- How does Jesus line up with our list of characteristics that defined the other “radical” figures?
- How is our culture obsessed with what is radical and extreme?
- How do you think this obsession affects the world?
- How does an obsession with radicalism affect your community, campus, church, or your Christian friends?

[Have someone read the following.]

We live in a world obsessed with what is radical, subversive, and extreme. The thing is—so did Jesus. The Pharisees, Sadducees, zealots, and others, all had radical views of what the Messiah would be. It would

have been easy for Jesus to accomplish His mission by simply joining one group and using its beliefs to display the kingdom of God coming to Earth.

[Have people prepared to read the following verses.]

- Jesus **did** nothing apart from the Father—John 5:19.
- Jesus **decided** nothing apart from the Father—John 5:30.
- Jesus **said** nothing apart from the Father—John 8:28.
- Jesus **said** nothing apart from the Father—John 12:49.
- Jesus **did** nothing apart from the Father—John 14:31.

Jesus walked right down the radical middle of all their expectations. He used ordinary things like mud, dirty fishermen, and a Roman cross to bring lasting healing to a world in need.

Opening Prayer

Lord Jesus, teach us your ways and help us to listen. Give us the courage to live by your example and the wisdom to not be tossed about by the wind and waves of our culture. Let Your love—and only Your love—define us. Amen.

Scripture Reading: Philippians 2:5-11

Scripture Discussion

- The expectations of the Messiah in Jesus' day were of a politician, a king, a warrior. Did Jesus meet these expectations? Why or why not?
- Think about Jesus' life, from His birth in a barn, His choice of disciples, His way of healing, His crucifixion on a criminal's cross. How did Jesus redefine radical with His use of the ordinary and mundane?
- Why would He do this?

Mission Story: The Simple Way

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

In 1997 seven friends set out to “love God, love their neighbor, and follow Jesus’ ways” in a downtown Philadelphia neighborhood called Kensington. The Simple Way was born.

It began, well, simply. The founders of The Simple Way would play with the neighborhood kids, share food, plant gardens, and run a community store. Now, two decades later, The Simple Way is still going strong as one example of a group of people committed to allowing their beliefs to be embodied in their everyday lives in small ways.

While the founders of The Simple Way would never consider themselves a movement, their example has helped people in the church examine the separation between belief and works, rich and poor, and the way Jesus lived and the way we do.

For more information on The Simple Way, go to www.thesimpleway.org

Discussion

- What do you think some of the challenges might have been that this group faced in the early days?
- What do you think were advantages in how this ministry was shaped?
- What are some of the differences in how Jesus lived and how we do?
- What steps need to be taken to live in ways that Jesus lived?

What Is the Church of the Nazarene Doing?

[Tell the following stories of how people in the Church of the Nazarene are showing God's mercy globally.]

Love Wins—Trinity Family Midtown

The Trinity Family Church of the Nazarene answered the call to minister to the Lesbian, Gay, Bisexual, and Transgender (LGBT) community in the heart of Kansas City, Missouri. The church established themselves in the

midst of people who desperately need God's love and mercy. Their mission is "Love Wins," and it is illustrated in four primary objectives:

1. Radically Love
2. Reestablish Trust
3. Share Your Faith
4. Continue to Radically Love

When Jesus interacted with sinners, the religious leaders of His day were up in arms. However, Jesus' ministry was not "business as usual"; it was radical love. Trinity Family Midtown embodies Jesus, going right to the middle of where people struggle with sin. Has the church met with resistance? Yes, so did Jesus. But they continue, because it is God who called and it is God whose love will win.

Sarah Weems-McGee, a pastor at the church, said one of the frequent activities in which she participates is singing karaoke at area bars. This allows her the opportunity to meet people, engage in conversation, and begin relationships.

Another church-established event is "Andy's House for *Big Brother* Eviction" nights. *Big Brother* is a reality television program; and Senior Pastor Andy McGee opens his home on the program's "eviction" night for anyone who wants to watch the program and visit.

Their homes, their time, their resources, and themselves are what Trinity Family Midtown give to the community. The team of pastors, led by Andy, includes associates Sarah Weems-McGee, Letiah Fraser, and Julie Hanson. These people, plus the church members, love their neighbors despite their struggles. They give of themselves, and trust is established. They share their faith and live life in a manner radically different from what the community has experienced from church people. And the experience causes lost souls to ask about Jesus. And even if they don't, they are loved anyways.

"God's threshold of grace is big," says Sarah. "No matter where a church member or visitor is in life, they are loved. Friendships are not conditioned on a person becoming a believer. The Holy Spirit is allowed time and space to work in individuals' lives. The church plants the seeds, lives the truth, loves unconditionally, and then trusts Jesus to work."

Trinity Family Church of the Nazarene ministers radically in love, out of the norm, just like Jesus.

To learn more about Trinity Family Midtown's Love Wins ministry, visit www.trinityfamilyonline.com.

More than Words—Ayman Kafrouny

In November 2009, the Nazarene television show *Aktar Min Kalam* ("More than Words") aired on SAT-7. The fast-paced show is geared toward believers and nonbelievers and reaches young people in that area. It is produced by World Mission Broadcast, the Church of the Nazarene's radio, television, and Internet ministry.

The show's creator, Ayman Kafrouny, was a popular music artist in that area of the world, and MTV Arabia was his sponsor. Twelve years ago, Ayman accepted Christ as his Savior and, since then, has used his influence to spread the Gospel via broadcasts to an audience affected by anti-Christian thoughts and beliefs.

"I always look for ways to do the work of God professionally," says Ayman, "so I went to Studio Vision Company that is owned by the same person who owns MTV Arabia, to rent their facilities to shoot the new show. During my meeting with the owner, he insisted on hearing my testimony.

"After hearing my story, he asked about my life today and what kind of work I am doing for a living. I told him that I am a full-time minister and in charge of the Nazarene broadcasting and communications ministry in the Middle East and that we produce Christian TV shows and radio programs."

The studio owner was interested in broadcasting some of Ayman's productions on MTV Arabia. We look forward to what the Lord has in store for Ayman.

When questioned about how he views his life in radical relationship with Christ, he says, "I look at every opportunity in my life—all the events of my past and all the relationships I have now or I had before I knew Jesus—and I see them as parts of my stewardship. One day the Lord will ask me: 'What did you do with what I put between your hands?' I look forward to hear Jesus saying to me: 'Well done, good and faithful servant; you were faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord' (Matthew 25:21, NKJV). I believe if

each one of us thinks about the moment when he will meet with the Lord, our performance as a Church in the world will be different.”

Sources

To learn more about Ayman and the show, go to <http://www.intisar.org/> World Mission Broadcast. “Arabic television program debuts November 9.” *Engage Magazine* 9 Nov. 2009: n. pag. Web. 1 Oct. 2011.
Kafrouny, Ayman, 25 Sept. 2011, e-mail to Ann Baldwin.

What Else Are People Doing?

People of the Second Chance

Check out the People of the Second Chance (POTSC) on their Web site: www.potsc.com. “We are a global community of activists, imperfectionists and second chancers committed to unleashing radical grace every day, in every moment, for everyone.

“We challenge the common misconceptions about failure and success and stand with those who have hit rock bottom in their personal and professional lives. We are a community that is committed to stretch ourselves in the areas of relational forgiveness, personal transparency and advocate for mercy over judgment.”

While they are not affiliated with a denomination, they abide by Christian principles, living out “radical grace.” The organization’s “Grace Mobs” are described as:

“We are GRACE in ACTION.

We’re setting out to be the first in line to forgive.

We’re racing to release grudges.

We’re making room for those on life’s margins.

We’re raising our voices for the vulnerable.

We’re accepting the unacceptable.

We’re becoming the Red Cross relief team for the disasters in people’s personal lives....and doing it in ACTION.”

What “radical” activities of mercy and grace can your group or church learn from people like POTSC, and how will learning about them affect your church’s future?

Source: www.potsc.com

Get Involved!

Meeting in the Middle

Most “radical” views come from a lack of understanding. For example, some people have the opinion that people of certain ethnicities tend toward violence or that they dislike people from another world area. Such myths can often be diffused with relationship.

Challenge your group to chat with someone of a vastly different lifestyle or culture in the coming week. Ask your people to journal about the experience and discuss what they learned with the group.

Nazarene Compassionate Ministries Projects

There are many places in the world that make it extremely difficult for Christian leaders to live in peace. Nazarene Compassionate Ministries has projects around the world focused on walking the radical middle and displaying the love of God with perseverance and care.

Visit the Nazarene Compassionate Ministries Web site (www.ncm.org), click on “Give,” then “NCM Projects,” and select a world area of your choice for a list of projects and their descriptions. Pray about ways to get involved.

Pray

During your time together, focus as a group on at least one prayer.

- Thank the Lord that Jesus uses the ordinary to do the extraordinary.
- Pray for people around the world, like those involved in The Simple Way, whose sole purpose is to love people like Jesus does.

- Pray for the “Love Wins” team and the members of Trinity Family Midtown Church of the Nazarene, that they will continue to exhibit Christ’s love to people in the LGBT community.
- Pray for Ayman Kafrouny as he lives out Christ’s “down-the-middle” radicalism.
- Pray for your church, that you will follow Christ’s example and that you will seek unique ways to express His love to the world.

Information Sheet

Radicalism

Scripture Reading: Philippians 2:5-11

A World Obsessed by Radicalism

We live in a world obsessed with what is radical and extreme. So did Jesus. The religious leaders of His day had radical views of what the Messiah would be. It would have been easy for Jesus to accomplish His mission by simply going along with those ideas. But Jesus didn't do that. He walked right down the middle of all their expectations with radical love. He used ordinary things like mud, dirty fishermen, and a Roman cross to bring healing to a world in need.

One Way that Christians Help

Seven friends set out to "love God, love their neighbor, and follow Jesus' ways" in a downtown Philadelphia neighborhood. The Simple Way was born. Now, two decades later, they still stand as one example of a group of people committed to creating the Church they dreamed of and allowing their beliefs to be embodied in their everyday lives in small ways.

Source: www.thesimpleway.org

More than Words—Ayman Kafrouny

Ayman Kafrouny was a popular secular music artist in Lebanon. Twelve years ago, he accepted Christ as his Savior and his life changed. Since then, Ayman continues to use his influence to spread the Gospel on radio and television to an audience affected by anti-Christian thoughts and beliefs.

Ayman is the host of a Nazarene television show titled *Aktar Min Kalam*, meaning "More than Words," aired on SAT-7, a Middle Eastern station similar to America's MTV. The show is produced by World Mission Broadcast, the broadcast ministry for the Church of the Nazarene.

Prayer

- Thank the Lord that Jesus uses the ordinary to do the extraordinary.
- Pray for people around the world whose main purpose is to love people like Jesus does.
- Pray for Ayman Kafrouny as he lives out Christ's "down-the-middle" radicalism and for possible future broadcasts via MTV Arabia, to a group of people who may not be frequently exposed to the Gospel.
- Pray for your church, that you will follow Christ's example and that you will seek unique ways to express His love to the world.

LESSON 3: Relational Missions

PURPOSE

1. To learn how God's mission is being carried out through intentional relationships
2. To break out of the isolation that defines many cultures
3. To nurture a real relationship with God that deeply connects believers with people in need of mercy

Preparation

- Gather a tall mirror and several dry-erase markers for the Activity, and set the mirror in a place where everyone can see it.
- Discuss with your pastor and other mission leaders what response you expect from the group. When people are presented with what they perceive as a true need, they often want to respond. They might even want to make the plans themselves. Be prepared with ideas, but open to their creativity.

Scripture Reading: 1 John 3:11-18

Presentation

Activity

Draw the group's attention to the mirror and dry-erase markers. Draw a vague outline of a person. Tell the group that all of you are going to create the most average person in your community. Say, **For instance, what do you think is the most common height, weight, skin color, hair color, type of clothing, occupation or income bracket, and car for a person in our community?**

Have the group draw or write the words on the mirror with erasable markers.

Activity Discussion

- How would you feel if people looked at you and just saw the items on this mirror?
- How often do we encounter people and see no more than what is on the mirror? Why do you think that is?
- 1 John 3:18, NIV, says, "Dear children, let us not love with words or speech but with actions and in truth." What do we need to know about other people—information that isn't on this mirror—to love them with actions and truth?
- In the last week, when did you feel most connected to God and others? When did you feel the most isolated?
- What keeps us from truly connecting with the people around us?
- We are called to be holy as God is holy. If God is a relationship between Father, Son, and Holy Spirit, what do our relationships with others have to do with holiness?
- Lesslie Newbigin—the late missionary and Christian theologian—said the best way to make the Gospel credible is to see a church who truly believes it. How does our life together witness the Gospel? How does it fall short?

Mission Story: KiA in Mainz

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

Relational mission draws people into relationship with Christ, disciples them into Christ-like maturity, integrates them into the fellowship of a local church, and equips them to participate in God's mission to the world.

A church in Mainz, Germany, wanted to bring Jesus to lost people through intentional relationships. The church name, *Kirche in Aktion* or KiA, means "Church in Action" in German.

KiA operates out of an old hotel where the residents (50 percent Christians and 50 percent non-Christians) live side by side. Their church services take place around shared meals. As the Christians share their lives with those who don't know Christ, the nature of God is revealed.

Jacob attended one of the First Supper events, where the Word of God is shared over a meal. That night the message was about forgiveness, a challenging topic for Jacob. He had a very difficult childhood and had never forgiven his mother for those hard years. In fact, Jacob and his mother hadn't spoken in 20 years. However, after sharing a meal and hearing the Word of God, Jacob accepted Christ and began the process of restoration with his Savior and eventually with his mother.

Jacob's life is forever changed because a community of believers showed him the Gospel through restored relationships. Today Jacob is an active member of the KiA community, serving in a local nursing home and on their Impact Teams, groups that meet together and also perform projects within the community.

Source: www.engagemagazine.com

Discussion

- When does your church best reflect our relational God?
- Is it possible that there is someone like Jacob in your life with whom you interact every day, someone with a deep need for forgiveness who is desperate for restored relationships?
- Who crosses your path regularly that you need to know better?
- What steps can you take to be more connected with the people around you?
- How might your group/church reach out to lost people through relationships?

Mission Story 2: Into the Land

Read this story aloud to the group, or ask a member (or a few members) of the group to read it aloud.

When she moved to Spain from Mexico, Irene Quiñonez invested eight months to become friends with Alma (not her real name). When the Spanish woman was comfortable enough to bring her daughters to a Christmas dinner at one of the Nazarene churches in Madrid, Irene rejoiced—finally, a beginning.

For eight months, Irene had greeted the woman and her daughters in the street, often to no response. Eight months of silence inspired eight months of prayer; and when the opportunity came to help Alma's daughters learn English through a summer club, a friendship began. After that, the two women shared coffee and talked each week.

Irene was a Project Caleb volunteer missionary from Tijuana, Mexico, and this was one of several relationships over two years that completely redefined her idea of ministry.

"When I left Mexico I thought that you could just evangelize people with a Bible or a tract in your hand," said Irene Quiñonez. "But being here in Spain, I learned that you need to have a relationship with people. When they start seeing Christ's love, they ask, 'Why are you so different? What's going on?' And they start becoming curious and begin to appreciate who you are."

Source: www.engagemagazine.com

Mission Story 3: Apartment "House of Bread" Fellowships

When Nazarenes moved to a gateway city in Asia several years ago, they were surprised by the number of international university students from a creative access area. The Nazarenes began building relationships with the students, inviting them for birthday celebrations and holidays.

Taking every opportunity to speak openly of their faith in God, the Nazarenes soon started a Sunday afternoon Bible study with the students. The group became known as the "House of Bread" (HoB) since the shared meal included fresh homemade bread!

As students came to faith in Christ, they invited friends to experience the same love and acceptance. The group expanded in 2010, and another HoB (a second loaf!) was formed in the home of Nazarene teachers in the city.

Two very active student groups now meet in Nazarene homes every Sunday afternoon. The young people share a meal, sing and pray together, and study a scripture passage.

As of October 2011, three baptism services had been held in the city. The new Christians began the process of registering the Church of the Nazarene there.

Although few of the students are from Christian homes, some found their parents to be supportive of their faith journeys. Others faced opposition from family and friends. However, resistance decreased as people observed the positive changes in the students' lives.

"I am not sure what to call our gatherings. They are far more than Bible studies," said a Nazarene missionary. "We are a community, a family, a loving fellowship. Maybe 'church' is the best word after all. We are convinced that discipleship is best done in the context of loving, caring relationships."

The building of relationship hasn't been limited to students. From sports fields to local shops to morning commutes on the bus and train, Nazarenes seek ways to get to know people, to understand their beliefs, to be friends

in times of need, and to share the good news of God's love and forgiveness when the opportunity presents itself.

"The art of making disciples is the art of redemptive discussions," writes D. Michael Henderson. "You make disciples one conversation at a time."

Source: Asia-Pacific Region

Mission Story 4: Relationships in Romania

Since the late 1990s, a group of retired adults have met each weekday morning at the Sighișoara Church of the Nazarene for what has become known as the "Elderly Club." It is a cosponsored activity of the church and Veritas, the Nazarene Compassionate Ministries organization in Sighișoara.

The ministry provides care for pensioners who have little money and no family to care for them. The Elderly Club is a warm place in the winter to drink coffee, read the newspaper, celebrate holidays, play board games, etc., activities they would be unable to do otherwise. The Church of the Nazarene has become the family that these people don't have.

The elderly program has expanded to three clubs, ministering in different parts of town, and a home visitation ministry, providing food, medicine, and conversation to people who cannot leave their homes.

Since the Elderly Club meets where Sunday worship services are held, many of the participants began attending worship. Although raised in one of the traditional churches (Orthodox, Catholic, Reformed), many of the people didn't come to know God in a personal way until they interacted with members of the Church of the Nazarene.

In September 2003, six members of the Elderly Club were baptized in the Sighișoara Church of the Nazarene. Having lived most of their lives without Christ, they were committed to Him for their remaining years. Today, eight years after that baptism celebration, those who were baptized (with the exception of two who passed away) continue as part of the church family. Although their health may prevent them from attending worship services, they are still a significant part of the church body in Sighișoara.

Source: Jonathan Phillips, Mission Corps missionary with the Church of the Nazarene in Romania

Get Involved!

St. Ignatius of Loyola called his followers to constantly examine their spiritual lives in community. One way he had them do this was to stop at a particular time in the day and ask themselves, "When did I feel most connected with God and others today? When did I feel least connected?" They would then share their experience of this self-examination with a mentor or group.

[Challenge your group to spend one week asking these questions every day and to report back to the group.]

After the group has participated in this activity, ask, **How did this sense of awareness change your relationships with those around you?**

Host International Students

Students from all over the world often study abroad. Consider contacting a local college or university about volunteer opportunities in which you can befriend someone from another culture.

Institutions with well-organized international student programs will provide information, so you will know what to expect when helping global students.

Think about how you would feel if you or a family member were in a different culture from your own. Wouldn't you feel better knowing that someone was there to be a friend and help with adjustment to a new culture?

Working with international students often provides incarnational ministry, as in the "House of Bread" story. Investing a few hours a week may make a Kingdom difference.

Pray

- Give thanks that God created us to be relational, that Christ modeled perfect relational missions, and that the Holy Spirit provides us with the power to be relational.

- Pray for the Nazarenes in the gateway city in Asia, for the students who attend the apartment Bible studies, and for those to whom our missionaries minister on a daily basis.
- Pray that God will help you to be aware of those around you.

Information Sheet

Relational Missions

Scripture Reading: 1 John 3:11-18

Big Idea

God is all about relationship. Those of us who have a relationship with Christ know this is true. So why are we often disconnected from the people around us?

Unless we stay in relationship with God, our other relationships are baseless. Likewise, unless we intentionally build relationships with others, our relationship with God lacks substance.

One Way that Christians Help

A church in Mainz, Germany, wanted to bring Jesus to lost people through intentional relationships. The church name, *Kirche in Aktion* or KiA, means “Church in Action” in German. Their services take place around shared meals. As the Christians share their lives with those who don’t know Christ, the nature of God is revealed.

Jacob attended a First Supper event, and the message was about forgiveness, a topic Jacob found difficult. He had a challenging childhood and had never forgiven his mother for such hard years. However, after sharing a meal and hearing the Word of God, Jacob accepted Christ and began the process of restoration with his Savior and eventually with his mother.

Source: www.engagemagazine.com

Get Involved!

St. Ignatius of Loyola called his followers to constantly examine their spiritual lives in community. One way he had them do this was to ask themselves, “When did I feel most connected with God and others today? When did I feel least connected?”

Ask yourself these questions daily for a week. Discover how this changes your relationships with those around you.

Prayer

- Give thanks that God created us to be relational, that Christ modeled perfect relational missions, and that the Holy Spirit provides us with the power to be relational.
- Pray for the Nazarenes in the gateway city in Asia, for the students who attend the apartment Bible studies, and for those to whom our missionaries minister on a daily basis.
- Pray that God will help you to be aware of those around you.

LESSON 4: Epidemics

PURPOSE

1. To learn about conditions that lead to or worsen epidemics locally and globally
2. To appreciate how the Church of the Nazarene helps bring healing to people, as well as pointing them toward Christ
3. To bring God's mercy to those who are sick and dying

Preparation

- Gather and prepare three candles according to the Activity instructions.
- Discuss with your pastor and other mission leaders what response you expect from the group. When people are presented with what they perceive as a true need, they often want to respond. They might even want to make the plans themselves. Be prepared with ideas, but open to their creativity.

Scripture Reading: Mark6:1-6, 53-56

Presentation

Activity

Set out three candles. One should be normal, one should have the wick cut off down to the wax, and the other should have the wick soaked in water. Ask group members to try lighting all three candles; only the normal candle should light.

Ask the group members why their candles did or did not light. What does a flame need in order to burn?

Activity Discussion

- What causes you to become passionate about something? What kinds of issues or things really cause you to care?
- Why do you get passionate over some things and not others?
- What does it take to extinguish your passion?
- How would you define an epidemic?
- Have you ever been passionate about epidemics such as HIV/AIDS, malaria, or cholera?

Explain that you will leave the one candle burning throughout the lesson as a reminder that the Holy Spirit is with us and will ignite our passion for mission.

Spreading

[Have someone in the group read the following paragraph, then you or the reader can guide the brainstorming session.]

Epidemics have spread throughout history; and although we have come a long way in our knowledge of how disease is spread, ironically even “new” influxes of technology and modernity contribute to the spread of disease. It can seem random and very unfair. How do some diseases spread out of control through a population, sometimes destroying an entire generation or people group?

Ask the group to discuss the variety of ways disease spreads rapidly. (Some possible answers follow as idea-starters.)

Trade, Travel, and Migration

- Trade ships and planes can carry diseased animals, insects, materials, as well as airborne illnesses.
- Travelers move about globally, requiring a variety of vaccinations.
- Immigrant populations bring diseases, as well as contract them. When immune systems are exposed to new diseases, the human body is vulnerable.

War and Conflict

- Soldiers serving overseas are vulnerable to bacteria common in other cultures, carrying diseases back home.
- War breaks down an infrastructure that might have prevented the spread of disease and may inhibit medical care.
- Often within conflict-torn populations, groups of people move to new areas spreading disease. For instance, civil war in Angola forced citizens into Internally Displaced People camps where Ebola and Marburg fever spread.

Animals Carry Disease

Malaria, “mad cow disease” or Human Bovine Spongiform Encephalopathy, and West Nile virus are some diseases that can be transferred from animals to humans.

Cities and IDP (Internally Displaced People) Camps

Cramped living conditions and lack of sanitation contribute to the spread of disease.

Weather and Climate Change

- Drought or floods may change local habitats and the range of species in an environment.
- After hurricanes and increased rainfall, waterborne diseases like Rift Valley fever and malaria, both spread by mosquitoes, show up in affected areas.

Antibiotic Resistance

- With the introduction and wide use of antibiotics since 1942, more bacteria and parasites have become immune to what once was a powerful medicine. Examples of this are anti-malarial, and tuberculosis (TB) drugs. Over time, malaria and TB become resistant, and new drugs must be developed.
- This drug resistance is true in emerging anti-HIV drugs.

Policy changes

In 2003, the Nigerian government suspended polio vaccinations because of rumors that it could sterilize young children. At that time, only 7 countries in the world remained infected with polio. By the end of 2006, 19 former polio-free countries reported epidemics that could be traced back to the Nigerian strain.

Conditions for Change

Understanding how epidemics spread helps us know how to change the conditions, making communities less vulnerable to outbreak. Some conditions for change are:

Education

- An educated population is more likely to be empowered for protection and to live healthy lifestyles.
- Literacy and education lead to awareness of disease prevention and provide financial resources for prevention and treatment.

Sanitation

- Access to clean water is the most important step to preventing disease.
- Awareness about basic sanitation practices, such as hand washing, goes a long way to prevent the spread of disease.

Community-based Health Care

- Community-based health care often uses an approach that combines preventive and primary health care. Caregivers often go to the community, rather than expecting patients to come to them.
- When communities have access to basic health care measures, people can work for prevention, stopping an epidemic before it begins.

Mission Story: AIDS Ministry in Ukraine

HIV/AIDS is the most deadly epidemic of our lifetime. It sweeps across continents and over oceans, killing young and old, male and female, people of all races and creeds. In places like Swaziland, the epidemic has spread so much that it threatens to leave an entire generation of orphans without caregivers or people to pass on traditions and customs.

While HIV/AIDS has spread to more people in Africa than any other continent, it is currently spreading even faster in parts of Eastern Europe.

One way Christians have responded is through treatment centers and support groups. Consider how the church in the Ukraine changed the conditions of Alexander's life.

[Have someone **read** the following excerpt from *Engage Magazine*.]

Alexander learned that he had AIDS while he was in prison. After being released, his condition became critical. He went to the Nazarene-operated Vinnitsa AIDS treatment center in Ukraine.

"Life was a punishment for me," Alexander said. "I just wanted to die and be free from the fear that was following me all the time."

At the Vinnitsa center, he was invited to an AIDS support group. There, Alexander found guys who were like him—except they were joyful.

"They were laughing, and it was hard to tell they were AIDS-positive," Alexander said. "They also supported others by providing food bags, clothes, and hygiene items."

Eventually, Alexander began visiting the Vinnitsa Church of the Nazarene with his new friends.

"In this church I was accepted as I was, and it helped me understand that God loves me."

Soon, Alexander came to faith in Christ. "After that all my fears were gone, my life started to change, and I started seeing the world and people around me in the different light," he says. "Now I live a normal, full life. Brothers from the church have helped me with finding a job. I feel that God loves me and I have hope and a future. Praise be to our Lord Jesus!"

Source: Takhtay, Andriy, Beth Luthye. "Lives redeemed through AIDS ministry in Ukraine." *Engage Magazine* (www.engage magazine.com) 16 May 2011: n. pag. Web. 28 September 2011.

Discussion

- How might an attitude of suspicion prevent Christians from ministering to someone like Alexander?
- Do you think Alexander would have come to faith if the Church of the Nazarene lost its passion for epidemic response and prevention? Why or why not?
- How do ministries focused on health care, education, and awareness contribute to the prevention of epidemics and allow others to experience the Gospel message?

What Else Is the Church of the Nazarene Doing?

The Church of the Nazarene and Christians everywhere are passionate about stopping the flames of epidemics before more lives are extinguished. Giving to World Evangelism Fund means you are a part of this big work. But why not take another step? Let God start a new passion in your heart for mission.

Community-based Health Care Initiatives

Nazarene Compassionate Ministries supports local health care centers around the world. Community-based health care takes place through preventative care, education, and training.

As patients visit the centers, they also have an opportunity to hear the Gospel and to experience Christ's love through caring volunteers.

HIV/AIDS

- Regional Compassionate Ministry coordinators work with local health care providers to treat and prevent HIV/AIDS.
- Teams on short-term mission trips sometimes conduct HIV/AIDS awareness and training or visit orphanages housing children whose parents died because of the disease.

Cholera in Haiti

The Church of the Nazarene, together with Heart to Heart International, has medical professionals on the ground in Haiti to treat cholera outbreaks following the earthquake. They help teach and rebuild access to basic health care and sanitation.

Leprosy in India

Nazarene Compassionate Ministries supports a leprosy colony in Tamilnadu, India. People with leprosy are generally viewed as outcasts, and most are forced to beg to support themselves. In Tamilnadu, 513 men, women, and children have a place to live and simple meals to eat.

Get Involved!

Check Out the CAUSE

For detailed involvement opportunities in how to help stop the spread of epidemics, see the CAUSE in this edition of IMEJ.

Crisis Care Kits

Crisis Care Kits help maintain personal hygiene after a major crisis—one big step in preventing the spread of disease. Go to www.nazarenemissions.org, click on the “Get Involved” link, then the “Crisis Care Kits” link on the left to learn how you can help.

Spread Awareness

Look through the Winter 2011 *NCM Magazine**, which features stories about several kinds of epidemics. Learn about one epidemic, and help people in your church and community become more aware of the epidemic. Other groups may also be educating people about this epidemic. Maybe you can work together.

* You may view *NCM Magazine* (as well as back issues) online at www.ncm.org/magazine or subscribe for a hard copy of the magazine at the same location.

Nazarene Medical Organization

Nazarene Medical Organization (NMO) connects medical professionals with one another and with the world’s medical needs. Sign up at www.ncm.org/act/healthcare.

Work & Witness

Organize a Work & Witness trip to a disease-ravaged area. Help spread awareness, sanitation, and most of all faith in Christ! Visit www.workandwitness.org, click on the “Projects” link, check the “Compassionate Ministries” box, then press “search.”

Heart to Heart Volunteer

From answering phones to improving sanitation for children, there is a place for you to serve. Visit www.hearttoheart.org, and click on the “Volunteer” link. There are volunteer opportunities in your community and around the world. Heart to Heart International frequently partners with Nazarene Compassionate Ministries and other ministries.

Get Involved! Discussion

Talk about ways your group can help prevent the spread of epidemics globally. What can you do right now? And what can you do with some time and planning?

Pray

Say, **“While we have talked about medical epidemics in the lesson, we must keep in mind that sin is a spiritual epidemic for the human race that can only be solved through the blood of Jesus Christ and faith in Him alone. We can treat other epidemics and offer medical solutions to disease, but those people need the hope of Christ and his salvation.**

During your time together as a group, focus on these prayers.

- Give thanks to God for being *Jehovah Rapha*, “God Who Heals,” and that He allows us to participate in that healing.
- Pray for those areas experiencing epidemics that God will bring healing to those who suffer.
- Pray for those who go to the Vinnitsa AIDS treatment center in Ukraine for physical healing and also receive healing of the soul.
- Pray that you will allow God to ignite a passion for healing and restoration.

Information Sheet

Epidemics

Scripture Reading: Mark 6:1-6, 53-56, NIV

How Epidemics Spread

- Mobility of people—travelers, immigrants, and even means of travel—spreads disease.
- Wars displace people, breaking down a system of medical care that might prevent the spread of disease.
- Animals and insects transfer diseases to humans.
- Cramped living conditions and lack of sanitation cause disease to circulate.
- Weather or climate change affect environments, changing species that live there and sometimes increasing the likelihood of waterborne diseases.
- The overuse of antibiotics has caused more immune bacteria and parasites.

Conditions for Change

- An educated population is more likely to be empowered for protection and to engage in healthy lifestyles.
- Access to clean water and basic sanitation practices help prevent the spread of disease.
- Through community-based health care, people can have basic health care measures and prevention.

One Way that Christians Help

Alexander had AIDS; and when his condition became critical, he went to the Nazarene-operated Vinnitsa AIDS treatment center in Ukraine. At the center, Alexander met others who, although they had AIDS, were joyful. Alexander came to faith in Christ and says, "Now I live a normal, full life. Brothers from the church have helped me with finding a job. I feel that God loves me and I have hope and a future. Praise be to our Lord Jesus!"

Source: *Engage Magazine* 16 May 2011

Prayer

- Give thanks to God for being *Jehovah Rapha*, "God Who Heals," and that He allows us to participate in that healing.
- Pray for those areas experiencing epidemics, that God will bring healing to those who suffer.
- Pray for those who go to the Vinnitsa AIDS treatment center in Ukraine for physical healing and also receive healing of the soul.
- Pray that you will allow God to ignite a passion for healing and restoration.

Get Involved!

In response to what I have learned and through God's direction, I plan to do the following to help prevent epidemics:

LESSON 5: Cultural Perspectives

PURPOSE

1. To help the group understand the challenges in presenting the Gospel to different cultures with different perspectives and social norms
2. To appreciate how the Church of the Nazarene is working to overcome cultural obstacles, such as illiteracy and aliteracy
3. To consider a culturally acceptable way to present the Gospel to people groups in your area

Preparation

- Gather a device to play recorded music, the music itself (preferably an instrumental song), writing utensils, and note cards for the Activity.
- If you are using the “How Would You Tell the Story?” activity during the lesson, have large pieces of paper and markers available (enough for the number of sub-groups you will have).

Presentation

Scripture Reading: Acts 17:16-34

Discussion

- How did Paul use his knowledge of the Athenian culture to present the Gospel in a way that the people of Athens could understand?
- Why do you think this was important?
- Have you ever been in an unfamiliar culture and misunderstood someone or been misunderstood yourself?

Activity

Distribute the note cards and writing utensils to the group (or sub-groups), and play a song for them—preferably an instrumental song. Ask the group to write on their note cards what they believe the inspiration behind the song was.

Activity Discussion

- What was your perception regarding the song? What are the differences between the participants' or groups' perceptions?
- Why do you think there was such a variety of perspectives on the same song?
- Just like with art, people have many different perspectives when hearing God's Word, especially within various cultures. Do you believe it is important to take these into account when living out the mission of God among others? Why or why not?
- What does this mean when we encounter people in our everyday lives?

[Read the following introduction to the lesson, or ask someone else to do so.]

To effectively minister cross-culturally, people must be keenly attuned to societal norms. This is especially true of oral and aliterate cultures. Oral cultures are those where writing and print are unfamiliar to most of the population, and aliterate cultures are able to read, but uninterested in doing so.

There are more than four billion people in the world today who communicate primarily by oral means. Oral communicators are found in every cultural group in the world and constitute approximately two-thirds of the world's population. Yet, as we take the Gospel to the world, we do not always communicate effectively with them.

Source: www.oralbible.com

Mission Story: Everything Looked Promising, Yet...

Pastor Bol was a bright, communicative young Mayan. He was a high school graduate, an accomplishment unusual for his people group. However, because he loved the Lord and because he was diligent in completing pastoral training, he soon became a pastor in his area.

Last year, Pastor Bol was encouraged to take over the work in a Mayan village where spiritual growth had been lagging. With his education, the assignment should have been easy. It wasn't.

Pastor Bol was known as a good preacher. He could converse in English, one of the Mayan languages, and some Kekchi, and he could even think well in English and Mayan. Everything looked promising, so what happened?

Pastor Bol struggled to preach effectively in this assignment. Upon deliberation, he determined that the information he had learned in pastoral training classes was too high educationally. Then he made a second discovery—the way of thinking that had been presented in the classes was different from how these villagers thought.

Even though Pastor Bol had grown up in the area, spoke the language well, and had never left his country for education, he had become a product of a “western” style of education.

Pastor Bol began to use a “new” method to communicate God’s Word; he told Bible stories. He did not just read the stories, but presented them in a manner that involved active participation in discussion with all present.

The new method engaged the villagers. They now understood the concepts Pastor Bol taught, and they remembered those concepts. Even younger members were able to repeat the stories and lessons a week later.

Pastor Bol began to use this method in other churches. The responses were so positive that five Bible Story Telling Schools began, as villagers wanted to tell Bible stories to others around them.

Discussion

- Do you think Pastor Bol’s education was wrong? Why or why not?
- What were some of the adjustments Pastor Bol made? Why do you think these made a difference?
- In your church today, describe the methods used to teach children, youth, adults, and even senior adults. Why are there differences?
- What methods help you learn best?

What Else Is the Church of the Nazarene Doing?

How Would You Tell the Story?

In Papua New Guinea, there are several thousand communities, most with only a few hundred people. They are divided by customs, tradition, and more than 800 languages!

Papua New Guinea has an adult literacy rate of approximately 58 percent, according to the United Nations Development Programme Report 2009. Considering the number of languages in the country and its land, that percentage is understandable.

Nazarene missionaries believed they were called to present the Gospel to all Papua New Guineans, but they faced a unique problem—how to tell people about God when sometimes the people did not read and often when the missionaries did not speak the local language or dialect yet.

So they went to an age-old method of communication. After prayer and consideration, the missionaries introduced the Papua New Guineans to the Bible—presented in stick figures!

This is an effective way of presenting the Gospel. Nazarenes learn to tell others about God through pictures on a chart, then they take the pictures back to their own communities and visit houses, and even other villages, with their stick-chart stories. Even those who **can** read find the stick figure stories helpful in understanding the Bible.

[Have the group divide into smaller sub-groups, distribute paper and markers to each sub-group, and tell them to draw a Bible story completely in stick figures (life of Christ, story of Joseph, creation, story of Noah and the flood, Jesus walking on the water, etc.). Then have the sub-groups retell the story using the pictures as their guides.]

Get Involved!

Check Out the CAUSE

Ministry to oral and aliterate cultures using “Bible storying” (or “Bible storytelling”) is not yet a major evangelism strategy within the Church of the Nazarene, although some ministries have started. However, the opportunity to share the Gospel and holiness theology with these societies is great. The CAUSE lesson included in this edition of IMEJ will further inform and inspire your group about the needs of oral and aliterate cultures and provide ways they can become involved.

Teach Someone to Read

Thousands of people around the world cannot read. In fact, there are probably some people in your church about whom this is true. Why not volunteer to help someone else learn to read? Perhaps your church could host literacy classes. Check the Internet for tips on how to teach an adult (or a child) to read; this site has some great tips: http://www.ehow.com/how_2051446_teach-adult-read.html. Also, the Internet—and possibly your public library—is a great place to find places in your area that could use volunteers to teach reading.

Tell Me a Story

Libraries and school districts often need volunteers to read stories to children. Perhaps you could volunteer an hour or two a week.

Pray

During your time together as a group, focus on these prayer requests.

- Give thanks that God created us with distinctive cultures and that we can celebrate those differences.
- Pray for those people in the world—maybe in your neighborhood—who may be illiterate or aliterate.
- Pray for people ministering cross-culturally, that God will give them creativity in ways to present the Gospel in culturally appropriate manners.

Information Sheet

Cultural Perspectives

Scripture Reading: Acts 17:16-34

Big Idea

Jesus didn't minister to people by speaking over their heads; He told them stories to help them understand. In the same way, we need to always understand the cultural perspectives of the people groups we meet when sharing the Gospel with them.

One Way That Christians Help

An **oral** culture, or the state of orality, is one in which the technologies of literacy, such as writing and print, are unfamiliar to most of the population. **Aliteracy** is the quality or state of being able to read but uninterested in doing so. Aliteracy is different from illiteracy, which means being unable to read or write. While illiteracy is more common in the developing world, aliteracy is primarily a problem in the developed world.

Pastor Bol was a bright, communicative young Mayan. Because he loved the Lord and because he was diligent in completing pastoral training, he soon became a pastor in his area.

In one pastoral assignment, Pastor Bol struggled to preach effectively. He discovered that he needed to adjust how he preached; he began telling Bible stories and involving his congregation in discussion about the stories. After that adjustment, the people understood what he said, remembered the lessons, and wanted to tell Bible stories to others.

Get Involved!

Consider the neighborhoods where you live, worship, learn, and/or work. How are the "cultures" of these environments similar or different? What do you have to consider when you think about presenting the Gospel in each of these locations?

Prayer

- Give thanks that God created us with distinctive cultures and that we can celebrate those differences.
- Pray for those people in the world—maybe in your neighborhood—who may be illiterate or aliterate.
- Pray for people ministering cross-culturally, that God will give them creativity in ways to present the Gospel in culturally appropriate manners.

LESSON 6: Cost of Following Christ

PURPOSE

1. To help the group understand the cost of following Christ, which is everything
2. To appreciate that Christians globally must recognize and sacrifice those things that come between them and God's purpose for their lives
3. To understand that for some people "giving up everything" means serving cross-culturally or suffering persecution
4. To help others by praying for them daily as they face what the cost of following Christ means where they live in the world and at that point in their lives

Preparation

- Gather note cards and writing utensils (enough for everyone) for the Activity.
- Discuss with your pastor and other mission leaders what response you expect from the group. When people are presented with what they perceive as a true need, they often want to respond. They might even want to make the plans themselves. Be prepared with ideas, but open to their creativity.

Presentation

Activity

[Have someone distribute note cards and writing utensils to participants.]

On the note cards, ask each person to write the five things they would grab from their house in the midst of a fire. After they have done this, ask them to delete four items on the list, leaving the one thing that is most important to them.

Activity Discussion

- What one item do you have left on your list? Why is that important to you?
- What emotions did you feel as you crossed out items on your list?
- How would it affect you if you had to give up that last item?
- What is one behavior or aspect in your life that has been difficult for you to release?

Scripture Reading: Matthew 4:1-11

Scripture Discussion

- Do you think these tests were easy for Jesus? Why or why not?
- Would they have been hard for you? Explain your answer.
- Thinking about what Jesus was called to do in the world—to draw all creation back to God—and what the devil was offering with the last temptation, why do you think this might have been the greatest test for Jesus? (Consider that, in the Garden of Gethsemane, Jesus asked God if there was another way to accomplish the task. Could Satan be offering another way?)
- If this idea of another way was the one thing Jesus was struggling to let go of, then what does it mean to you when Jesus says "Away from me, Satan! For it is written: 'Worship the Lord your God, and serve him only.'"? What was Jesus choosing? What would it cost Him?
- How often do Jesus' followers around the world have to make the same choice? How do you think they prepare for such a choice?
- How do you prepare for making choices regarding the cost of following Christ?

Mission Story: “Call me Abdi”

[The following story can be told ideally with two people—one reading the part of Abdi (bold type) and the other, the listener (italicized type). For greater effect, have Abdi “freeze” while the listener voices his/her thoughts.]

‘Call Me Abdi’

I’ll tell you my story, but you can’t use my name. Call me Abdi*.

As Abdi recounted his testimony, I began to wonder about a few things.*

As a young boy, I began to hang around Christian missionaries, even though that was not the dominant religion in my area. They gave me food and were kind to me. Although they could not tell the Gospel story directly, they could answer questions and I asked a lot of them. As the years passed, I went from general helper to health worker in a baby nursery run by the mission.

I wondered, do we demand that people have a hungry heart before we feed their hungry bellies? Are we moving people from the fringe to the heart of our mission by increasing their responsibility level?

When I was 18 years old, violence broke out in my country. The missionaries were removed. I found myself in charge of the nursery with 50 babies. The nursery was large enough to hold 200 African babies, but since it was designed by Westerners, it held only 50. There were 36 workers in all on the compound, but all of them had other duties.

I wondered whether we as Westerners, generally requiring more personal space, may also have a no-touch zone around our hearts. To what extent do we allow ourselves to truly know each other?

The conflict lasted for three years. There were times when the babies got sick. I was surrounded with medicine and equipment, but I didn’t know how to use it. I did what I knew: I prayed. God healed the babies.

When the milk canister ran low and the babies faced starvation, I was tempted to abandon them. Instead, I prayed. Hearing a noise at the gate, I opened it to find another agency had sent milk.

I wondered, how often do we not have a back-up plan when we pray? Do we pray in desperation? How often are we tempted to quit when God already has the milk trucks rolling in our direction?

When we were finally able to leave the compound, the city all around was in ruin. Yet, we were all safe. We praised God for His protection.

I continue to follow God and am now a part of the church. I have kept my ties with those in my former religious community. I no longer participate in their rituals, but I never eat in front of someone who is fasting. I still wear the clothes and eat the food of my community. I married within my people group. I respect the leaders of the community for their moral strictness and discipline in prayer. I have not changed my name.

I wondered, is it fear that new believers will return to a past life that requires them to burn their bridges? Would love ask them to keep these bridges intact in the hope that others might follow them across?

Even though I have remained in my community, there are some things that I have rejected. I believe the law they follow leads to death. It is made progressively tougher until no one can comply. At that point, the law states that the offender can be killed.

I wondered, do we promote a legalism that leads to spiritual death? Do we have unwritten rules that are just as strong about clothing worn to church or modes of worship or other non-essentials?

I have seen persecution. Christians are stoned, beheaded, beaten, and more. Yet, I testify to God’s protection, blessing, and healing. I remain in my country to serve. I face death so that my family, friends, and neighbors have the opportunity to accept Christ.

I wondered, would I be willing to die so that my family, friends, and community could come to Christ? More importantly, would I be willing to live in such a way that they could?

* Names are withheld from this story for privacy and security reasons.

Source: www.engagemagazine.com—Story adapted with permission

Discussion

- How do you think Abdi felt when he was left in charge of 50 babies at the age of 18?
- How would you have handled the same situation if it had been you?
- Have you ever prayed with the type of desperation that Abdi experienced when the babies were sick or the milk ran low? Will you tell the group about your experience?
- As a Christian, Abdi has chosen to maintain many of his culture's distinctions. Why do you think that is?
- Do you think that helps or hinders him as he lives out his Christianity in front of others? Explain your answer.
- What do you think the cost of following Christ will be for Abdi and people like him?

Mission Story 2: Trading the Word for a Stone

In summer 2011, College Church of the Nazarene in Olathe, Kansas, U.S.A., sent its first intergenerational team on a Work & Witness trip to Dilkon, Arizona, U.S.A.

The group worked through the Dilkon Church of the Nazarene and Encounter Missions International. The congregation includes many Navajo people. The Navajo people are very private and often live fairly long distances from the church, sometimes traveling an hour to attend.

The group met Todd (not his real name), a young man whose mother is a Christian and attends the Dilkon Church. Early in the trip, the group discovered he did not have a Bible. The group had brought new Bibles to be distributed; however, when they offered one to Todd, he declined, saying he did not need one.

At the end of the week, Chris Brodie, a member of the team, went with a few other people to help at Todd's mother's house. Rain water was seeping into the home, so the group helped level the ground around it. Todd talked all day with Chris.

Later that day, Chris decided to look for some rocks. The guys explored the hills behind the house and saw some old Navajo pottery. Todd showed Chris the family's burial ground. As they rambled, Chris continued to look for rocks.

Todd told Chris, "Not many people come out this way because we don't have running water or an indoor bathroom. You're different."

When the guys arrived back at the house, Todd went inside, returning with five stones in his hand. He offered Chris his choice of one of the stones, insisting Chris take the most beautiful one.

After the group returned to the Encounter Mission, they learned that, in the Navajo culture, when a person received a gift, he or she gave something of equal value in return.

Later, Chris said to Todd, "You gave me your precious rock, and I want to give you my Precious Rock," and handed his personal Bible to Todd, shook his hand, and Todd accepted it.

"Is this a Bible?" asked Todd.

"Yes," replied Chris. "It is the one I use; the one I read. It is my Precious Rock, and now it is yours to keep."

"Todd now has his first Bible," relates Chris. "It was the one I used to read, write in, fold the pages, and marked in. I pray that Todd still has the Bible and is reading it."

Source: www.engagemagazine.com

Get involved!

Pray, Pray, Pray

The most effective involvement activity in which we can participate to help people—and ourselves—recognize the cost of following Christ is to pray. For the next week during your prayer time, ask the Lord to help each person you pray for to recognize what it means for that person to "give up everything" and to be willing to release those obstacles to effectively follow Christ.

Pray

During your time together as a group, focus in on these prayers.

- Thank Jesus that He provided the perfect model for giving up everything, even during the midst of struggling with temptation.

- Pray for Abdi, as he lives his faith before a community that is not Christian, that he will remain spiritually strong.
- Pray for Nazarene missionaries, that God would give them strength as they leave behind family and all that is familiar to serve cross-culturally.
- Pray that God will help you see the cost of what it means for you to follow Christ and that you will embrace the lifestyle of “giving up everything.”

Information Sheet

Cost of Following Christ

Scripture Reading: Matthew 4:1-11

Big Idea

Humans build walls easily between ourselves and God's purpose for each of us. To accomplish God's mission for His life, Jesus had to count the cost daily, and so must we. It may be different from one person to another, from one area of the world to another, and even from one point in time to another; but we all realize that following Christ will cost us. It will cost us everything.

One Way that Christians Help

Abdi (not his real name) liked being around Christian missionaries. They patiently answered his questions, and he eventually became a health worker in a baby nursery run by the mission. When Abdi was 18, conflict broke out, forcing the missionaries to leave. Abdi was in charge of the nursery with 50 babies and a number of overworked employees. During that time, Abdi was faced with several desperate situations. Abdi did the only thing he knew; he prayed. And the Lord answered those prayers of desperation.

Abdi continues to follow God, even though he has kept his ties with those in his former religious community and maintains much of that culture. Even though he has seen persecution, Abdi testifies to God's protection, blessing, and healing. He remains in his country and faces death so his family, friends, and neighbors have the opportunity to accept Christ.

Source: www.engagemagazine.com

Get Involved!

For the next week during your prayer time, ask the Lord to help each person you pray for to recognize what it means for that person to "give up everything" and to be willing to release those obstacles to effectively follow Christ.

Prayer

- Thank Jesus that He provided the perfect model for giving up everything, even during temptation.
- Pray for Abdi, as he lives his faith before his community, that he will remain spiritually strong.
- Pray for Nazarene missionaries, that God would strengthen them as they leave behind the familiar to serve cross-culturally.
- Pray that God will help you "give up everything" to follow Christ.

Living Mission—Love Mercy

CAUSES

What Are CAUSES?

When people are presented with a real need, they want to respond. There is nothing that creates a feeling of helplessness more learning that someone needs assistance but not knowing what to do or who to contact.

CAUSES offer opportunities for your group to do something significant—opportunities to give to a need or to pray or to act, even within your own community. We have provided a variety of responses for groups of all sizes and for all ages.

This year's CAUSES—EPIDEMICS and SPOKEN—complement the “Epidemics” and “Cultural Perspectives” lessons respectively. Including the CAUSES during your planning session for the year will result in more effective learning and better response to the CAUSES from your group.

Each CAUSE includes adequate resource and learning methods for nine weeks, offering additional occasions for your group to become more effectively involved in ministry around each theme. Whether you present each week's material to your group is up to you and the people who lead the CAUSE.

How to Lead an Effective CAUSE

- Become familiar with the topic before planning the CAUSE. As you read each CAUSE and its accompanying handouts, it might spark creative thoughts that are not written.
- Include people as CAUSE leaders who might be passionate about the topic, but may not be involved in missions leadership your group. More ownership of the CAUSE will elicit better response and welcome new people into the missions core group.
- Visit the *Living Mission* Facebook page (<https://www.facebook.com/#!/groups/104428492923551/>) before, during, and after the CAUSES for help from others and to let us know what your church did, as well as the results. You may end up with several great suggestions or help someone else. The page is only in English at this time.
- Determine what (or how many) opportunities for the CAUSES your group or church can pursue and implement. Keep them challenged, not overwhelmed.
- Decide how the response should take place. If you will receive an offering, would it better to receive donations throughout the weeks of the CAUSE or at one time at the end of the event? Would a fundraiser that is open to the community bring a better response and provide an outreach opportunity as well?
- Distribute the handouts for each week, even if you do not present all nine weeks' material. They have additional information provided throughout the nine weeks that will serve as learning tools, sources for prayer requests, and interactive information for individuals.
- Celebrate what God is doing in the world through your church's participation in the CAUSES as they draw to a close. Help people recognize how their role—no matter how seemingly small—made a difference.

Living Mission CAUSE: Epidemics

Introduction

“Epidemic” is defined as “an outbreak of disease that spreads quickly and affects many individuals at the same time” (Merriam-Webster’s Online Dictionary: www.m-w.com). An incomplete list of global epidemics on Wikipedia.com includes approximately 25 diseases listed from as early as 1650 BC to the present, some of which have deaths listed in the millions and some as few as 10.

The response of the Church of the Nazarene to people suffering from global epidemics is a direct result to Jesus’ command, “As you go, proclaim this message: ‘The kingdom of heaven has come near.’ Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons. Freely you have received; freely give” (Matthew 10:7-8). He didn’t tell us to go when we felt comfortable doing so or when the time was right or when we had counted the cost. He told us to “heal” and to do so “freely.”

Involvement Opportunities

There are many opportunities for involvement in health care ministry related to epidemics within the Church of the Nazarene. The opportunities for participation in this CAUSE are projects provided by Nazarene Compassionate Ministries (NCM).

Preparation

Set a time to meet with your pastor and local mission leaders. Review the following options with your group in mind, and discuss their advantages and disadvantages. Your group may be able to adopt more than one; don’t limit your group, but also don’t overwhelm them. Review the church calendar, and determine the best time of the year to conduct the EPIDEMICS CAUSE.

Discuss the most likely person(s) to lead the CAUSE. It does not have to be the local president or the pastor, although their mentoring will be important. If a person is passionate about lessening epidemics globally, he or she might create more excitement for the CAUSE than someone who is already very involved in missions. Also, keep in mind the energy of youth! Involving youth or young adults will probably be met with enthusiasm. To develop leaders for the future, we need to mentor their leadership now.

Once the timeframe and the leader are determined, let the leader develop his or her own committee to organize the CAUSE. The pastor and local president should show support, stay aware of progress, and be available to answer questions. Helping leaders understand the culture of a group or a church is key to planning, but be sure those leading the CAUSE do not feel like they are serving in name only.

Several events to include with the EPIDEMICS CAUSE are listed below. Additionally, you are welcome to create your own event(s).

- **World AIDS Day**—December 1 each year. Visit the NCM Web site (www.ncm.org) for direction about when to commemorate this day in your church and to download a number of resources.
- **World Water Day**—March 22 annually. This ties in with the weeks your group will be learning about cholera. Visit the World Water Day Web site (www.worldwaterday.org) for news, events, and resources.
- **World Malaria Day**—April 25 each year. Visit the World Malaria Day Web site (http://www.worldmaliaday.org/home_en.cfm) for news and events, resources, and instructions on what you can do to take action against this preventable disease.

What Are Our Options?

The following are giving options for your group or church. Review the projects, keeping in mind that some of them are ongoing and not meant for one group to fulfill.

Item/Project	Description	Cost	Links/Giving Codes
AIDS Items			
HIV/AIDS Programs in the Commonwealth of Independent States	Give toward HIV/AIDS programs in the Commonwealth of Independent States	Variety of items and several costs	http://www.ncm.org/projects/acm1280
HIV/AIDS Global Fund	Bless the HIV/AIDS ministries of NCM around the world	Any Amount	http://www.ncm.org/give/hiv aids/ Giving Code—ACM1651
Cholera Items			
Africa Water Wells Project	Provide a hand-pump well, with good fittings and surroundings in a village	US\$8,000	http://www.ncm.org/projects/acm1826
Global Clean Water	Support clean water initiatives through local Nazarene congregations around the world	US\$100,000	http://www.ncm.org/projects/acm1423
Haiti Earthquake Relief	Help in funding supplies, training, and cholera clinics	Any Amount	http://www.ncm.org/projects/acm1204
Liberia Latrines Project	Provide latrine facilities, built by the local community	US\$2,500	http://www.ncm.org/projects/acm1858
Zimbabwe Relief	Provide food, chlorine tablets for water purification, and training in alternative conservation farming methods to people in Zimbabwe, in which a cholera pandemic resulted in the deaths of more than 5,000 people in a couple of months	US\$100 per family receiving relief	http://www.ncm.org/projects/acm1797
Community-Based Health Care			
India Reynolds Memorial Hospital (RMH) Expansion	RMH's community-based health care requires an ambulance to transport patients from outlying villages to RMH free of charge	US\$22,500	http://www.ncm.org/projects/acm1484
India Reynolds Memorial Hospital (RMH) Expansion	RMH's community-based health care requires a small bus to transport patients from outlying villages to RMH free of charge	US\$18,000	http://www.ncm.org/projects/acm1484
Self-Help Groups			
Bangladesh Training Centers	Provide a center, in which mainly women are equipped in programs such as health and hygiene awareness, income generation and micro-credit, literacy and skills development, etc., to support sustainable development.	Variety of items and several costs	http://www.ncm.org/projects/acm1775

India Self-Help Groups	Provide opportunities for women to learn how to save money, develop and run businesses, keep records, and use proper business ethics	Provide for a center per year or a family per year	http://www.ncm.org/projects/acm1842
AIDS Orphans and Caregivers Support	Provides families with livestock, giving them needed milk, eggs, and meat, as well as supplies to plant gardens	Variety of items and several costs	http://www.ncm.org/projects/acm1571
Tailoring Training in New Kru Town, Liberia	Provide for needs of a tailoring school	Variety of items and several costs	http://www.ncm.org/projects/acm1405
Women for Africa Project	Provide micro-enterprise opportunities for African widows or caretakers of AIDS orphans to generate an income by creating their own small businesses	Variety of items and several costs	http://www.ncm.org/projects/acm1627
Global Health Care			
Global Health Care Fund	Provide materials and means for volunteers to care for men, women, and children with limited medical resources in Nazarene hospitals and clinics	Any Amount	http://www.ncm.org/give/healthcare/ Giving Code—ACM1330

Donate Online

Use the links listed above to donate for the various NCM projects with a credit card.

Donate by Check

Donations by check for Nazarene Compassionate Ministries can be sent to the locations below. Be sure to put the giving code (starts with “ACM” in the links above) in the Memo area.

United States

Make checks payable to “General Treasurer, Church of the Nazarene” and send them to:

Global Treasury Services
Church of the Nazarene
P.O. Box 843116
Kansas City, MO 64184-3116

Canada

Make checks payable to “Church of the Nazarene Canada” and send them to:

Church of the Nazarene Canada
20 Regan Road, Unit 9
Brampton, Ontario L7A 1C3

Other World Areas

Send all money to the regional office, where funds will be forwarded to Global Treasury Services at the Global Ministry Center.

Week 1: HIV/AIDS Ministry

Nazarene Compassionate Ministries (NCM) supports congregations and rehabilitation centers that are developing HIV and AIDS prevention programs based on biblical principles such as sexual purity, abstinence, and marital fidelity. NCM also supports drug use prevention and rehabilitation centers designed to help people escape addiction. NCM ministers to people living with HIV and AIDS through support groups and by helping to meet their basic needs. In addition, they offer support through church and community education programs designed to fight the discrimination and stigma attached to the disease.

Preparation

- For the Activity, ask two people to role-play the short script below. Let them know that the activity will not require much memorization at all. Rehearse the script a couple of times before the service in which it will be performed.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Activity

Person 1: I don't know why there is so much talk about HIV and AIDS. AIDS is not my problem.

Person 2: AIDS is a problem for people who do bad things. My family won't be affected.

Person 1: People should keep their AIDS problem to themselves. There is no reason I need to discuss it.

Activity Discussion

Ask the congregation what they saw and what is happening in the conversation. What is implied?

Mission Story: HIV/AIDS Affects Multiple Generations

(Have someone read this story to the group.)

Thabo (not his real name) is a 12-year-old boy living in Swaziland; he has AIDS.

Busi, Thabo's grandmother, found out that her daughter and son-in-law had AIDS and was angry. She knew they would die.

Thabo tested positive for HIV at the age of five. He is the only survivor of his immediate family. Both of his parents and his siblings have died of complications related to AIDS. Thabo now lives with his grandmother and blind grandfather. They struggle each day since Thabo's father had been the breadwinner for the whole family.

Thabo and his family receive regular visits from volunteers who make up the AIDS Task Force in Swaziland. The volunteers monitor Thabo's health, treat his symptoms, and give him medications. When Thabo needs more intensive medical care, volunteers arrange his transportation to the clinic.

Thabo is hopeful for the future and wants to be a nurse when he grows up, so he can help others.

Story Discussion

[If you have a large group, divide into sub-groups to allow for more effective discussion.]

- What are the effects on a community if **one of the adults** contracts AIDS? (Possible answers—isolation from community; feelings of shame, anger, or blame; loss of income; no school fees for children; increased spending on medicine; etc.)
- What happens in a community when **many people** are infected with HIV and AIDS? (Possible answers—fewer children in school; too many patients in medical facilities, resulting in poorer care; community members suspicious of one another; increased food and clothing prices as fewer items are produced; children/elderly left to care for sick people; no passing of culture/traditions; loss of hope; increased poverty; etc.)

How Should We Respond?

Have someone read 1 Corinthians 12:12, 14-26 to the group.

Discussion

- What is God saying in this passage that relates to the community? (Possible answers—all individual parts make up the whole, each part of the community is important, members of the community should have concern for each other, members should celebrate victory of others, weaker members should be treated with special honor, God arranged the members of the community, etc.)

- What should we as Christians do?
- What can our group do right now?

Week 2: From Despair to Hope

Preparation

- A week or so before the date this will be presented, ask someone to tell the story “From Despair to Hope” to the group. It will be better if the person can tell the story, rather than read it.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Open by saying, **Did you know that Eastern Europe and Central Asia have the world’s most rapidly growing HIV and AIDS epidemic? Although the rise of HIV and AIDS in the Commonwealth of Independent States (CIS) Field is seen most prominently among injecting drug users, sex workers and their partners, prisoners, and children living on the street, the church is not exempt from the effects of the disease.**

Mission Story: From Despair to Hope

(Invite a storyteller to relate the following to your group.)

Oleg is one of the hundreds of thousands of people living with HIV and AIDS in Ukraine. Instead of clinging to despair, though, he has a reason to hold onto hope. And he’s not alone.

As a teenager, Oleg started experimenting with opium. After 20 years of heavy drug use, he was sick with many diseases—including HIV. “Life had no meaning for me,” he says.

Then Oleg was taken to a Nazarene rehabilitation center in Vinnitsa, Ukraine, to die. Instead of death, however, he found life. “I received Jesus as my Lord and Savior,” Oleg says, “and from that moment on my life started to change.”

After graduating from the months-long program, Oleg stayed on to serve others in need of help. Today, Oleg is responsible for coordinating the church’s ministry to people living with HIV and AIDS—important work in a country with one of the world’s fastest growing rates of the disease. He also leads a Bible study at the Vinnitsa Church of the Nazarene, where he even serves on the church board.

In the past year, Oleg and the team he leads have facilitated 50 AIDS support groups in their church and 25 groups in the Vinnitsa regional AIDS treatment center, where they visit those in need of hope every day. “As a result of our ministry, 70 people have received Christ,” he shares. “Praise be to Christ, the Lord!”

Story Discussion

- How hard would it be for you to volunteer or work in a place where people were brought to die?
- What do you think the people who serve in the rehabilitation center in Vinnitsa, Ukraine, must do to effectively minister there?
- What needs in our community, however difficult, could our group meet? (This may be something other than HIV/AIDS; encourage your people to think about this and discuss it.)
- What would be the challenges and rewards of such ministry?
- What should we do to participate in such a ministry?

Week 3: Cholera

Preparation

- For the Activity, collect two empty canned drinks (or large cans), and draw a picture of a baby on each. Poke a small hole in the bottom of one, and a large hole in the bottom of the other. Set buckets or basins below the two bottles. Fill two pitchers with water, and set the pitchers and two cups near the cans.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Activity

Ask two volunteers to help their “baby” drink water. Ask them to see who can fill up the cans the fastest and keep the “baby” full, using only cups of water, not pouring directly from the pitchers.

Activity Discussion

- What happened?
- Ask the volunteers, “What were your feelings as you tried to accomplish the task?”
- Does this happen in our community?
- Why does this happen?

[Explain that this is a rough example of what happens with two babies—one with cholera and one that is healthy.]

Open by saying, **According to the World Health Organization, cholera is “an acute intestinal infection caused by ingestion of food or water contaminated with the bacterium *Vibrio cholera*. It has a short incubation period—from less than one day to five days—and produces an enterotoxin that causes a copious, painless, watery diarrhea that can quickly lead to severe dehydration and death if treatment is not promptly given. Vomiting also occurs in most patients.”**

Explain that cholera can kill quickly, within hours even. People that are most at risk are those living in inner city slums and refugee camps, among malnourished children and people living with HIV, and those surviving a disaster, although even healthy people can be susceptible to cholera. However, cholera is preventable through proper sanitation, careful use and treatment of water before drinking or cooking, and careful handling of food.

Week 4: Cholera in Haiti

Preparation

- Study the story so you can tell it confidently, or ask someone else to tell the story.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Cholera in Haiti

According to a report in September 2011, the Center for Disease Control (CDC) stated that Haiti had its first cholera outbreak in at least 100 years, and it became an epidemic.

Cholera spreads through contaminated water and food and is easily passed by an infected person or by untreated sewage. Given the conditions of Haiti following the earthquake of January 2010, this outbreak is of grave concern. The earthquake left infrastructure destroyed and strained the public health infrastructure as well. In most cases, damage is still evident, leaving large numbers of people displaced and living in camps. Tight quarters and poor sanitation made it easy for the cholera epidemic to run rampant.

The following is an excerpt from a 2011 report from a local nurse, working with Heart to Heart International, in charge of cholera response in Haiti sent to Nazarene Compassionate Ministries (NCM). The training and activities were facilitated in part by funds made possible through NCM.

Mission Story: Cholera in Haiti

(Have someone read the part of the nurse telling the story.)

Before we had our training in this remote area, people were dying on their way to find a hospital. They dehydrated, because they did not know what to do as preventive methods. But with our 2 months of training, now many people know what to do to prevent catching cholera. And if they have diarrhea, they know how to administer ORS (oral rehydration salt) before reaching a CTC (cholera treatment center).

During the month of July, we distributed 465 kits at Cascade Pichon and we trained 10,357 people; and in August we trained 9,632 people. Thus far in September, we have trained 832 people. That is a total of 20,821 people. As a matter of fact, the people of this area have really shown their appreciation for this

cholera-training program; and they asked us for construction of latrines, continuing education, and the construction of a clinic in order to meet the sanitary needs of this specific region.

Explain that each kit included: soap, water purification tablets, paper handouts with prevention directives, Clorox, and oral rehydration salt. Each community agent was allowed to keep a kit at home if someone got sick with cholera.

Week 5: Morsch Facilitates Community-Based Health Care

Preparation

- Study the story so you can tell it confidently, or ask someone else to tell it.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Mission Story: Dr. Becky Morsch and Community-Based Health Care

(Ask someone to read the story to the group.)

Dr. Becky Morsch spends her days traveling to places in Papua New Guinea (PNG) where people have little to no access to health care services. Sometimes she arrives by truck, other times by canoe or on foot. But her primary purpose as a physician in PNG is not to treat patients or deliver babies, but to train others to do that work.

Morsch says she is energized by working and learning from people she meets in PNG. She describes her job as simply facilitating community members' discovery of what they want to do to meet their community's health needs. She adds that listening to God's voice has carried her in the journey to follow God's call in her life.

Two decades ago the Church of the Nazarene in PNG expanded its health care focus to include a Community-Based Health Care (CBHC) program. CBHC empowers communities in medically underserved areas to improve their health through training community health volunteers who in turn teach preventive techniques such as hand-washing, building and using basic sanitation facilities, and purifying drinking water. The program also trains village birth attendants in safe birthing practices and forms community health committees that develop locally appropriate solutions to communities' most pressing health needs.

The Church of the Nazarene has also made HIV-prevention activities, education, and caring for those living with HIV/AIDS a strong part of its CBHC strategy. Community health volunteers and church leaders teach HIV prevention in church and in the community, emphasizing sexual abstinence before marriage and faithfulness after marriage. They preach a message of love and care for people living with HIV/AIDS. People respond by sharing firewood and garden produce with community members affected by AIDS and by preparing food for, visiting with, listening to, and praying with them. Several congregations started HIV/AIDS care centers, providing education, counseling, and care for those rejected by their families.

Week 6: Community-Based Health Care in Africa

Preparation

- Study the story so you can tell it confidently, or ask someone else to tell it.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Mission Story: Community-Based Health Care in Africa

(Ask someone to read the story to the group.)

In Africa, several volunteer home-based health care circles were initiated to serve the community. In 2007, Nazarene Compassionate Ministries partnered with congregations to organize and train volunteers to care for the sick, most often due to AIDS-related illnesses. The home-based care system became a venue for the church to touch the hidden suffering in Choma, Zambia. Volunteers offered care regardless of circumstances and social stigmas. "The Church of the Nazarene is the only church that came and cared for me without bad feelings toward me and the situation I was in," said Owen Maliko, a participant in NCM's home-based care program.

In Zambia, more than 2,000 volunteers regularly visit and support more than 23,000 orphans. Riding bicycles provided by NCM and carrying their care kit bags, volunteers travel—sometimes more than four kilometers (2.5 miles)—to people’s homes, helping with cleaning, providing supplemental food, bathing patients, giving them simple medications, and referring them to a hospital when needed.

Week 7: Maternal Mortality

Preparation

- Ask one person to tell the introduction “Maternal Mortality” and another to speak Renu’s words from “Renu’s Story.” Ask someone (either the person providing the introduction or someone else) to tell the remainder of “Renu’s Story.”
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Maternal Mortality

According to the United Nations Millennium Development Goals, hemorrhage and hypertension are the leading causes of maternal mortality in developing regions. Together they account for half of all deaths in expectant or new mothers.

Indirect causes of death include malaria, HIV/AIDS, and heart disease, resulting in 18 percent of maternal deaths. Other direct causes, such as obstructed labor, complications of anesthesia or caesarean section, and ectopic pregnancy, lead to 11 percent of all deaths during pregnancy or childbirth.

The vast majority of these deaths are avoidable.

Mission Story: Renu’s Story (India)

(Ask two people help with this story—one to read Renu’s words, the other to present the remainder of the story.)

“My name is Renu Sharma. I am 24 years old and am expecting my third baby. I live on the outskirts of Delhi, India, with my husband, Jainarayan, and our two children, Lakshya, five, and Divya, three.

“Despite being five months pregnant, my days are long and busy. I help with the household chores, work in the fields, and look after the family’s cows.”

Remainder of Renu’s Story:

Renu has had no prenatal check-ups. The nearest health center is in Mitrao village, less than 1 kilometer (0.62 miles) from her house.

In 2000, 136,000 mothers died in childbirth in India—the highest number of any country in the world. In India, an average of 1 woman in 48 dies in pregnancy or childbirth. South Asian countries have the lowest levels of prenatal care globally, with almost half the women never having prenatal check-ups.

Story Discussion

What challenges to a healthy pregnancy and birth for both mother and child do you see in Renu’s story? (Possible answers—Renu has had no health care during pregnancy, she is still working under physically demanding situations, Renu may not have funds for health care, etc.)

Week 8: Malaria

Preparation

- For the Activity, ask two people to role-play the short script. Let them know that the activity will not require much memorization. Rehearse the script a couple of times before the service in which it will be performed.
- Ask someone to present the information “What Is Malaria?”, “Where Is Malaria?”, and “What Are the Symptoms of Malaria?”

- Study the illustrations in “Malaria Observation” and be prepared to lead the discussion about them. You may copy the illustrations onto paper.
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Activity

Person 1: I think my son has malaria!

Person 2: How do you know that?

Person 1: He has a fever and chills. He also has a headache and body aches.

Person 2: That sounds like the flu to me. Why do you think he has malaria?

Person 1: I’m not sure. But I’m really scared that it may be malaria.

Person 2: Not a chance! No one in this country ever gets malaria.

Activity Discussion

- What is malaria?
- Where is malaria most likely found?
- What are the symptoms of infection?

What Is Malaria?

Malaria is a human disease caused by parasites in the red blood cells and transmitted by the bite of anopheline mosquitoes.

Where Is Malaria?

Malaria is found most often in warm climates of tropical and subtropical countries, usually below 1,500 meters (0.93 miles) elevation. Warm climates contribute to the growth and multiplication of mosquitoes and malaria parasites. There must also be water for the mosquito eggs, larvae, and pupae to grow.

What Are the Symptoms of Malaria?

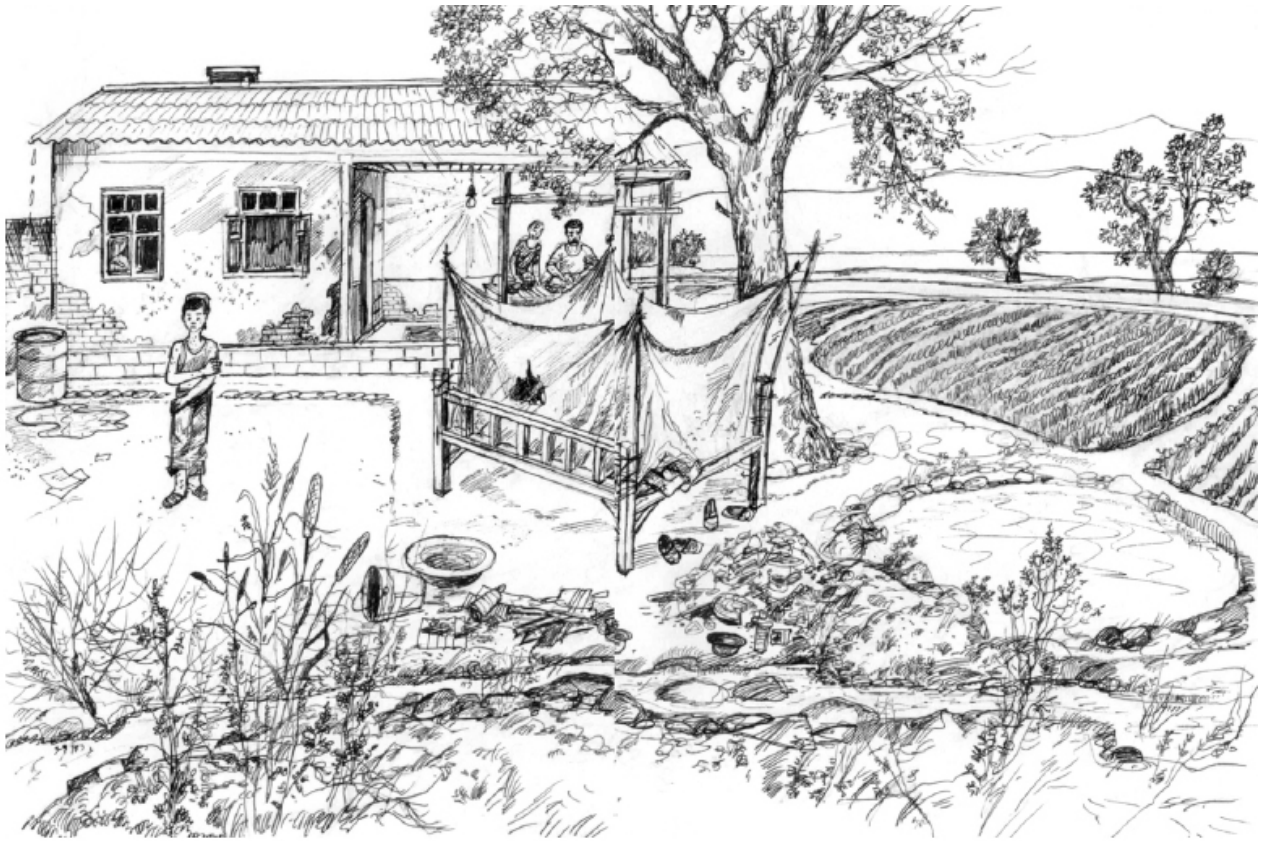
Often symptoms of malaria appear to be those of another illness. Symptoms such as sore throat, swollen glands, earache, and runny nose could easily seem like the flu. Malaria can also be accompanied with fever, chills, body ache, vomiting, diarrhea, loss of appetite, jaundice, rapid breathing, sweats, headaches, and tiredness. So with so many similar symptoms, how do you know? If you are living in an area where malaria is prevalent, it is a good idea to take a closer look.

Most malaria is “simple or uncomplicated malaria.” If you live in or travel to an area with malaria and are bitten by a mosquito, you will notice the effects from one week to one month later. Malaria attacks last 6-10 hours and occur every 2-3 days, depending on the type of malaria. A cold stage with shivering and a sensation of cold is followed by a hot stage with fever, headaches, and vomiting. Finally, there is a sweating stage as the body returns to normal.

Malaria Observation

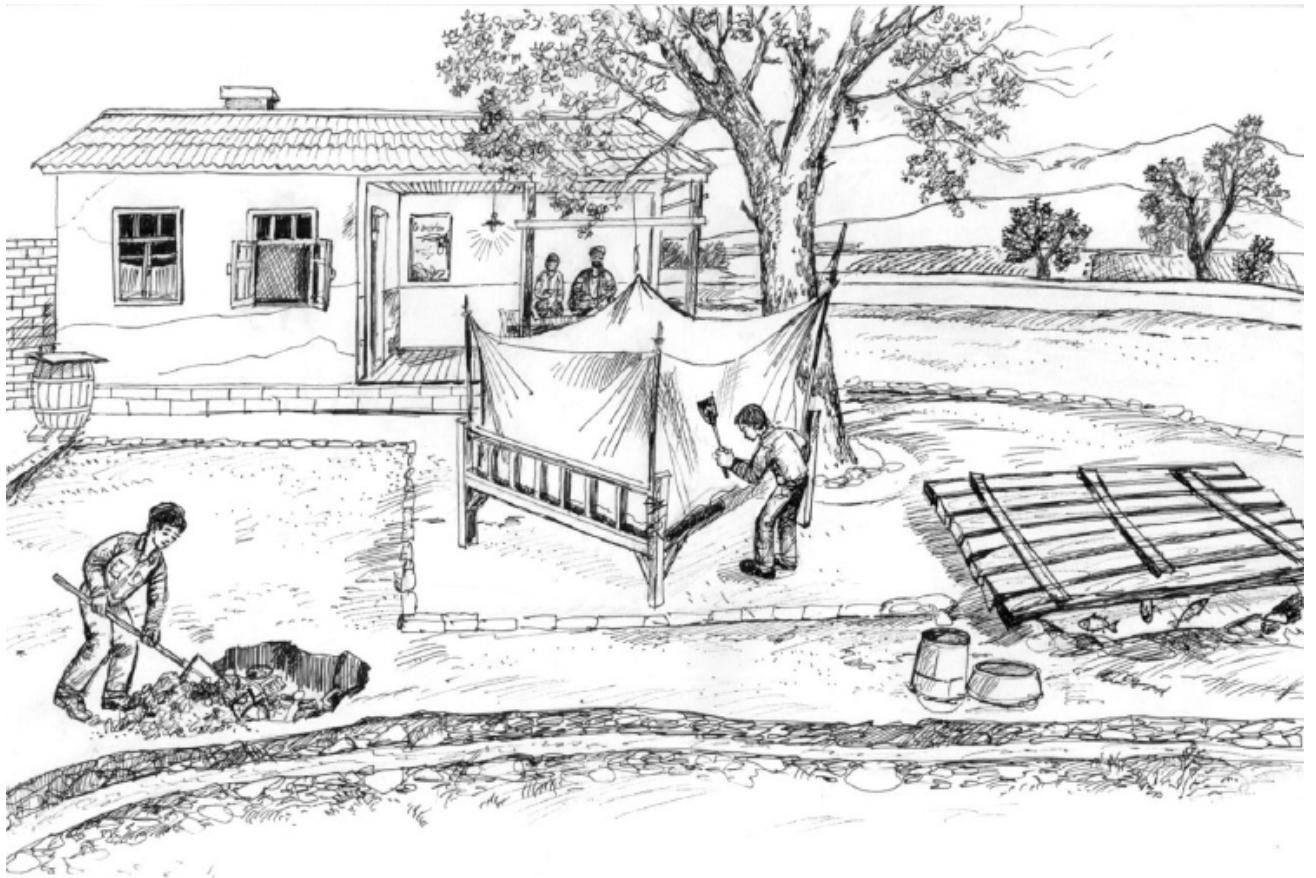
Malaria is preventable and treatable. It is critical that preventative measures are taken, such as eliminating standing water, using bed nets (to keep mosquitoes away), and covering your skin. These precautions can greatly reduce the risk of malaria, since many people do not have access to clinics or medications to help treat the disease.

Continue by saying, **Look at these illustrations. [You may need to discuss the first illustration for people to understand the different aspects of the picture.] What could be done to lessen the risk of malaria?** (Possible answers—sew up holes in mosquito net, clean up standing water/cover water sources, screens on windows, move rice paddy away from house, long sleeves/covering skin, trim weeds, clean up trash.)



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Say, Now look at the second picture. What differences do you see?



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Week 9: Global Health Fund

Preparation

- Ask a person to explain the Global Health Fund
- Make copies of the weekly handout, found at the end of the Epidemics CAUSE.

Presentation

Global Health Fund

Nazarene Compassionate Ministries (NCM) is increasingly concerned about the health care needs that many of our Nazarene families and their communities face globally. Approximately 9.2 million people die each year from diseases or childbirth complications that are largely preventable. The two biggest killers of children under age 5, for example, are pneumonia and diarrhea—both easily preventable with access to health care. Every year more than 500,000 women (99 percent of them living in developing countries) die from complications related to pregnancy or childbirth.

Health care ministry is important to help stop the destructive cycle of poverty and disease in communities globally.

The Church of the Nazarene has a presence in more than 150 countries, many of which are poverty-stricken, lacking adequate health care and other life-giving services. In an effort to live out Christ's Gospel in these communities, we are concerned about the whole person—seeking to meet spiritual, physical, mental, and social needs.

Many countries face severe shortages of doctors, nurses, and health workers to deliver care. What's more, countries that train health workers see many migrate to jobs in wealthier countries, even for menial tasks. While the Church of the Nazarene is growing, we realize that in many places throughout the world, health care is severely lacking and does not meet the most basic needs of people and communities.

NCM seeks to come alongside health care workers and ministries—such as clinics, hospitals, and community-based health care programs—through training, resources, and support. NCM helps address spiritual and physical needs in communities worldwide, reaching those in need in the name of Christ.

EPIDEMICS CAUSE

HIV/AIDS Handout, Week 1

Did You Know?

- 33.4 million are currently living with HIV/AIDS.
- More than 25 million people have died of AIDS worldwide since the first cases were reported in 1981.
- In 2008, 2 million people died due to HIV/AIDS, and another 2.7 million were newly infected.
- While cases have been reported in all regions of the world, almost all those living with HIV (97 percent) reside in low- and middle-income countries.
 - Sub-Saharan Africa—More than 67 percent (approximately 22.4 million people)
 - Asia—estimated 4.7 million people (2008)
 - Latin America—estimated 2 million people (2008)
 - Eastern Europe and Central Asia—1.5 million people
- According to the World Health Organization (WHO), most people living with HIV or at risk for HIV do not have access to prevention, care, and treatment, and there is still no cure.
- The HIV epidemic not only affects the health of individuals, it impacts households, communities, and the development and economic growth of nations. Many of the countries hardest hit by HIV also suffer from other infectious diseases, food insecurity, and other serious problems.
- Successes and promising signs
 - New global efforts have been mounted to address the epidemic, particularly in the last decade.
 - Prevention has helped to reduce HIV prevalence rates in a small but growing number of countries.
 - New HIV infections are believed to be on the decline.
 - Number of people with HIV receiving treatment in resource-poor countries has increased 10-fold since 2002, reaching an estimated 4 million by 2008.

Source: "The Global HIV/AIDS Crisis Today." AIDS.gov Web site (<http://www.aids.gov/hiv-aids-basics/hiv-aids-101/overview/global-statistics/>) 20 June 2011: n. pag. Web. 12 Nov. 2011.

Prayer

Pray for people who suffer from HIV/AIDS globally, their caregivers, and those people who minister to them, keeping in mind 1 Corinthians 12:12, 26:

¹² Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ....²⁶ If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.

Action Items

- Visit www.ncm.org/worldaidsday to learn more about how you can get involved and join efforts globally to create awareness about the global AIDS pandemic.
- Obtain a copy of the Winter 2011 *NCM magazine*, which focuses on HIV/AIDS and healthcare (previous issues are available online at the link below). If you do not already receive the magazine, you may subscribe at www.ncm.org/magazine.

EPIDEMICS CAUSE

Commonwealth of Independent States HIV/AIDS Handout, Week 2

Did You Know?

- Since 2001, the incidence of HIV/AIDS in Eastern Europe and Central Asia has almost doubled so that an estimated 1.4 million adults (ages 15 to 49) are living with HIV and AIDS.
- Russia and Ukraine account for 90 percent of newly reported HIV cases in the region. According to the United Nations and World Health Organization, however, the actual number of infections is most likely considerably higher than official statistics suggest.
- Other countries in the region, such as Belarus, Kazakhstan, and Uzbekistan, also face a significant increase in HIV and AIDS rates.
- Although the rise of HIV and AIDS in the CIS field is seen most prominently among injecting drug users, sex workers and their partners, prisoners, and children living on the street, the church is not exempt from the effects of the disease.

Prayer

Pray this week that God will show you how you can be involved in raising awareness for those living with HIV and AIDS. Pray that He will show you how to move closer to His ideal community by demonstrating His love and compassion to those around you, specifically for families and communities directly impacted by HIV and AIDS. Pray that you will serve others in the spirit of Philippians 2:1-4:

¹ Therefore if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion, ² then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. ³ Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, ⁴ not looking to your own interests but each of you to the interests of the others.

Action Items

- Visit the Nazarene Compassionate Ministries Web site (www.ncm.org). Click on the “Learn” tab and select “HIV/AIDS” in the left-hand column. From there, you can learn more about HIV/AIDS and how you can help.
- World AIDS Day—December 1 each year. Visit the NCM Web site (www.ncm.org) for direction about when to commemorate this day in your church and to download a number of resources.
- Explore opportunities to help at HIV/AIDS ministries in your community. Such ministries may be sponsored by Nazarene churches or other denominations. The following link to the NCM USA/Canada Web site provides a list of Compassionate Ministry Centers, searchable by topic (including AIDS ministries):
<http://app.nazarene.org/CMCQuery/>.
- If no such ministry exists in your area and one is needed, is God nudging you to help initiate an HIV/AIDS ministry? To learn more about what a Compassionate Ministry Center is or to start your own, visit
<http://www.nazarenecompassion.org/CMCs/tabid/518/Default.aspx>.

EPIDEMICS CAUSE

Cholera Handout, Week 3

Did You Know?

- Cholera is an acute diarrheal disease that can kill within hours if left untreated.
- There are an estimated 3–5 million cholera cases and 100,000–120,000 deaths due to cholera every year.
- Up to 80 percent of cases can be successfully treated with oral rehydration salts.
- Effective control measures rely on prevention, preparedness, and response.
- Provision of safe water and sanitation is critical in reducing the impact of cholera and other waterborne diseases.
- Oral cholera vaccines are considered an additional means to control cholera, but should not replace conventional control measures.

Source: "Cholera Fact Sheet." World Health Organization Web site (<http://www.who.int/mediacentre/factsheets/fs107/en/index.html>) August 2011: n. pag. Web. 14 Nov. 2011.

Prayer

Pray for people around the world who are suffering from cholera, that God will heal them. Pray also that God would send people who embody Matthew 10:7-8:

⁷ As you go, proclaim this message: 'The kingdom of heaven has come near.' ⁸ Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons. Freely you have received; freely give.

Action Items

- To learn more about cholera and to combat this epidemic, visit the Nazarene Compassionate Ministries Web site (www.ncm.org), type "cholera" in the search window on the home page, and read articles and press releases that apply. You can also search NCM projects for cholera-related projects.
- World Water Day—March 22 annually. This ties in with the weeks your group will be learning about cholera. Visit the World Water Day Web site (www.worldwaterday.org) for news, events, and resources.
- What is your church's CAUSE for these nine weeks? Have you participated, or do you have an assignment for the CAUSE?

EPIDEMICS CAUSE

Haiti Cholera Handout, Week 4

Did You Know?

The Haiti cholera outbreak began in late October 2010 in the rural Artibonite Department of Haiti,¹ about 100 kilometres (62 mi) north of the capital, Port-au-Prince, killing 4672 people by March 2011² and hospitalising thousands more.³ The outbreak followed a powerful earthquake which devastated the country on 12 January 2010.

By March 2011, some 4,672 people had died and 252,640 cases had been reported.⁴ By the first 10 weeks of the epidemic, cholera spread to all of Haiti's 10 departments or provinces.⁵ In November 2010, the first cases of cholera were reported in the Dominican Republic and a single case in Florida, United States; in January 2011 a few cases were reported in Venezuela. As of late September 2011, some 6,435 deaths have been reported and the toll is expected to continue rising.⁶ Neighboring Dominican Republic has reported 135 cholera deaths as well.

Prayer

Pray for the people of Haiti, as they have endured much suffering in recent years. Pray that believers in Haiti will remember the truth of Hebrews 6:10-11:

¹⁰ God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them. ¹¹ We want each of you to show this same diligence to the very end, so that what you hope for may be fully realized.

Action Items

- The funds received after the Haiti Earthquake have, in part, been used to facilitate emergency response and now, nearly two years later, to aid in the relief of a deadly epidemic spreading quickly due to the aftermath of the earthquake. To help in funding supplies, training, and cholera clinics, you may give to the Haiti Earthquake Relief fund at <http://www.ncm.org/projects/acm1204>.
- You can also download the Spring 2010 *NCM Magazine* for more information on Haiti post-earthquake from www.ncm.org/magazine.

¹ Kushner, Jacob. "Haiti's cholera outbreak spreads, adding to worries it would reach refugee camps in capital". *Star Tribune*. Associated Press. <http://www.startribune.com/world/105514053.html>. 23 Oct. 2010: n. pag. Web. 9 November 2010.

² PAHO's Interactive Report of Cholera Outbreak: n. pag. Web. 14 Nov., 2011

³ "Cholera cases found in Haiti capital". MSNBC. http://www.msnbc.msn.com/id/39787756/ns/health-infectious_diseases/ 23 Oct. 2010: n. pag. Web. 14 Nov. 2011.

⁴ "Haiti cholera 'far worse than expected', experts fear". BBC News Online. 15 March 2011. Archived from [the original](#) on 16 March 2011. <http://www.webcitation.org/5xEvvaKZx>: n. pag. Web. 14 Nov. 2011.

⁵ Basu, Moni (2010-12-31). "Cholera death toll in Haiti rises to more than 3,000". *CNN*.

<http://edition.cnn.com/2010/WORLD/americas/12/31/haiti.cholera/index.html?hpt=T2>. 31 Dec. 2010: n. pag. Web. 14 Nov. 2011.

⁶ Zhang Xiang. "Haiti cholera cases on rise: WHO". Xinhua. http://news.xinhuanet.com/english2010/health/2011-06/24/c_13948776.htm 24 June 2011: n. pag. Web. 14 Nov. 2011.

EPIDEMICS CAUSE

Community-Based Health Care Handout, Week 5

Did You Know?

- Papua New Guinea (PNG) is 137th out of 169 countries on the United Nations Human Development Index, making it one of the least-developed nations on earth.
- Life expectancy is only 56.
- There is a 7.5 percent chance a newborn will not reach age 5.
- The maternal mortality rate is 733/100,000 – one of the worst in our region. By comparison, the U.S.A. is 11/100,000. The truth may be much worse, since many people live where there is no medical care and no reporting happens.
- Annual government spending for public medicines is only US\$2 per capita! Medicines supplied by the PNG government often run short.
- Many people live where they cannot easily get to a health facility with nurses, let alone a hospital with doctors that provide C-sections/surgeries. More than 80 percent of the population are subsistence farmers who live in rural areas where “basic services” such as roads, schools, communications, police, vaccines, and medicine are unreliable or completely unavailable. People here don’t describe health care as a right but as a tremendous privilege.
- The churches operate approximately 60 percent of the health facilities in the country and 80 percent in the rural majority. Kudjip Nazarene Hospital is a 130-bed hospital on the only highlands highway.

Prayer

Pray for community health workers globally. Pray that they will be safe as they enter the homes of those in their community to not only give much-needed physical relief, but to also be the representation of Jesus in their communities. Pray for protection as they travel long distances to reach those in need. Pray that God will show each community health worker what his or her gifts are and that the worker will use those gifts as stated in Romans 12:6-8:

⁶ We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; ⁷ if it is serving, then serve; if it is teaching, then teach; ⁸ if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully.

Action Items

- Read more about Dr. Becky Morsch’s story in the Winter 2011 *NCM Magazine* at www.ncm.org/magazine.
- To learn more about Kudjip Nazarene Hospital, visit its Web site: www.kudjipnazarenehospital.org.

EPIDEMICS CAUSE

Community-Based Health Care in Zambia Handout, Week 6

Did You Know?

In Zambia Alone...

- More than 2,000 volunteers regularly visit and support over 23,000 orphaned children.
- 155 churches have programs for visiting and supporting people living with HIV/AIDS.
- Approximately 2,500 families receive livelihood support in micro enterprise and vegetable gardens to become self-sustainable.
- Riding bicycles provided by Nazarene Compassionate Ministries (NCM) and carrying their care kit bags, home-based care volunteers travel—sometimes more than four kilometers (2.5 miles)—to people's homes to help them clean their houses, provide them with supplemental food, bathe them, give them simple medicines, and refer them to a hospital when needed.

Prayer

Pray for the people who serve communities in Africa, especially those participating in Community-Based Health Care in Zambia. Pray for those to whom they minister and teach, that their bodies will respond to treatment and lessons will be learned to prevent epidemics. Pray that the community health volunteers will continue to serve the spirit of James 1:27:

Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world.

Action Items

- Read more about Community-Based Health Care in the Winter 2011 *NCM Magazine* at www.ncm.org/magazine.

EPIDEMICS CAUSE

Maternal Mortality Handout, Week 7

Did You Know?

- Every day, approximately 1,000 women die from preventable causes related to pregnancy and childbirth.
 - The major complications that account for 80 percent of all maternal deaths are:
 - severe bleeding (mostly bleeding after childbirth)
 - infections (usually after childbirth)
 - high blood pressure during pregnancy (preeclampsia and eclampsia)
 - obstructed labour
 - unsafe abortion
 - The remainder are caused by diseases such as malaria, anemia, and HIV/AIDS during pregnancy.
- 99 percent of all maternal deaths occur in developing countries.
- Maternal mortality is higher in rural areas and among poorer and less educated communities.
- Adolescents face a higher risk of complications and death as a result of pregnancy than older women.
- Skilled care before, during, and after childbirth can save the lives of women and newborn babies.
- Between 1990 and 2008, maternal mortality worldwide dropped by one-third.

Source: "Maternal Mortality Fact Sheet." World Health Organization Web site (<http://www.who.int/mediacentre/factsheets/fs348/en/index.html>) November 2010; n. pag. Web. 15 Nov. 2011.

Prayer

Pray for pregnant women around the world, that they will receive proper medical treatment, that their babies will be born safely, and that they will not have complications during the birth and will live to raise their babies. Pray for the community health volunteers who offer training to women who are facing at-risk pregnancies and that they will point the women toward the Great Physician as mentioned in Luke 10:8-9:

⁸ "When you enter a town and are welcomed, eat what is offered to you. ⁹ Heal the sick who are there and tell them, 'The kingdom of God has come near to you.' ..."

Action Items

- Take a quiz on maternal health. Visit <http://www.pbs.org/wgbh/nova/body/maternal-health.html> to understand how women in developed and developing countries face very different risks when it comes to childbirth and maternal health.

EPIDEMICS CAUSE

Malaria Handout, Week 8

Did You Know?

- Malaria is a life-threatening disease caused by parasites that are transmitted to people through the bites of infected mosquitoes.
- According to the World Malaria Report 2010, there were 225 million cases of malaria and an estimated 781,000 deaths in 2009, a decrease from 233 million cases and 985,000 deaths in 2000.
- In 2009, malaria caused an estimated 781,000 deaths, mostly among African children where a child dies every 45 seconds of malaria, and the disease accounts for approximately 20 percent of all childhood deaths.
- Malaria is preventable and curable.
- Increased malaria prevention and control measures are dramatically reducing the malaria burden in many places.
- Malaria can decrease gross domestic product by as much as 1.3 percent in countries with high disease rates.
- Non-immune travelers from malaria-free areas are very vulnerable to the disease when they get infected.

Source: "Malaria Fact Sheet." World Health Organization Web site (<http://www.who.int/mediacentre/factsheets/fs094/en/index.html>) October 2011: n. pag. Web. 16 Nov. 2011.

Prayer

Pray for people around the world who suffer from the effects of malaria today. Pray for those who are called to administer relief to those who are infected, and pray for the people who teach communities about the causes of malaria and how it can be prevented. Ask the Lord to give spiritual guidance to those people who echo the Psalmist in Psalm 6:2-3:

- ² Have mercy on me, LORD, for I am faint;
heal me, LORD, for my bones are in agony.
- ³ My soul is in deep anguish.
How long, LORD, how long?

Action Items

- World Malaria Day—April 25 each year. Visit the World Malaria Day Web site (http://www.worldmaliaday.org/home_en.cfm) for news and events, resources, and instructions on what you can do to take action against this preventable disease.

EPIDEMICS CAUSE

Global Health Fund Handout, Week 9

Did You Know?

- Approximately 9.2 million people die each year from diseases or childbirth complications that are largely preventable.
- The two biggest killers of children under age 5 are pneumonia and diarrhea—both easily preventable with access to health care.
- Every year more than 500,000 women (99 percent living in developing countries) die from complications related to pregnancy or childbirth.

Prayer

Pray for people around the world who are suffering due to epidemics around the world today. Pray for those servants of God who minister to their bodies, as well as their souls, that they will be mindful of the words of Jesus from Luke 11:34:

Your eye is the lamp of your body. When your eyes are healthy, your whole body also is full of light. But when they are unhealthy, your body also is full of darkness.

Action Items

- If you are a medical professional, join the Nazarene Medical Organization to get updates on upcoming medical team trips taking place and on health care stories and needs. For more information go to www.ncm.org/learn/healthcare/nmo.
- Go on a short-term or long-term medical assignment. There are global needs for volunteers, teams, and individuals to work alongside those in the field, educating on prevention, working in hospitals and clinics, and assisting in Community-Based Health Care. E-mail nmo@ncm.org to find out about opportunities in which you may serve!

Living Mission CAUSE: The Spoken Gospel— Ministering to Oral and Aliterate Cultures

Introduction

There are approximately 7 billion people in the world today. The Gospel is proclaimed to more people than at any other time in history. However, many of those people do not really “hear” it. Unfortunately, most evangelical leaders do not realize the magnitude of the problem. Those affected by the problem include 4 billion oral communicators in the world: people *who can’t, don’t, or won’t* take in new information in ways that are meaningful to them or communicate by literate means.¹

God turns our attention to these 4 billion people who communicate orally for this CAUSE. The more we understand opportunities for making disciples among them, the more our hearts are drawn to them.

¹ *Making Disciples of Oral Learners*. Lausanne Occasional Paper No. 54, 2005, Lausanne Committee for World Evangelism.

Preparation

Involvement Opportunities

There are many opportunities for involvement in ministry to oral cultures within the Church of the Nazarene. Many have been in existence for some time—such as World Mission Broadcast and JESUS Film Harvest Partners. Others are new, and some have yet to be developed, such as Bible Storytelling.

Planning

Set a time to meet with your pastor and the local mission leaders. Review the following options with your group in mind, and discuss their advantages/disadvantages. Your group may be able to adopt more than one; don’t limit your group, but also don’t overwhelm them. Review the church calendar, and determine the best time of the year to conduct the Spoken Gospel CAUSE.

Discuss the most likely person(s) to lead the CAUSE. It does not have to be the local president or the pastor, although their mentoring will be important. If a person is passionate about helping oral communicators hear or experience the Gospel, he or she might create more excitement for the CAUSE than someone who is already very involved in missions. Also, keep in mind the energy of youth! Involving youth or young adults in helping tell God’s story will probably be met with enthusiasm. To develop leaders for the future, we need to mentor them as leaders now.

Once the timeframe and the leader are determined, let the leader develop his or her own committee to organize the CAUSE. The pastor and local president should show support, stay aware of progress, and be available to answer questions. Helping leaders understand the culture of a group or a church is key to planning, but be sure those leading the CAUSE do not feel they are serving in name only.

What Are Our Options?

World Mission Broadcast

World Mission Broadcast (WMB) is the Church of the Nazarene’s global radio, television, and Internet ministry. Donations to WMB provide funding for program production, airtime, and follow-up materials. The average cost to support one minute of WMB airtime is US\$4.00.

Item/Project	Description	Cost	Giving Code
Audio Player	A solar-powered pocket-sized audio player, programmable with hundreds of hours of Bible stories and educational material. Great tool for listening groups.	US\$75	AGI1101.F132.5209

100 minutes—airtime	Provide 100 minutes of airtime for Nazarene broadcasts	US\$400	AGI1101.F132.5209
1,000 minutes—airtime	Provide 1,000 minutes of airtime for Nazarene broadcasts	US\$4,000	AGI1101.F132.5209
Studio-in-a-Backpack	Portable recording studio allows broadcasters to record programs anywhere—capturing testimonies of God’s grace and mercy—which are then shared with other tribes, communities, or villages.	US\$1,200	ACO1042.F132.5209

Missionary Tim Eby explained how the Studio-in-a-Backpack could be used in oral cultures. Northern Benin, Burkina Faso, northern Ghana, and Senegal are areas where illiteracy is high, influence of other world religions is significant, and passionate local leaders are ready to create radio programs. In Senegal in particular, the church has a unique opportunity to develop professional programs geared toward urban youth. Accessing and funding radio broadcast time can be difficult; however, Senegal has one of the best communication networks in Africa. The world areas have high-speed Internet, strong cell phone coverage even to villages, and a social networking culture. Networks are unrestricted, and youth pass links to each other freely. “If the message [of our programs] speaks to the heart and in the local language,” says Eby, “we might penetrate every fabric of society with the message of Christ and without restriction.”

Additional WMB Projects

Check the WMB site (www.worldmissionbroadcast.org) for additional projects.

To donate to WMB, the following options are available:

Donate Online

Go to www.worldmissionbroadcast.org, and donate to WMB online with a credit card or by setting up a bank account withdrawal.

Donate by Check

United States

Make checks payable to “General Treasurer, Church of the Nazarene,” and mail to:

Church of the Nazarene
Global Treasury Services
P.O. Box 843116
Kansas City, MO 64184-3116

Canada

Make checks payable to “Church of the Nazarene Canada,” and mail to:

Church of the Nazarene Canada
20 Regan Road, Unit 9
Brampton, ON L74 1C3
CANADA

Africa, Asia-Pacific, Eurasia, Mesoamerica, South America Regions

Send all money to the regional office, where funds will be forwarded to Global Treasury Services at the Global Ministry Center.

JESUS Film Harvest Partners

JESUS Film Harvest Partners (JFHP) is a ministry that partners with other Kingdom ministries to make Christlike disciples in the nations. JFHP is involved in evangelism, discipleship, church development, leadership training, and pastoral education.

Item/Project	Description	Cost	Giving Code
Evangelism Baseball	"Wordless book" version of evangelism on a baseball to visually explain the love of God	US\$5.00	AHE1023.F300.4005
EvangeCube	Plan of salvation tool	US\$8.00	AHE1018.F300.4005
Evangelism Soccer Balls	Creative way to reach youth	US\$15	AHE1023.F300.4005
Bible Story Cloths	Bible in pictures printed on durable and easy-to-transport cloth	US\$35	AHE1020.F300.4005
Solar Audio Bibles	Handheld and tabletop audio Bibles	US\$100	AHE1020.F300.4005
Handheld Equipment Set	Equipment for creative access areas	US\$400	AHE1012.F300.4005
Tabletop Systems	Mini screen, projector, and display to share the JESUS Film	US\$775	AHE1003.F300.4005
Solar-powered Backpack Set	Equipment for remote showings	US\$4,000	AHE1013.F300.4005
Full Equipment Set	Equipment used for large showings	US\$6,000	AHE1013.F300.4005
For the Greatest Need	Support the work of JESUS Film Harvest Partners	Any amount	AHG1000.F300.4005

The items above can benefit oral communicators, whether the communicator is the one ministering or the one ministered to. Your church can provide any of the items for a JESUS Film team by giving the needed amount of money for the quantity of items you wish to donate. Just list the items, quantities, and activity codes (first seven digits of the giving codes above) when you donate.

Donate Online

Go to <http://www.jfhp.org/donate/index.cfm>, and donate to JFHP online with a credit card or by setting up a bank account withdrawal. **Note:** There is a specific tab for donating to multiple projects online, so all donations may be done at one time.

Donate by Check

Donations by check for JESUS Film Harvest Partners tools can be made to:

United States

Make checks payable to "General Treasurer, Church of the Nazarene," with "JFHP" in the memo line and mail to:

Church of the Nazarene
Global Treasury Services
P.O. Box 843116
Kansas City, MO 64184-3116

Canada

Make checks payable to "Church of the Nazarene Canada," with "JFHP" in the memo line and mail to:

Church of the Nazarene Canada
20 Regan Road, Unit 9
Brampton, ON L74 1C3
CANADA

Week 1: Understanding the Need

Preparation

- For the Activity, prepare seven cards. On the front of all the cards, write, "God loves you and has a wonderful plan for your life." On the back of four, write, "I am one of 4 billion people worldwide who can't, don't, or won't read."
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Activity

[Before the session, ask seven people to assist you, assuring them they will not have to say anything. Show them the cards, pointing out the differences on the backs. Tell them that four people will receive cards with the "4 billion" statement and they should react as a person would who could not read the words—puzzled, irritated, or sad—and finally they should turn the cards around so the audience can read the text on the back. Those who receive cards that are blank on the back should act excited and shake hands, hug, or smile broadly at the person who distributes the cards. Tell your assistants that the cards will be distributed randomly, so they won't know which card they receive until they look at the back.]

At the beginning of the session, tell everyone that you have invited seven people to participate in a silent witnessing time. Ask your helpers to come up front. Make a grand show of the "witness" on the front of the card and proudly give a card to each of the seven assistants.

When the "4 billion" cards have all been displayed to the audience, say, **"There are approximately 7 billion people in the world today. The Gospel is proclaimed to more people than at any other time in history, yet many of those people are not really hearing it. Unfortunately, most evangelical leaders do not realize the magnitude of the problem. Those affected by the problem include the 4 billion oral communicators of the world: people *who can't, don't, or won't* take in new information in ways that are meaningful to them or communicate by literate means."**¹

Thank the helpers and invite them to be seated.

Mission Story: Understanding the Need

[Have someone read aloud the following as though he or she were a news anchor.]

Jim Bland reported that his team set and reached an impressive goal of distributing 13,000 Gospel tracts in just 5 days during a recent mission trip to Ardhiland. The group held fund-raisers at their church, planned for months, and invested a great deal of time and money to accomplish the goal.

A spokesperson for the team said, "We were so impressed with the hunger the people had for the Gospel! We have never seen anything like it!"

In separate news, Ardhiland officials have requested the United Nations supply a grant to assist with educational needs in the country after a report was released that stated the national functional literacy rate of Ardhiland was a shockingly low 13.4 percent.

Explain that fortunately both of these stories are fictitious. However, the situation is all too real. Every week around the globe, thousands of Gospel tracts, pamphlets, and even Bibles are distributed to people who willingly accept them, but cannot read the spiritual life-saving message inside.

Say, **"An oral learner or oral communicator is:**

1. **Someone whose most effective communication and learning format, style, or method is in accordance with oral formats, as contrasted to literate formats.**

2. Someone who prefers to learn or process information by oral, rather than written, means. (These are literate people whose preferred communication style is oral rather than literate, even though they can read.)
3. Someone who cannot read or write (this represents about five percent of the world's population).²

"Oral communicators are found in every cultural group in the world, and they constitute approximately two-thirds of the world's population! Yet we are not communicating the Gospel effectively to them. We will not succeed in reaching the majority of the world unless we make some crucial changes.

"Ironically, an estimated 90 percent of the world's Christian workers present the Gospel using highly literate communication styles. They spend time and money printing expositional, analytical, and logical presentations of God's Word, most of which are not applicable to those to whom they minister. This makes it difficult, if not impossible, for oral learners to hear and understand the message and communicate it to others. As people delivering the wonderful message of salvation, it is our responsibility to communicate that message in their terms."

What Can We Do?

1. Present the Spoken Gospel CAUSE opportunities determined by your pastor and mission leaders (see the introduction to this CAUSE). Explain how the project(s) you have selected will help the Church of the Nazarene reach oral communicators.
2. Discuss a plan of action with a time frame and people who will assume responsibility for various tasks. The more people who are involved, the more your group will take ownership of completing the task.
3. Pray for people who are oral communicators, that they will understand when someone presents the Gospel to them. Pray for those who minister to oral learners, that they will think creatively about the people they will minister to and use wisdom to determine an effective method for that culture.

¹ *Making Disciples of Oral Learners*. Lausanne Occasional Paper No. 54, 2005, Lausanne Committee for World Evangelism.

² "Oral Learning." International Orality Network Web site (www.oralbible.com): n. pag. Web. 7 Nov. 2011.

Week 2: Oral Learning in Papua New Guinea

Preparation

- Ask someone to tell the story "Oral Learning in Papua New Guinea"—not read it.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Mission Story: Oral Learning in Papua New Guinea

Under the leadership of Children's Pastor Greg Nash, children at Gallatin First Church of the Nazarene in Tennessee raised US\$2,000 to purchase Bible Story Cloths for Melanesia Nazarene Bible College.

When the story cloths arrived in Papua New Guinea, students separated into small groups during chapel and learned how to use the cloths to teach Sunday School and in evangelistic services. "I never realized the difference a colored picture would make," exclaimed one student. "I have always used black and white charts of stick figures and found them very helpful. But the Bible Story Cloths grab the attention of both adults and children in a way I could never imagine."

In order to graduate, Bible College students must conduct a ministry internship. This is no ordinary internship in which students observe the pastor, sit in board meetings, teach a Sunday School class, preach one sermon, and help with communion. The students are required to go to a new location and organize something new: a church plant, a branch Sunday School, a Bible study in a new village.

With more than 800 languages and societies in Papua New Guinea, students go as missionaries to an area that speaks a different language and has a different culture. Students use the JESUS Film, Bible Story Cloths, the evangelism soccer ball, stick figure charts, and other ministry tools to reach the people's hearts.

Reports are coming in: stories of conversions, stories of young people called to ministry, stories of land being given for a church, stories of something new started.

Dr. Geneva Silvernail
Vice President Florida Dunnam Campus

Orality Day at Church

Sponsor “Orality Day” at your church. For one Sunday, adjust to give the congregation an experience as oral learners. Announce the event ahead of time, and instruct people not to bring any printed material.

Consider using any or all of the following elements:

- Sunday School classes for all ages
 - Use only audio, visual, or spoken stories.
 - No writing; if people want to remind themselves of items, they should draw pictures or repeat phrases to memorize them.
 - Remove all hymnals and Bibles from the classrooms.
 - Encourage people to quote scripture from memory.
- Worship Service
 - Remove all hymnals and Bibles from the sanctuary. How brave are you? Will the musicians memorize their music?
 - No overheads with words for songs; songs must be ones the congregation has memorized or ones in which they echo the words sung by the worship leader.
 - Only verbal announcements; or print the bulletin in a different language.
 - No sermon notes, except handouts with pictures only. Or print sermon notes in a different language, urging people to follow along and fill in the blanks. This will give them a feeling similar to what non-literates experience.
 - Repeat the main points throughout the service, encouraging the congregation to repeat them as the sermon progresses.
- For the coming week, encourage the people in your group/church to have an orality day at home, where they do not read anything (see the suggestions on this week’s handout). Everyone must rely on what they hear.

Week 3: Jesus—the Master Storyteller

Preparation

- Ask someone to tell the story—not read it.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Mission Story: Jesus—the Master Storyteller

Jesus was a master storyteller. We are blessed to have so many of Jesus’ parables recorded in Scripture. Jesus’ stories were practical and powerful. They were and still are quite effective. Mark 4:33-34 says:

With many similar parables Jesus spoke the word to them, as much as they could understand. He did not say anything to them without using a parable. But when he was alone with his own disciples, he explained everything.

Jesus told stories because they were powerful tools for communicating with His audience. The stories contained truths for those who would take time to remember and think about them.

When storytelling is done in groups, it enhances both the memory and the learning process. It is readily proven that—in a group—an entire story can easily be remembered. Even if one person does not recall a portion correctly, someone else will. By carefully discussing what the group “sees” and “hears” in the story, wonderful truths and treasures are discovered.

An amazing benefit of this model is that once a group understands how to do Bible Storytelling, all they need are stories. They do not need a pastor to explain everything to them. This then encourages them to go out and tell the same stories to others.

Week 4: Understand ‘Story’ Thinking

Preparation

- Study the activity and its accompanying story so you can tell it, not read it.
- Ask someone else to tell “Ted’s Bible Storytelling Adventure.”
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Activity

Say:

Listen and repeat these words:

Fish, rock, hand, run, blood, mother, happy

[Have several people try to repeat it.]

After some have struggled to recall correctly, tell the following story and feel free to use actions as you say:

“Pablo and his brother went to see if they could catch some **fish**. When they got to the river, Pablo slipped on a wet **rock** and cut his **hand** when he fell. He told his brother to **run** to get help before Pablo lost too much **blood**. Their **mother** came and quickly cared for the cut, which was actually not very big. This made everyone **happy**.”

While the story is longer than the list of words, which is easier to remember? (The “story” captures meaning, making it more memorable.)

Mission Story: Ted’s Bible Storytelling Adventure

Ted went to Belize to teach Bible Storytelling. He was impressed with how quickly and how well several of the pastors learned this new method of studying the Bible. One evening Ted was invited to go fishing with one of the local pastors. Sitting in the dark of the jungle along the bank of the river, the two men talked as they fished.

Ted asked about the pastor’s family, about the pastor’s life as he grew up then raised his own family. For each of Ted’s questions, the pastor related one story after another. When Ted looked back on the evening, he realized that the teacher and student had switched roles; Ted had become the student. He not only learned about the pastor’s life and family, but about how all those treasures were stored and passed on—in stories. The stories Ted heard were the same ones that the pastor often used to teach his children as they were growing up.

Week 5: Examples Around the World

Preparation

- Copy the sections of “Examples Around the World,” ask four people to learn the text of each one and be willing to share it with the group.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Examples Around the World

Say, **Why are Oral Bible Stories with interactive discussion so effective?**

1. **Reception**—Oral Learners (OLs) learn and think in simple, concrete ways while listening and making observations. This describes the Bible Storytelling method. Since OLs are by nature relational, the story is welcomed by not just one person, but by the whole group. Group ownership is a vital part of community transformation.
2. **Retention**—Not only does a group learn together, but they also *keep* the information together. Bible Storytelling makes everyone a participant. As listeners interact, their observations drive the learning environment. This fact becomes important, as most people remember what they themselves say. The same observations often return during the application phase. Because of this dynamic process, personal conviction is seen at a much higher rate than in lectures or sermons.
Learning is even higher when discussion is in a person's mother tongue. Participation is not only more animated, but all comments are better understood.
3. **Reproducibility**—A common criticism of educational efforts from some countries is that much of the material is at too high an educational level to be understood and passed on by any but a small handful of students. Presenters struggle to convert foreign ideas and concepts into understandable solutions for villagers.
To clarify concepts, material must be delivered in a format that can immediately be repeated to someone else. This is established through Bible Storytelling. It is something that listeners can understand, enjoy, and can repeat with ease. When the content and method can be easily repeated, many barriers to the Gospel have been removed as well.
4. **Empowerment**—Interactive Bible Storytelling creates wonderful, deep biblical discussions. In just one session, many people are convinced that they “can do this.” People who would never consider themselves leaders or teachers effectively share the same stories they have just learned. They share stories naturally with family and friends and often form listening groups on their own, without prodding from a pastor or anyone else.
Groups of people with Bible Storytelling instruction have resulted in increased numbers of salvations, growing churches, and the planting of new churches.

Week 6: Belize Bible Storytelling School

Preparation

- If you are going to have people help “show” the story, ask six boys or men to pantomime the story as it is read.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Mission Story: Belize Bible Storytelling School

[To show how Bible Storytelling spreads, ask six boys or men to pantomime the story as it is read, with all of them starting as a group learning from Pastor Felize then spreading to different parts of the meeting space as the story directs.]

In San Marcos, Belize, Pastor Felize Cucul started a Bible Storytelling School. He soon had eager participants, often meeting for five or six hours in the evening to thoroughly discuss a single story! Class members then taught the same story in Sunday School classes each week. They also used the stories when making home visits. Several students soon felt an urging to take the stories to other villages.

Jose shouldered the responsibility every Sunday to go to another village that only had a pastor who visited twice a month. At the pastor's request, Jose agreed to teach Sunday School in the village. What did he teach the people? The same Bible stories he learned in Bible Storytelling School.

Eusebio and Alberto decided to go to another nearby church that had been suffering and was lacking in leadership. They became the church's spiritual leaders using this new tool. Though new to pastoral work, they quickly found how effective Bible stories were among the people.

Ricardo and Sebastian began teaching Bible stories at a third village that was without a pastor. The congregation began to rebuild through the use of interactive Bible Storytelling.

Each of these leaders learned something else in the process of becoming disciples—the power of teaching others. They began to take other disciples with them when they went to tell Bible stories!

None of the men had been a Christian for more than one year. Each quickly advanced to teach others what they had learned. The depth and fullness of lessons learned in Bible Storytelling School quickly created confident, capable leaders.

The San Marcos Church planned to extend their territory to include three other areas nearby. Truly this is exponential, yet natural, growth!

Week 7: Oral Preference Learners

Preparation

- Ask someone to tell the story—not read it.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Oral Preference Learners

Reading, at least anything more than a few sentences, has largely been replaced in some countries with video segments, Internet headlines, Twitter and Facebook updates, phone texts, and an ever-growing list of socially produced and accepted sound bites.

The trend toward more technology is to stay current, to believe that technology is the wave of the future, the language of the day. A downside is that millions of people choose to read less and less.

An upside is—they do enjoy a good story! Stories can include drama, songs, art, role-play, dance, video, painting, audio, or any creative combination of these!

What Can We Do?

1. Download and watch this 10-minute video that depicts how different generations approach Scripture:
<http://conversation.lausanne.org/en/conversations/detail/11614>
2. Discuss the different methods used by your group in reading and learning Scripture. Be sensitive to the fact that there may be people in your group who cannot or do not read. List the pros and cons of each of the methods.
3. Pray for people to be open to a variety of the Scripture presentations. Pray for those conveying the Scripture to oral communicators as they develop methods to effectively and clearly tell Bible stories.

Week 8: Storytelling Works for Everyone!

Preparation

- Ask someone to tell the story—not read it.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE and of the “A Better Storyteller in Five Ways” handout.

Presentation

Mission Story: Storytelling Works for Everyone!

People using Bible Storytelling have made a fascinating discovery—it works for everyone, not just oral learners! South Zanesville Church of the Nazarene in Ohio experimented with Bible Storytelling. First used on Sunday nights, they quickly noticed several things:

- No one watched the clock. Nor was anyone upset when discussions went well beyond the normal service times.
- Many people who were usually silent participated in the highly interactive discussions.
- Those in attendance enjoyed the Bible stories so much that they told others, and Sunday nights’ attendance grew.
- The youth who normally attended the service once a month loved Bible Storytelling so much that they insisted on coming every week.

- People could see themselves in the stories and began to change their ways to match what they learned from the Bible stories.

Week 9: Celebration

Preparation

- Plan a SPOKEN Cause Celebration. This can be as elaborate or as simple as your group would like to make it.
- Make copies of the weekly handout, found at the end of the Spoken Gospel CAUSE.

Presentation

Something for Those on Mission Trips . . .

Want a tool for your next mission trip that will not only be fun, but will engage people and be remembered long after you leave? Consider using Bible Storytelling to dynamically engage with those to whom you minister.

Watch the video, “Story Runner 2-Year Oral Bible Teams” <<http://www.youtube.com/watch?v=rs8LpG3Eksk&NR=1>>

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 1

Did You Know?

- Two-thirds of our world *cannot, will not, or do not* read the Bible, even when it is in their own language.¹
- That is more than 4 billion people!
- An oral learner or oral communicator is:
 - Someone whose most effective communication and learning format, style, or method is in accordance with oral formats, as contrasted to literate formats.
 - Someone who prefers to learn or process information by oral rather than written means. Also called “aliterate,” these are literate people whose preferred communication style is oral, even though they can read.
 - Someone who cannot read or write (this represents about five percent of the world’s population).²
- 90 percent of all Christian ministries around the world still primarily use written material for evangelism.
- You can make a difference beginning today.

Prayer

Pray that the Gospel will be delivered to the oral learners in our world, in understandable ways according to Romans 10:13-15:

¹³ For, “Everyone who calls on the name of the Lord will be saved.” ¹⁴ How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them? ¹⁵ And how can anyone preach unless they are sent? As it is written: “How beautiful are the feet of those who bring good news!”

Action Items

- Pray that the Church of the Nazarene will continue to determine effective ways to communicate the Gospel to oral learners around the world. One method does not work in every culture; pray that those people ministering to oral communicators globally will access God’s creativity for ministry opportunities.
- Learn more about oral learners at www.oralbible.com.
- Tell people in your Sunday School class, church, place of work, or school about the needs of oral learners, the trends in our society, and what can be done to help.
- Participate in the involvement opportunities selected by your church, and encourage others to do the same.

¹ *Making Disciples of Oral Learners*. Lausanne Occasional Paper No. 54, 2005, Lausanne Committee for World Evangelism.

² “Oral Learning.” International Orality Network Web site (www.oralbible.com): n. pag. Web. 7 Nov. 2011.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 2

Did You Know?

- Oral learners remember things much better than literate learners tend to do.
- Nowhere does the Bible say that we must be able to read to be saved or to preach or to lead someone else to Christ or to pastor a church!

Prayer

Pray for the rapid multiplication of disciples who will make disciples who will make disciples according to 2 Timothy 2:2:

And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others.

Action Items

For the coming week, have an orality day at home (not at school or work, please). Everyone must rely on what they hear, watch, etc., but not read. Consider using any or all of the following elements:

- **Entertainment**
 - Have a playtime where family or friends make up a game, but do not write instructions (Person 1 lists 10 items, Person 2 repeats the list, Person 3 repeats the list, etc.).
 - Reading for pleasure must be held for another time.
 - Television and radio are fine to listen to and watch, but do not rely on them as your sole entertainment.
 - If people play instruments, have a sing-along—with no printed music.
 - Tell stories.
 - For the very brave, buy an inexpensive item that must be assembled, hide the instructions, and try to put the item together. Do not look at the instructions until your orality day is over.
- **Daily Tasks**
 - Do not read instructions or recipes for cooking; rely on memory or make up your own recipe—just don't write it for future reference.
 - Accomplish some tasks around the house that have been put off, but that you do not need to read to do.
 - You may listen to or watch the news and weather, but no newspapers, please.
 - As a family or group of friends, list the tasks that you find you cannot do without reading. Don't write them!

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 3

Did You Know?

- Learning is not hindered by the inability to read. All that is needed is a different delivery method.
- In some ways, oral learners are much more observant than literate learners, as their survival sometimes depends on what they “see” rather than what they “read.”
- Many of us are Preferred Oral Learners. Think about it: How many of you actually sit down to read an entire owner’s manual before assembling something you purchased for your child?

Prayer

Pray for the stories of God’s Word to be “living and active” in the lives of Oral Learners according to Hebrews 4:12:

For the word of God is alive and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.

Action Items

Watch this three-minute video that demonstrates the Bible being given to those who have no written Bible:

<http://www.oralitystrategies.org/resources.cfm?id=194>.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 4

Did You Know?

- People from age 5 to 95 can easily remember stories.
- Around the world, most cultures are story-based.
- In many areas of our world today, even official records and history are still passed from one person to another by word of mouth.
- In oral cultures, people readily see truths in stories and are willing to change their lives to match what is true.
- Oral cultures are relational. People share their lives together, which means sharing their stories as well.

Prayer

Pray that the stories in God's Word will be understood and bear fruit as God promises in Isaiah 55:9-11:

⁹ "As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts. ¹⁰ As the rain and the snow come down from heaven, and do not return to it without watering the earth and making it bud and flourish, so that it yields seed for the sower and bread for the eater, ¹¹ so is my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it.

Action Items

Consider different ways that the Gospel can be shared without using the written word.

Youth from the **Southwest Latin American District** in the United States were trained to use the Evangelism Soccer Ball as a way to share their faith in Christ. The ball's colors correlated with important aspects in the Gospel story: dark—sin/spiritual darkness, red—blood of Jesus, green—new life and new hope since Jesus died for our sins, white—purity before God when sins are forgiven, and gold—God in heaven, who wants a personal relationship with us.

Paco was walking by the soccer field at a local park when one of the teens asked him if he would like to join in the game. Paco eagerly joined in the fun. It wasn't long before a teen shared the meaning of the colors on the soccer ball, and Paco became a new believer in Christ on the soccer field!

There are a variety of ways that the Gospel can be shared without using printed materials. Consider the following:

- Radio and television—World Mission Broadcast <www.worldmissionbroadcast.org> or hundreds of other Christian radio/television networks that daily share the good news of Christ to oral societies.
- JESUS Film <www.jfhp.org>—The retelling of Jesus' ministry as told in the Gospel of Luke.
- Other evangelism tools—Several options exist, including evangelism balls and hacky sacks, Bible Story Cloths, and audio players. These can be viewed and purchased at <http://www.jfhp.org/resources/index.cfm>.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 5

Can You Tell the Difference?

Do the following sentences bring you comfort or concern? Can you tell the difference?

你必須迅速行動你是站在一隻螞蟻山!

Jy moet vinnig beweeg jy staan op 'n miershoop!

□□□□□□ □□□ □□□□□□ □□□ □□□□□□ □□□□□□ □□□□ □□□□□□□□!

Bạn phải di chuyển nhanh chóng, bạn đang đứng trên một ngọn đồi kiến!

If none of those worked for you, consider this one:

“You must move quickly; you are standing on an ant hill!”

Can you see the disadvantages of not being able to read?

Prayer

Bible Storytelling is being used in pastoral training. Pray for the development and approval of a standardized curriculum and the further development of Bible Storytelling schools. Pray that leaders will take 1 Timothy 3:1 to heart:

Here is a trustworthy saying: Whoever aspires to be an overseer desires a noble task.

Action Items

- Select a Bible story, learn it, and tell it to someone else this week.
- After you have told the story, ask the listener who the major characters were from the story.
- Have the person relate the story back to you to see how much he or she remembers. It is OK if you need to help them, but the more simple and exciting you can make the story, the more the listener will remember.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 6

Did You Know?

- Pastors in Kenya learned 210 Bible stories in a 1-year intensive Oral Bible School.¹
- Women, cooking their meals, were listening to the class. They became so interested that they insisted on having their own school. More cooks were hired, and a women's Oral Bible School was started!

¹ Simply the Story <http://www.simplythestory.org/oralbiblestories/index.php/training-info/oral-bible-schools/352-graduation.html>

Prayer

Pray for the emerging "army" of Bible storytellers among oral learners. Pray that the Lord will truly send out workers *from* this group *into* His harvest fields. Pray according to Matthew 9:37-38:

"Then he said to his disciples, "The harvest is plentiful but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field."

Action Items

- Consider having your church or group "Adopt a Country," and pray about how God could lead you in establishing Bible Storytelling or other oral means of communicating the Gospel in that country.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 7

Did You Know?

- Over the past 20 years, 20 million people have completely stopped reading.¹
- The largest drop in reading rates was among young adults, ages 18 to 24, compared to the rest of the adult population. Overall, less than *half* of all Americans read literature such as the Bible.²

¹ Gifford, Sally. "Literary Reading in Dramatic Decline, According to National Endowment for the Arts Survey." *Art Works* <www.nea.gov/news/news04/ReadingAtRisk.Html> 8 July 2004. n. pag. Web. 9 Nov. 2011.

² Ibid.

Prayer

Pray for Nazarene public and private schools that are using Bible Storytelling to train students. Pray that the students will learn the stories, take them to heart, and carry them home to their families. Pray according to Deut. 6:6-9:

These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.

Action Items

- Student portrayal of the creation of Adam & Eve: <http://www.youtube.com/watch?v=2uScoZNMm6U>
- Tools like radio programs, the JESUS Film, God's Story, and other evangelistic films are so popular worldwide simply because so many people cannot read or prefer to watch or listen to a message.

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 8

Did You Know?

- A church in Idaho grew from 4 to 8,500 people in just 6 years. They utilized small groups using Bible storytelling as a key part of their amazing growth.
- Bible storytelling works regardless of age, education, race, or religion.
- People often lose track of time when engaged in Bible storytelling, and they eagerly come back for more!

Prayer

Pray for Bible storytelling to reach the largely unreachable peoples around the world—those who are migrant workers, nomadic, and whose lifestyles do not offer much, if any, contact with outsiders. Pray according to the Parable of the Lost Sheep, Luke 15:1-7:

I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

Action Items

A variety of organizations offer training in Bible storytelling.

- Real Life Ministries <<http://www.reallifeministries.com/immersion-one>>—Type “Biblical storytelling” into the search window, and you will see links to several instructional videos.
- Simply the Story Workshops
<<http://www.simplythestory.org/oralbiblestories/index.php/workshops/locations.html>>
- Living Water International <<http://www.water.cc/orality/>>

SPOKEN GOSPEL: Ministering to Oral and Aliterate Cultures CAUSE Handout, Week 9

Did You Know?

- People in other cultures often politely listen to our messages to see if we will give away anything later.
- People will sometimes agree with what visiting mission teams say for the same reason and to encourage teams to come back.
- Only the pastor of the church visited by the team knows the truth about how many people were “saved” on the last mission trip. Those numbers became clear a week **after** the team left.
- All of that can be changed through meaningful two-way discussion.

Prayer

Pray for mission teams traveling to other cultures that they will intentionally carry God’s stories. Pray that lives will be forever changed as the nationals then carry the stories farther than the team could have gone themselves, according to 2 Corinthians 10:15-17:

Neither do we go beyond our limits by boasting of work done by others. Our hope is that, as your faith continues to grow, our sphere of activity among you will greatly expand, so that we can preach the gospel in the regions beyond you. For we do not want to boast about work already done in someone else’s territory.

Action Items

- Pray to the Lord of the Harvest to direct you so you may share His valuable stories with others.
- Prepare yourself or your team by learning something of the culture where you will serve.
- Determine what stories would be appropriate to share during your stay there.
- Learn the stories before you go.
- Consider teaching the same stories with your mission team, small groups, or Sunday School classes before you go to gain valuable insight in preparation.
- Go with joy and tell the stories that will make disciples, who can make disciples, who can make disciples!

SPOKEN CAUSE

A Better Storyteller in Five Ways Handout

Know Your Audience—Who will you be telling the story to in this moment? What makes this group unique? How do they hear the story? Find out as much as you can about your audience. They will cease to be strangers as you enter into that moment of storytelling.

Prepare and Pray—The best storyteller is the one who has prepared. Rehearse with your whole body before a mirror. You must **believe** the story, not just **know** the story. When you believe a story with your whole heart, not just your head, you communicate differently.

Show and Tell—Hearing a story told dramatically is amazing! What can you do, further, to allow an audience to see, taste, hear, smell, and feel? Sensory memory is powerful, and Jesus used it as a teller.

Let Them Talk and You Listen—You learn a great deal when you allow your audience to reflect on a story that you have just told. **Directed-reflection** respects the listener and echoes back to them the story shared. You can pick up cultural nuances as you listen to your audience.

Bless and Review—As you close, thank your listeners for their attentiveness and sharing. Afterwards, review your storytelling moment with a trusted listener. Is there something you would modify or change in the next telling? You'll grow as a storyteller as you allow His shaping of your skills.

Melea J. Brock
Right-Side-Up Stories: Telling the Stories that Matter
www.rightsideupstories.com

CHILDREN'S CURRICULUM

LESSON 1: ASIA-PACIFIC: AN OVERVIEW

PURPOSE

To help children understand the diversity within the Asia-Pacific Region and the unique challenge it presents in sharing the Gospel.

BACKGROUND INFORMATION

Fast Facts

- The Asia-Pacific Region has a diverse population with many different languages, religions, ethnicities, foods, and climates. Identifying cultural similarities is difficult because it is the diversity in this region that is evident.
- Many of the world's religions began in Asia.
- The Asia-Pacific Region contains more than half of the world's population.
- Rice is the major crop in Southeast Asia.
- Giant pandas are found only on the continent of Asia.
- The world's deepest ocean and its highest mountain are found in the Asia-Pacific Region.
- The Asia-Pacific Region contains the Pacific Rim—famous for active volcanoes, violent earthquakes, and destructive typhoons.

LESSON PRESENTATION

Introduction

What's Your APR Score?

Before class, make a copy of the Fast Facts listed above on poster board. Cut apart each fact and place the sections in an envelope. Number the envelopes 1- 6. For large groups, prepare two sets of the Fast Facts. Display a world map.

Ask children to guess what the letters APR represent. Say, **APR stands for Asia-Pacific Region. It is one of many areas in the world where the Church of the Nazarene has missionaries. They and other Christian leaders share the gospel of Jesus Christ and try to help the needs of the people who live there. We are going to learn about some of the countries in this region.**

Ask volunteers to locate the following countries on the world map: South Korea, Japan, China, Thailand, Fiji, Samoa, New Zealand, Australia, Philippines, Indonesia, and Papua New Guinea. Note that some of the countries are located in Asia and some are island countries located in the Pacific Ocean, thus explaining the name Asia-Pacific Region. Point out Australia, the only country that is a continent.

Say, **Now, to help you learn some facts about this region, we're going to play a game called What's Your APR Score? I will give you an envelope with a fact inside, but the fact has been cut into sections. You can earn an APR score of four points by arranging the sections to complete a sentence giving the fact.**

Divide the class into groups of three to four students, and give each group an envelope. After the groups have put together their facts, let a volunteer from each group read the fact aloud. Say, **You may earn an additional point for each new fact your group can tell the class. Learn your fact, then exchange it with another group, and learn their fact. Continue exchanging facts until you've had all six facts.**

Tell students they cannot write the facts; they must work together to remember them. When the groups have exchanged all six facts, give each group one chance to tell all the facts they remember. Total the points, and award prizes to all students.

A Tasting Party!

Bring some of the following items:

- rice
- sweet potatoes

- bananas
- fish sticks
- sugar cane
- dried fruit
- pineapple
- mangos
- fruit juice
- tea
- small plates and cups
- spoons and forks
- blindfolds

Cut the fruit into bite-size pieces, and prepare small portions of other items.

Say, **People who live in the Asia-Pacific Region enjoy a variety of foods. Some are like foods you may eat. Some may taste different to you. I have brought several foods for you to taste. First, I need a volunteer to blindfold. That volunteer will sample one of the food items and then guess what the food is.**

Allow other volunteers to sample and guess the food items. After the game, let all students enjoy tasting the items you have brought. (When allowing children to taste foods—or when any foods are given to children, be aware of any allergies that the students might have.)

For an extra challenge, have students guess the countries associated with the foods.

MISSION STORY: Culture Shock

by Jenny Selvidge

For the mission story, ask three teens to play: **KATE**—Thailand, **JOEY**—Papua New Guinea, **MARK**—Philippines. Explain the following terms, used in the story: **SONGKRAN [song-KRAHN] Festival**—Thai New Year's Festival, words mean "Water Festival"; **Chiang Mai [CHANG MIE]**—a town in the northern part of Thailand.

The following sketch highlights the cultures of three countries where missionary kids (MKs) live.

CONFERENCE LEADER: Welcome to the Asia-Pacific Regional Conference in Manila, Philippines! It's wonderful to be together again with missionaries from across this great region. We're especially happy to have the missionary kids with us too! MKs, since we're starting our meetings, you may be excused. We have planned fun activities for you while your parents are at this conference.

KATE: Joey! Joey, over here!

JOEY: Hi, Kate! It seems like forever since the last conference. It's so good to see you! What's new in Thailand?

KATE: There's nothing new, I guess. Same old stuff. School. Friends. Church. We just celebrated the Songkran Festival. You know, the Thai New Year's Water Festival. It was a blast!

JOEY: Oh, yeah? What did you do?

KATE: Well, sometimes my parents work at the orphanage in Chiang Mai. We took all of the children who weren't too sick and went to town for the water fight.

JOEY: Water fight?

KATE: Yeah, everybody has a water fight. Then, we watch the parade.

JOEY: That sounds like so much fun!

KATE: Yeah, the kids were so happy. It's great to see them smile. My parents have also been working with the kids in Bangkok who have AIDS. Did you know over 12,000 kids in Thailand have the disease?

JOEY: I had no idea. That's terrible!

KATE: Our church has many programs to help parents and kids who suffer from AIDS. Recently, some people from our church took a couple of families to the zoo. It's amazing how much joy that brought to them. Just seeing the animals made them feel better and forget about their problems for a day.

JOEY: It's so hard for me to imagine.

KATE: Tell me about it! What about you? What are you doing in Papua New Guinea?

JOEY: I've been going with my dad to the villages where he treats patients.

KATE: Wow! That sounds interesting!

JOEY: I like to help. My sister and I have been making pinwheels out of banana leaves for kids who are sick. I gave them to the kids a couple of weeks ago when I went with my dad. You should have seen the looks on their faces. For some kids, it was their first toy!

KATE: You're kidding!

JOEY: The coolest part is seeing how my parents help people to feel better.

MARK: Kate! Joey! Hey, you guys!

KATE: Hi, Mark. It's about time you showed up.

MARK: We were stuck in traffic. It's really bad here in Manila today! Mom had to stop at the radio ministry center.

KATE: You have a radio ministry in the Philippines?

MARK: Yes! The program is broadcast from every major city in the country. That makes it possible for hundreds of people to hear the Gospel every day.

JOEY: Can people hear music too?

MARK: Of course. They even play Christian rock music!

KATE: No way! That's so cool! I bet the kids love that!

MARK: Yeah, it's a great way for them to hear about God through music.

JOEY: I agree. How's your mom involved in the radio ministry?

MARK: My mom makes sure there's enough money to operate the radio ministry every month. Nazarenes from around the world help by sending money.

JOEY: I think it's so cool to learn about each other's cultures.

MARK: Yeah! Now let's go have fun at the water park!

STORY DISCUSSION

Discuss some of the problems children face in Thailand, Papua New Guinea, and the Philippines (possible answers—AIDS, orphans, not hearing about Jesus). Have students tell about the work of the three missionary families in these countries (medical missions, orphanages, radio ministry).

After the story, say, **Missionaries need God's help to do what He has called them to do. In Acts 1:8 the Bible tells us, "You will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth." God gives missionaries the Holy Spirit to help them wherever they are. God will help us to tell others about Him, also.**

Chinese Lanterns

Decorate your classroom with Chinese lanterns. Say, **Making paper and cloth lanterns is a special handicraft in China. Lanterns are displayed inside the house or at the front door for decoration during festivals, weddings, and other celebrations.**

Distribute Activity Sheet 1, and have the children color the entire page. Demonstrate the following steps to help children create their lanterns.

1. Fold the paper in half horizontally.
2. Cut along the vertical lines.
3. Unfold the paper, and then bring together the right and left edges to form a long cylinder.
4. Glue the edges together.
5. Staple or glue each end of the string inside the top of the lantern to make a loop for hanging.

One-Legged Rabbit (Gradai Kha Dee-O)

Before class, mark a designated area of the floor with masking tape. In this traditional Thai game, the players are divided into two equal groups. One group will be the rabbits. The other group must stay within the designated area of the room. The rabbits take turns hopping, one-legged, into the designated area. They tag each person they can without putting both feet on the floor or changing feet. If a person is tagged or a rabbit puts both feet on the floor, they are out. However, if a rabbit gets tired, the rabbit may hop back and let another rabbit have a turn. The game is over when there are no people left in the designated area.

Say, **Let's divide into two groups and play this game. Wherever children live in the world, they like to play games. Many of their games are like the ones you play. This one may be different than any you have played. You can teach this new game to your friends.**

Rice Art Activity

You'll need:

- 1/2 cup uncooked white rice per child
- food coloring
- 1/2 teaspoon vinegar
- large bowl
- baking sheet
- oven
- small bowls
- paper, 8 1/2" x 5 1/2" (1 per child)
- pencils
- glue (1 bottle for every 2-3 children)

Before class, prepare the rice according to the following steps.

1. Place the uncooked rice into a bowl.
2. Add food coloring, one drop at a time to achieve the desired color.
3. Add vinegar to set the dye.
4. Spread the rice in a single layer on a baking sheet.
5. Bake 45 minutes at 200°F to dry.

Option: Prepare a larger quantity of rice in a variety of colors. Bake the colors separately.

Discuss ideas for rice art (fruit, animal, lantern, flag, boomerang, chopsticks, boat). Give children paper and pencils, and ask them to lightly draw the outline of their objects.

Distribute the small bowls of rice and glue. Instruct children to cover the outlines on their papers with glue. Have the children place the colored rice on the glue. Allow the pictures to dry. Display the rice art, or let children display it at home as a reminder to pray for the Asia-Pacific countries and the MKs who help their missionary parents.

Say, **Many people in the Asia-Pacific Region eat rice. Every time you look at the rice art you made, remember to pray for the MKs and their parents who are helping the people. Also, pray for the people who may not know Jesus as their Savior.**

PRAYER TIME

- Thank God for the opportunity Nazarenes have to serve people in Asia-Pacific.
- Pray that more kids will learn about Jesus each day.
- Thank Him for the missionaries who tell them about God's love.
- Pray that the people who come to know Jesus as their personal Savior will go and tell others about His great love.

LESSON 2: SOUTH KOREA

PURPOSE

To help children realize God has plans for them, regardless of their limitations.

BACKGROUND INFORMATION

Fast Facts

- South Korea is a peninsula located on the continent of Asia.
- In South Korea, you must take off your shoes before entering a home.
- It is customary in South Korea to bow when you say hello or good-bye.
- In most Korean homes, the floor is heated to keep you warm.

- Korean children go to school Monday through Saturday.
- The martial art tae kwon do originated in Korea and is more than 2,000 years old!
- South Korea is a land steeped in tradition and history. Yet it is open to the Gospel and even sends missionaries around the world.
- Korea Nazarene University is a large educational institution located in South Korea. It is designed to equip students for a life of Christian service in whatever profession they may choose. One of the university's strengths is its outreach to students who are handicapped.

LESSON PRESENTATION

Introduction

Turn the classroom into a traditional Korean home. Have children remove their shoes when they enter. Bow when you greet them. Move tables to the perimeter and provide cushions on which the students can sit. It is polite in Korea for girls to sit on their legs and boys to sit cross-legged. Play Asian music. When it comes time for snacks, provide chopsticks!

Say, **Today you will learn more about South Korea and a Nazarene school located in this country. Have you ever had an injury that made it necessary for you to use crutches? How did you feel? Was it difficult to attend school and participate in daily activities?** (Allow time for children to respond and share their stories.)

Today, we're going to experience how it feels to rely on other people to help us move from place to place.

Create a winding pathway with shoeboxes. Blindfold a student volunteer and position the student at the beginning of the path. Give the student a stick to use for guidance through the pathway.

As the student attempts to stay within the boxed pathway, allow the other students to give directions, such as turn right, turn left, walk straight.

Let students take turns wearing the blindfold and walking through the pathway. Rearrange the boxes for each volunteer if there is time.

Ask children how they felt when they could not see. Ask children how they felt when they helped their friends through the pathway. Tell the class, **You've experienced something similar to what people experience who are physically handicapped.**

It is important to remember God has plans for our lives. He can help us accomplish His will no matter what limitations we have.

MISSION STORY: Making a Difference for God

by Aimee Curtis

Today's story is about a special person who was unable to walk, yet he was determined to receive a good education.

Chung-hoon is a very special young Korean man. He was born with an illness called muscular dystrophy. Have you ever heard of this disease? It is a disease that affects the physical abilities of a person. Muscular dystrophy causes the muscles to weaken and break down. Most of the time, people who have this disease lose control of their movements, including the ability to walk.

As a result of his disease, Chung-hoon is confined to a wheelchair. But don't think for a minute this has caused Chung-hoon to feel sorry for himself. In fact, he sees his disability as a way to make a difference for God.

When Chung-hoon was growing up, his mother would often tell him, "God wants you to accomplish great things." Instead of hiding him, his parents prepared him for a lifetime of service. They made it possible for him to receive a good education. When the time came for Chung-hoon to go to college, he enrolled in Korea Nazarene University, also known as KNU, to continue his education.

This Nazarene university is located in South Korea in a city called Cheonan [CHOH-nahn]. The university was started in the 1950s, just after the Korean War, by a Nazarene missionary named Rev. Donald Owens. Today there are more than 5,000 students who attend the university. It is well known throughout Korea for its excellent academic programs.

While at KNU, Chung-hoon faced the difficult task of getting to and from classes in his wheelchair. He often had to rely on other students to carry him up many flights of stairs to get to his classes, the library, and chapel. The students didn't mind. They loved and accepted Chung-hoon.

When Chung-hoon first entered the university, his health was very poor. He didn't think he would live much longer. However, during his time in school, his health began to improve because of all of the people who cared for him. After a lot of hard work and determination, Chung-hoon graduated with a degree in human rehabilitation. He was the first person with muscular dystrophy to graduate from a university in South Korea!

The good news didn't stop there. Soon after his graduation, he was hired by the Ministry of Labor. This was an amazing accomplishment. There weren't many physically challenged people working for the Korean government at that time. But Chung-hoon's hard work helped to change that. The South Korean president appointed Chung-hoon as a vocational counselor. Today Chung-hoon helps unemployed men and women find jobs, including those who are physically challenged. God is using this special young man to make a difference in the lives of many hurting people.

Chung-hoon is especially thankful to Korea Nazarene University for making a difference in his life and in the lives of other students who have disabilities. Today, KNU is completely wheelchair accessible and even has state-of-the-art accommodations for students who are hearing-impaired, sight-impaired, or have other disabilities.

Young men and women who attend this university have the opportunity to become friends with those who have disabilities as well as learn how to love them with Christ's love. Students can even take classes to help prepare them for a lifetime of serving the physically challenged.

All of these things are possible because of young people like Chung-hoon. They did not let their physical disabilities keep them from accomplishing their goals. Instead, they allowed God to help them change their world.

STORY DISCUSSION

Discuss the following questions with the children:

1. Have you ever felt you did not have the ability to do something you wanted to do? Did someone help you?
2. How did Chung-hoon overcome his disability and successfully earn a degree and find a job?
3. How are you letting God help you in your daily activities?

Korean Feast

You'll need:

- bowls
- chopsticks (1 set per child)
- cooked Ramen noodles or fried rice
- spoons

Ask, **What kinds of food do you think Koreans eat?** (Rice, noodles, vegetables, marinated meat, fruit) **Today we're going to experience eating Korean food in a Korean way. What do you think they use to eat their food?** (Chopsticks)

Give each child a bowl of cooked noodles or sticky rice and a set of chopsticks. Encourage the children to give the chopsticks a try to see if they can successfully use them.

After a few minutes, ask the children how they are feeling. (Frustrated, silly, hungry, impatient, embarrassed) Remind the children that sometimes people in other cultures do things differently than we do where we live. They're not wrong, just different. Similarly, people with disabilities might have to adapt some of their everyday activities.

Say, **Just like you had a difficult time using chopsticks, others might have a difficult time with some of our customs. It's important for us to be patient with those who do things in a different way. We must never make fun of others.**

If necessary, give the children spoons or forks and allow them to finish their "Korean" meal. Say, **Today, let's thank God for the healthy bodies He has given us and for the different ways of doing simple tasks, such as eating.**

1 Timothy 4:12

Read and discuss this scripture, then distribute Activity Sheet 2. Have the children use the key to solve the puzzle. Allow students to work with partners. Ask volunteers to share the correct answers.

Have children tell how they can be an example for other people in their speech, in life, in love, in faith, and in purity. Ask, **How did Chung-hoon set a good example for the students and teachers at Korea Nazarene University?** (He worked hard to graduate while in a wheelchair.) **How do you think he is setting a good example in his job today?** (He helps unemployed people—some physically challenged—find jobs.)

Review the scripture verse, then give students an opportunity to say it from memory. Say, **Children are very important to teachers, parents, and especially to God. Children can influence the lives of other people in many ways. Ask God to show you how to be a positive example for your friends and family.**

Encourage students to offer sentence prayers and praises.

PRAYER TIME

- Pray for people in South Korea who need to know Jesus as their Savior.
- Pray for Korean Christians who are telling others about God's love.

LESSON 3: JAPAN

PURPOSE

To help children understand that missionaries must adapt to the cultures where they serve.

BACKGROUND INFORMATION

Fast Facts

- The three main religions of Japan are Shintoism, Buddhism, and Christianity.
- Sumo is the national sport of Japan. Sumo wrestlers weigh more than 300 pounds.
- Japan has at least three minor earthquakes every day of the year.
- Eels have been eaten in Japan for centuries and are thought to be a healthy food.
- Japan has more volcanoes than any other country in the world.
- Mount Fuji is the highest and most well-known mountain in Japan, considered sacred by the Japanese.
- The capital city of Japan is Tokyo. It is a very large, modern city with many tall buildings.

LESSON PRESENTATION

Introduction

When missionaries go to other countries, they soon realize that they are different from the people to which they ministers in what they believe, how they behave, how they think, and in the way they see and understand the world. Dr. William A. Eckel was a missionary to Japan from 1916 to 1964. Dr. Eckel said, "I realized that I had not only to learn a new language; I must think as the Japanese think; I must act as the Japanese act; and I must . . . be one of them." A missionary must strive to achieve "oneness" with the culture in order to open the door of the people's hearts and win them to the Lord.

Display a map of Japan and a world map. Say, **Today we're going to take a look at Japan. Just like a missionary, we're going to learn about the country and the people.**

Have a volunteer find Japan on the world map. Point out its four main islands: Honshu [hahn-SHOO], Hokkaido [hawk-KIE-doh], Shikoku [she-KAH-koo], and Kyushu [kie-OO-shoo]. Tell children that Japan includes hundreds of smaller islands.

Let other volunteers find Japan's neighbors (Russia, China, and Korea) and locate the Pacific Ocean and the Sea of Japan. Talk about how far Japan is from your country.

MISSION STORY: A Samurai for Jesus

Adapted by Bev Borbe from *God's Samurai* by Juliaette Tyner and Catherine Eckel, 1979.

Say, **This story is about William Eckel, a boy who grew up to be a samurai [SA-muh-rie] for Jesus. William was a missionary to Japan for more than 40 years.**

Long ago in Japan, there were warriors called samurai who were known for great strength of character, bravery, and for the way they could use a large sword to fight. They wore heavy metal armor and were considered to be fearless.

A boy named William Eckel, who grew up in Pennsylvania in the U.S.A., became a samurai for Jesus. His dad was a circuit rider. Every Sunday William's father would saddle his horse and ride to churches around the countryside. During the week, he worked at another job.

William was a happy child who enjoyed school activities. His teacher probably called him a little rascal because he liked to try to trick her. But William did everything with a twinkle in his eye and never really caused serious trouble.

One day, William's father bought him a special gift—his own horse! William named the horse Maude. All he wanted to do was ride Maude and teach her to jump fences.

One Sunday, William's father asked William if he would like to go to one of the churches in the circuit. William eagerly agreed because it would give him an opportunity to ride Maude and be with his dad too.

When they arrived at the church, it was time for Sunday School. There were several boys William's age. He sat on a back row with them. The Sunday School superintendent told the children how important it was to ask Jesus to forgive their sins. He said if they did, Jesus would be with them wherever they went.

Then the superintendent pointed his finger at the back row and said, "I want you boys to come to the altar and be saved." William scooted down in his seat. All the other boys went to the altar, but not William. He was left alone on the bench. The superintendent said, "Wasn't there another boy back there?" William couldn't hide any longer. He decided that he would go to the altar, confess his sins, and be a good Christian all his life.

Years later, God called William to be a missionary to the people of Japan. William accepted God's call, left his own country, went to Japan with courage, led others to Christ, and accepted challenges no matter how difficult. William went to Japan dressed in the armor of the Lord, with his sword of truth—the Bible.

When William arrived in Japan, he found that sleeping on a mat on the hard floor, taking cold baths, and eating rice every meal were not as difficult as trying to win the Japanese people to Jesus. William soon realized if he was to win them, he would have to find a way into their hearts. He said, "I have to live a different way. I have to learn their language. I have to think like they do. I must act like they do. I must forget I am an American and be one of them."

Over the years of faithful service, William's plan worked. He and his wife were loved and accepted by the Japanese people. William won many people to Jesus after he learned that he must first attract them to himself.

William lived in Japan longer than he did in the United States. Many people thought he looked, talked, and acted like the Japanese. William died in 1976. Someone has said, "William A. Eckel was a missionary statesman with few equals. To him, I bow deeply from the waist, as a proper Japanese would do."

STORY DISCUSSION

Ask the children the following questions:

1. What samurai qualities did William have that made him a good missionary? (Unafraid, accepted difficult tasks, had strong character)
2. How can you be God's samurai at school and at home?
3. How can you make friends with children from other cultures? (Learn about their interests, culture, and customs)

The Japanese Me—How Easy Will the Custom Be?

Read 1 Peter 3:18. Say, **This is a good description of William Eckel. He was sympathetic, compassionate, and humble. He loved the people. When Eckel went to Japan, he found some customs easier to do than others. As a missionary, it was important for him to accept the traditions of the people he wanted to win to the Lord.**

Distribute Activity Sheet 3. Discuss the Japanese customs boys and girls do. Ask the children to cut apart and glue the strips with customs they would find easy to do under the column titled "Easy to Do," and those they would find difficult to do under the column "Hard to Do." Let children share their answers with the class.

PRAYER TIME

- Pray that missionaries sent to Japan will be able to share the message of God's love
- Pray that people will hear the Gospel.
- Pray that children in Japan will learn early about Jesus.

LESSON 4: CHINA

PURPOSE

To help children understand that missionaries can make a lasting impression on people and influence them to spread the Gospel in spite of persecution.

BACKGROUND INFORMATION

Fast Facts

- Chinese invented paper, porcelain, and fireworks.
- Chinese dragons signify greatness, goodness, and blessings.
- The Great Wall of China extends 3,950 miles. It is one of the largest construction projects ever completed.
- One of the first emperors of China was buried in a tomb with more than 6,000 life-sized clay soldiers.
- One out of every six people in the world live in China.
- Although the Chinese government encourages atheism, about 85 percent of the Chinese people have some religious faith.

LESSON PRESENTATION

Introduction

You will need two areas for this lesson. In the first area, provide a “Made in China” atmosphere with décor such as butterfly kites, Chinese lanterns, silk clothing, bonsai, Chinese hats and umbrellas, China dolls, a porcelain teapot, scripture cookies, chopsticks, and bowls of rice. When students enter, have them sit at tables and sip tea.

In the second area, provide a “prison camp” atmosphere. Remove the chairs and tables. Cover the windows with black paper. And turn the lights down low.

Say, **Early missionaries to China felt God wanted them to stay when China was invaded by another country. They were caught and kept in prison for many long months. It was very difficult for the missionaries, but they worked hard and showed God’s love to everyone. They quoted scripture, prayed, and kept a positive attitude. They had faith in God and focused on Him—not the problems. Finally, they were set free when the war was over. Although missionaries had to return to their home countries, the impact they made on the Chinese people is still evident today.**

Prisoners in Waiting

Ask, **Have you ever imagined what it is like to be a prisoner?** Give an example of the apostle Paul waiting in the prison in Rome or Paul and Silas waiting in the Philippian prison. Say, **Today we’re going to pretend we’re a group of Christian friends who are being put into prison—not for doing something wrong, but for following Jesus.**

Ask the students to stand up as two or three of the teens or adults enter the room. Say, **Don’t be afraid, be strong and courageous, for the Lord is with us. No laughing, no talking, only smiles!**

Have the “guards” lead the children into a dimly lit area. Provide enough light so children are not frightened and can see their Activity Sheets. As students enter the room, have the guards hand them a blanket. Ask the students to quietly sit down on their blankets.

Say, **We are prisoners here because we follow Jesus Christ and His teachings. Jesus taught us to love our enemies and do good to those who persecute us because He is our Friend and Savior.**

Since we’re in a prison camp, our conditions are not good, and we don’t have very many things, especially Bibles. In fact, all we have is a piece of paper for each person. Distribute Activity Sheet 4 with the English verse folded under. Ask the children if they know what the paper says. Say, **The Chinese characters on this page make it difficult to read. Unfold the bottom of the sheet. Let’s read the verse together. This verse would help us if we were in prison.**

MISSION STORY: Prisoner by Choice

by Lisa Elliott

Say, Today's story is about Mary Scott, a missionary to China. She followed God, showed courage and perseverance, and was even put into prison.

"Now what do I do?" Mary asked herself. She stood on the deck of the Tirkuzan Maru [tur-KOO-zan ma-ROO]. Nervously, she watched the pier below. Chinese workers shouted to each other. "What confusing sounds!" Mary thought. "How will I ever make sense of them? How will I find my way to the Knights' home?" Soon someone came to help her.

Mary had followed God's call to go to China as a missionary. At the age of 11, she met her first missionary and soon knew she was to be a missionary too. She prepared to serve as a teacher. Mary was sent to teach missionary children at the Nazarene mission station in Taming [DA-ming]. She soon learned an enemy had invaded much of the territory where mission stations were located. Most of the women and children were sent back to their home countries.

Mary decided to wait for God to guide her. Since there were no missionary children to teach, Mary worked as a secretary at the mission station and continued to study Chinese. She and her friends visited famous places in China, such as the Great Wall and the Forbidden City where emperors had lived. They saw the place where one of the first emperors of China was buried in a tomb with more than 6,000 life-sized clay soldiers.

Mary felt God's presence at the mission station. But one December morning, a knock at the door interrupted her reading. She found Rev. Osborn there with two soldiers behind him. "The invaders are here," he told her. "They want to see us in front of the station."

Mary lined up with the other missionaries, including 200 Chinese who lived with them at the station. They were told to prepare to leave. Mary packed her warmest clothes into a suitcase.

The missionaries were put into an army truck. They had no idea where they were going or when they might come back. Mary repeated to herself God's promise in Matthew 28:20. "Lo, I am with you always," she whispered under her breath.

The missionaries were set free after a few months. However, six months later, the invaders marched the missionaries to the railroad station and sent them to Tsinan [TIN-an]. A crowded bus took them to a prison camp in Weih sien [WAY-shen]. Someone read the camp rules. Others passed out blankets and assigned beds for the night.

About 1,751 prisoners were crowded into the prison camp that had an eight-foot wall. In machine-gun slots at each corner, guns pointed down at them.

The prisoners organized themselves to make a hospital, a church, kitchens, and dorm rooms. Mary scrubbed toilets with only water and a cloth, no soap. She prayed, "Now, Lord, help me clean . . . in a way that glorifies You."

One day a prisoner told Mary, "I always thought missionaries were strange. Now I've changed my mind. I've watched you. You have a good attitude, you give encouragement, and you help others without asking for anything in return." People could see what Jesus was like by watching His followers inside the prison.

Suddenly, an American plane flew over the camp, and paratroopers fell from the sky. The prison crowd charged past the guards and climbed over the wall and across the electric wire. They didn't think about loaded guns or electricity. They thought only of welcoming the rescue team of soldiers. For the first time in years, they felt free!

The mission board called Mary home. But she returned to China after a year and a half. God had answered prayer. She discovered many Chinese Christians, and there were new little churches.

Because of the rebels, Mary and the other missionaries had to return home. They worried about the Chinese friends left behind. In their last prayer together, the Chinese pastor wept as he asked God to protect the missionaries as they left China and the people who were staying in China. He asked God to give them courage and strength. He asked for faith to keep from giving up.

STORY DISCUSSION

Ask the children the following questions:

1. Have you ever felt like giving up because you were afraid, or tired of trying?
2. How did Mary Scott "hang in there" when the times were rough?

PRAYER TIME

- Pray for Christians in China who are persecuted for their faith in Jesus.
- Pray that we will all be strong in the Lord when we face tough times.

LESSON 5: FIJI

PURPOSE

To show children how missionaries and pastors, use the JESUS Film to reach boys and girls with the Gospel message.

BACKGROUND INFORMATION

Fast Facts

- The Fijian islands were formed from volcanic activity.
- Most people travel by open-air bus on the left side of the road.
- Rugby, soccer, and cricket are the most popular team sports.
- A “thumbs up” gesture means “good” or “OK.”
- Coconuts from the coconut palm trees and sugarcane are leading crops in Fiji.
- Nearly half of Fiji’s 300 islands are covered with tropical rain forests.

LESSON PRESENTATION

Introduction

Create a tropical setting. Cover the classroom floor with burlap to represent land. Crumple blue tissue paper to represent water, and duct tape it around the burlap. On the burlap, place a palm tree and tropical plants. Under the palm tree, place a basket with coconuts, pineapples, and bananas. From the ceiling, hang a large round piece of yellow poster board to represent the sun. Use a small fan, blowing on a low setting to represent tropical breezes. Remove tables and chairs, and have children sit on individual beach towels or one large beach blanket. On 6” x 6” poster board pieces, print each word of the Bible verse and the reference, Acts 22:15. Place the 16 word cards where children can easily scramble and unscramble the verse.

The JESUS Film is one of the most significant films ever made because it tells the salvation story. Missionaries, pastors, and children in local churches in Fiji use the JESUS Film to reach boys and girls with the Gospel message. The JESUS Film has made a remarkable impact in Fiji. As a result of the JESUS Film showings, many boys and girls have become Christians. Nazarene churches throughout Fiji have formed Kids Clubs. The purpose of these clubs is to disciple children who have accepted Jesus as their Savior at the end of the JESUS Film. They want to help children learn more about Jesus.

GROUP DISCUSSION

What’s in a Club?

Attach butcher paper or poster board to a wall.

Say, **A “Club” means “a group of people who meet together regularly for a common purpose.”** Name some clubs. (school clubs, sports clubs, music clubs, Bible clubs)

Clubs usually have a charter that tells the club’s name, who can belong, the rules, and goals. Some clubs have a motto and a symbol to represent them. Today, we’re going to form a club and create a charter on this poster board.

Have children discuss and decide each of the following. Ask volunteers to write the information on the charter.

Club Name: The name should emphasize telling others about Jesus. Give examples: Kids for Jesus Club, Jesus Shines Brightly in Us Club, Let the Son Shine Club.

Club Motto: A motto states what someone stands for or believes. Examples include: “Be Prepared” “To Love—To Witness—To Serve,” “Everyone Should Know Jesus.”

Club Membership: All boys and girls who want to know Jesus can become members of this club, and the membership should keep growing.

Club Logo: A logo is a symbol that represents an organization or company. Show a sample logo and give examples—Cross; Bible; sign language symbol for love (arms crossed over heart); index finger pointing upward, indicating Jesus first.

Club Goals: Discuss goals children want to accomplish and give examples—serve others, pray for the unsaved, witness to others. Say, **In Fiji, Kids Clubs help children learn about Jesus.**

Club Rules: Rules help members work together. Examples of rules include: “Be kind to each other,” “pray for each other,” “greet other members with a long friendly handshake (typical of Fijian culture).”

Pledge: A pledge is a promise members make to follow the club’s rules. Have children recite the pledge together, then sign their names on the charter with a pen.

Let children decorate their club charter with symbols representing Fiji and the church, such as the Fiji flag, palm trees, volcano, sun, rain forest, sugarcane, Cross, Bible, or church building.

Prepare

Make a word card for each Fijian word used in the story. Include its pronunciation. As you reach each word in the story, hold up the card and give the word’s meaning. Have children say the Fijian word. Make a scripture card for Acts 22:15, and have the class read it together at the end of the story. When you come to “Stop and Predict,” allow children to predict what will happen next in the story. Continue reading and either correct or confirm predictions.

Explain the following words:

Viti Levu [VEE-tee LAY-VOO]—the largest Fiji island

Suva [SOO-vah]—capital city located on Viti Levu

Bure [BOO-ray]—traditional Fijian hut

Bula [MBOOLA]—traditional greeting which means “health”

MISSION STORY: Kids Reaching Kids

by Susan Moore

Say, **This story tells how Jonate and his friends from the Kids Club helped his father, Pastor Asseri, get ready for the JESUS Film showing.**

“Get up, Jonate!” yelled Divie, Jonate’s best friend. “The pastors are here preparing for the JESUS Film showing!”

Jonate leaped from his bed, quickly dressed, and headed toward the kitchen.

Jonate’s father, Pastor Jon Asseri, and the other pastors were eating breakfast together.

“Pastor friends,” Jon Asseri said, “we’ve been praying and planning for the salvation of the Fijian people for many months. Today, we’ll distribute flyers announcing the JESUS Film showing.”

Jonate and Divie greeted the pastors. “**Bula**,” they said.

“**Bula**,” the pastors repeated together.

Pastor Jon gave flyers to the boys and said, “Ask your friends in the Kids Club to help you!”

(Stop and Predict.)

Jonate and Divie rode their bikes to meet the other kids. The Kids Club meeting place consisted of four poles with a thatched roof and a sign that hung at the doorway. It read, “The Watering Hole.” Their club was located next to the Church of the Nazarene, where Jonate’s father pastored. Club members were there waiting for their assignments.

Out of breath, Divie said, “Pastor Jon wants us to distribute these JESUS Film flyers throughout our village. Other people are taking the flyers into parts of **Suva**.”

(Stop and Predict.)

The boys and girls from the Kids Club distributed flyers all day. On their way back home, Jonate said to Divie and his sister, Lisa, “Let’s stop by Mela’s **bure** and invite him to the JESUS Film.”

“That’s a great idea, Jonate,” agreed Lisa.

“I told him about the film last week at school,” Divie added.

Mela was playing in the yard. “**Bula!**” they yelled.

“**Bula!**” Mela responded. “What are you up to?”

“We’re passing out flyers about the JESUS Film tomorrow night,” answered Lisa.

Divie asked, “Can you come?”

(Stop and Predict.)

"Maybe, I'll have to check with my parents," Mela answered.

Jonate handed Mela the last flyer. "We'll be looking for you!"

Members of "The Watering Hole" Kids Club spent the next day setting up for the film. They were so excited. As the praise band played, the village people came. Finally, it was dark enough to start the film.

"I'm disappointed Mela didn't come to . . ." Lisa was interrupted by a tap on her shoulder. "Mela! I have a special seat for you."

The people in the audience were moved as they saw the life of Jesus unfold. Expressions on people's faces told the story. Pastor Asseri invited people to pray and ask Jesus to become their Savior.

(Stop and Predict.)

Mela was the first to step forward. Jonate whispered to Divie and Lisa, "God has answered our prayers for Mela!" That night, Mela asked Jesus to forgive her sins.

Mela told the gang, "I have many questions about how to live this Christian life."

Pastor Jon overheard Mela and replied, "Come and join our church's Kids Club. You will learn how to live the Christian life."

(Stop and Predict.)

Mela responded, "I will do that!"

A few weeks later, Mela joined the Church of the Nazarene and became an active member of the Kids Club—"The Watering Hole."

(Stop and Predict.)

Now Mela is witnessing to her family and praying they will come to know Jesus.

BioPoems

Say, **Bio is short for biography, which is the story of a person's life. A BioPoem is a type of poem that follows a pattern to describe a person. Today, we're going to write a BioPoem about Jonate, the main character in our story.**

Distribute Activity Sheet 5 to older children. Have the children suggest words or phrases for each line of the poem. Record the words. Allow children to use the words and phrases given or choose their own to complete the BioPoem. Use the following poem as an example:

1. Jonate
2. Fiji
3. Energetic, friendly, and concerned for the lost
4. Jesus
5. Excited about the JESUS Film
6. Friends wouldn't accept Jesus as Personal Savior
7. All his friends know Jesus as Savior
8. Asseri

Distribute Activity Sheet 5 to younger children. Have them complete the poem with the older children's help by using each letter of Jonate's name to begin a word or phrase that describes him. Use the following poem as an example:

- J Jesus follower
- O Outgoing
- N Nice
- A Awesome
- T Talented
- E Excited about Jesus

Mount the BioPoems on construction paper, and display them on the wall for class members to read.

PRAYER TIME

- Pray for Nazarene churches in Fiji
- Pray for missionaries and volunteer groups who show the JESUS Film
- Pray for pastors and kids who help form the Kids Clubs and who witness to others about Jesus

LESSON 6: SAMOA

PURPOSE

To show children how missionaries from other countries are crossing cultural boundaries to share the Gospel message.

BACKGROUND INFORMATION

Fast Facts

- For two days each year, a worm called the palolo leaves its coral home to spawn in the ocean; Samoans catch the worms in nets and eat them as a delicacy.
- Many Samoans live in fale, which are homes that have no walls and stand on platforms.
- The ukulele, a four-stringed guitar, is commonly used during Samoan feasts.
- Almost all Samoans are Christian, and religion plays an important role in daily life.
- Samoans point with their chins; pointing with the index finger is impolite.
- In Samoa, delicious foods are cooked in an umu—an outdoor oven made with dirt and rocks.

LESSON PRESENTATION

Introduction

Use the tropical setting created in the Fiji lesson for Samoa. Print Mark 1:17 on poster board as follows: (Come,) (follow me,) (Jesus said,) (and I will make you) (fishers of men.) (Mark 1:17). Place the cards where all children can see them. Have children put the cards in the correct sequence. Display the verse as part of the room atmosphere and encourage children to memorize it.

Give each child a copy of Activity 6, Fishers of Men. Ask them to think of ways that they can be “fishers of men.” Let them write down their ideas and ask them to share with the group.

God calls people from all cultures to be missionaries in cultures other than their own. Today’s lesson is about Rev. Peni Fakaua, who was born and raised in Samoa. He is now serving as president of the South Pacific Nazarene Theological College in Fiji. He heard God’s call to missions and left his native island to shape and prepare students for ministry and leadership. This lesson is about the great influence and impact cross-cultural missionaries are having in the Church of the Nazarene.

Ask children to look at the world map and locate Samoa. Say, **You’ll find Samoa in the middle of the Pacific Ocean. The country is made up of nine islands—two main islands and seven smaller islands. I’m going to tell you some other important information about Samoa. It may be true, or it may be false. Tell me what you think by responding the Samoan way. Samoans respond with “yes” by raising their eyebrows. They respond with “no” by furrowing their eyebrows, or making deep wrinkles in the brows.** Let children practice. Then read the following statements and explain the answers using the Fast Facts at the beginning of this lesson.

- Samoans catch worms in nets and eat them as a delicacy. **(True)**
- Samoans live in homes that have no walls. **(True)**
- Very few Samoans are Christian. **(False)**
- Samoans point with their index fingers. **(False)**
- Samoans cook their food in microwave ovens. **(False)**
- Samoans love to sing and dance to ukuleles. **(True)**

It's Fiafia [FEE-ah FEE-ah] (Feast) Time

Prepare children for the feast:

1. Have children make their own lavalava (a piece of knee-length cloth wrapped around the waist, worn by both men and women). Pieces of white cloth can be purchased or old white sheets can be cut into appropriate sizes. Let children use fabric paints or markers to create a unique lavalava. Their decorations can be symbols to represent the country of Samoa—palm trees, ocean, sun, fish, college, and Samoan words. When completed, the children pin the lavalava around their waists to prepare for the feast.
2. Children then sit in a circle and sample traditional foods: bananas, yams, fish, coconuts, corn beef.
3. Either sing along with a person who can play songs on a ukulele, or have guitar/ukulele music playing in the background. If possible, bring a ukulele to class, and discuss the size and sounds it makes and how it differs from a guitar. Tell students drums are also used, and people perform drama sketches or traditional dances in which the dancers tell stories with their graceful hand motions.
4. Tell today's mission story while children are seated in a circle. Then take a picture of all the children outfitted in their lavalavas and hang this on the bulletin board.

MISSION STORY: Live with Max and Mia Rae

by Susan Moore

Say, **Today's story is in the form of a TV show. The TV hosts, Max and Mia Rae, will interview Rev. Peni Fakaua, president of the South Pacific Nazarene Theological College. Viewers will learn how President Fakaua crossed cultural boundaries to help prepare people for ministry in the Church of the Nazarene in Samoa.**

Prepare the "set" for the TV show.

Preparation:

- Secure a large cardboard box—large enough for three children to be viewed during the interview.
- Cut out the back of the box, leaving only the sides.
- Place the box on a large table and reinforce it with dowel rods and duct tape.
- Decorate the TV set.
- Make poster board cue cards with the word "Applause" on them.
- Place three chairs behind the table for Max, Mia Rae, and President Fakaua.
- Put coffee mugs on the table for the hosts and guest.
- Place scripts in folders on the table ready for host and guest to role play.
- Select the following characters for the show: Max, Mia Rae, President Fakaua, and cue card person—to hold the cards that tell the viewing audience when to clap.
- Suggest the guests wear clothes to look older and professional.

MAX: Welcome to CCB's most popular TV show. We have an interesting interview today.

MIA RAE: Yes! I'm excited about today's guest, South Pacific Nazarene Theological College President Peni Fakaua, and his wonderful story.

MAX: Well then, let's bring out our guest.

(CUE CARD PERSON holds up Applause Sign.)

MIA RAE: Welcome to our show, President Fakaua.

PRESIDENT FAKAUA: Thank you. It's nice to be here.

MAX: President Fakaua, tell the audience about your childhood.

PRESIDENT FAKAUA: I grew up in a Christian family in Western Samoa. My family attended church faithfully. I hardly ever missed Sunday school! I thought I was a Christian because I always went to church. Finally, I made a personal decision to accept Jesus as my Savior.

MAX: At what age were you saved?

PRESIDENT FAKAUA: I was 17. From that moment, I had a desire to become a preacher.

MIA RAE: How did you prepare for ministry?

PRESIDENT FAKAUA: I participated in Youth With A Mission that allows young people to be involved in cross-cultural ministry. I helped churches with compassionate ministry activities. That was my first informal missionary work experience.

MAX: Did you attend college to help prepare for ministry?

PRESIDENT FAKAUA: Yes. When I was 23 years old, I attended the South Pacific Nazarene Theological College. At that time, I had a family with two children.

MAX: How did you meet your wife, and what role does she play in your ministry?

PRESIDENT FAKAUA: I met my wife at a Youth for Christ Easter Camp in Samoa.

MIA RAE: Tell us about your children.

PRESIDENT FAKAUA: We have five children—four girls and one boy. My oldest girl lives and works in New Zealand. The second oldest married a Fijian who graduated from SPNTC. My son is involved in high jumping, rugby football, and volleyball. My children are all involved in the church music program.

MAX: What are the church services like in Samoa?

PRESIDENT FAKAUA: We have two services on Sunday—morning and evening. We have prayer meeting on Wednesdays and NYI meetings every Friday. Other days of the week we have choir practice and more activities. Morning services are formal and vary from one to three hours.

MIA RAE: What special events do you celebrate in the church?

PRESIDENT FAKAUA: A highlight for the Samoan Church is the worship service is conducted by children, ages 1 to 25. Drama and music are a part of this special day. It is called White Sunday, and everyone wears white.

MAX: Tell us about the college where you serve as president.

PRESIDENT FAKAUA: SPNTC is the only school for ministers in the South Pacific. We have five campuses—Samoa, Fiji, Solomon, Vanuatu, and Micronesia. I live in Fiji.

MIA RAE: Thank you, President Fakaua, for sharing about your ministry.

(CUE CARD PERSON holds up Applause Sign.)

PRAYER TIME

- Pray for Nazarene churches in Samoa, and especially for President Peni Fakaua.
- Pray that God will help us to accept His call to be “fishers of men.”

LESSON 7: NEW ZEALAND

PURPOSE

To help children know missions at home can encourage missions in other parts of the world.

BACKGROUND INFORMATION

Fast Facts

- New Zealand’s two major islands and a number of small islands lie southeast of Australia.
- New Zealand has more than 46 million sheep. That equals more than 12 sheep for every person living in New Zealand.
- The Maori [MAHR-ee] people were the first New Zealanders. Maori, along with English, are the official languages.
- The kiwi bird, the national bird of New Zealand, cannot fly, and its nostrils are on the end of its long beak.
- New Zealanders are nicknamed the “Kiwis.”
- New Zealanders are known around the world for their skill in rugby, cricket, and water sports.

LESSON PRESENTATION

Introduction

New Zealand is a beautiful country with a very unique and dynamic culture. It is home to the “Kiwis”—not just the birds or the fruit, but rugged individuals who have made a difference in the world.

Influenced by the gospel of Jesus Christ and the message of holiness, several New Zealand Nazarenes have followed God’s call to missions. They have had an impact on many other world areas with the love of Christ. Missions at home has become missions around the world.

Display New Zealand and Maori arts, or find pictures of carvings and weavings, kiwifruit, shells, and kiwi birds. Since more than half of the land is used for sheep farming, show items made of wool, an important New Zealand export. Display posters from travel agencies showing New Zealand's beautiful scenery—active volcanoes, geysers, spectacular mountains, and huge glaciers. Include pictures of New Zealanders enjoying outdoor sports.

Arrange chairs in the classroom similar to airplane seating. Prepare Guava Bars or other snack, obtain video clip of New Zealand, and invite guests to role-play the flight attendant and pilot.

Guava Bars

- 1/2 pound butter
- 1 cup granulated sugar
- 2 egg yolks
- 2 cups flour
- 1 cup chopped nuts
- 1/2 bar guava paste

Cream butter. Gradually add sugar, and beat until light and fluffy. Add egg yolks, and beat well. Gradually add flour and mix. Fold in nuts. Spoon 1/2 of the batter into a greased square pan. Top with slices of guava paste. Cover with remaining batter. Bake 1 hour at 350 degrees F until lightly browned. Cool completely before cutting.

Say, **New Zealand is a beautiful country located in the Pacific Ocean southeast of Australia. It is two large islands and a number of smaller islands. The first missionaries came by boat to New Zealand, but today most people fly the long distance. Today, we're going to take a pretend flight to New Zealand. You'll need a boarding pass.**

Distribute Activity Sheet 7. Say, **During the flight, you will be given information to complete this activity. First, fasten your seat belts, and listen to the flight attendant's instructions.**

Ask the flight attendant to explain safety rules, serve water and Guava Bars—a New Zealand favorite, and introduce the pilot. Have the pilot welcome the passengers and give takeoff and landing information throughout the flight. Show a video clip about New Zealand from the Internet or your public library. Read the Background Information, and have students fill out the missing information (underlined below) on their boarding passes.

1. New Zealand's two major islands and a number of small islands lie southeast of Australia.
2. New Zealand has more than 46 million sheep. That equals more than 12 sheep for every person living in New Zealand.
3. The Maori people were the first New Zealanders. Maori, along with English, are the official languages.
4. The kiwi bird, the national bird of New Zealand, cannot fly, and its nostrils are on the end of its long beak.
5. New Zealanders are nicknamed the "Kiwis."
6. New Zealanders are known around the world for their skill in rugby, cricket, and water sports.

Set up a container, half-filled with water. Let children tell what they think the pebbles will do to the water. Say, **When you drop pebbles into water, ripples, or rings of water, keep moving out from the center to the farthest edges. Watch while I drop a pebble in this container of water.** Have children observe. Let them take turns dropping pebbles to watch the ripples. Say, **Each ring represents how one person can influence many people, not just those nearby.**

Then place a floating object in the water as an "obstacle." Say, **Although this changes the effect somewhat, the ripples still continue. Missionaries face obstacles too. Roland and Dorothy Griffith faced many obstacles as they planted the first Church of the Nazarene in New Zealand.**

Place a pebble in the water as you say each of the following obstacles:

- **finding a new home**
- **traveling through the mountains**
- **sick with pneumonia**
- **shivering in the cold**
- **clearing off debris from the church property**
- **hitting rock when digging for the church's foundation**

In spite of obstacles, the Lord helped missionaries and pastors to plant churches and influenced many people through the years.

MISSION STORY: Like Ripples on the Water

by Connie Griffith Patrick

Say, **New Zealand Nazarenes have influenced people not only in New Zealand, but also in Europe, Papua New Guinea, the Samoan Islands, Australia, Vietnam, the United States, the Philippines, and Bangladesh. Let's meet some of these people and hear their stories.**

1. **Rev. Roland and Dorothy Griffith** obeyed God and went to New Zealand in 1951, taking their six-year-old daughter, Connie. They started six new churches. Slowly, the churches grew. There were many discouragements, but they preached God's Word in tents, halls, and churches, and had lively music. **(Choose three children to stand in the middle of the circle to represent the Griffiths.)**
2. **Neville Bartle** grew up in one of the churches the Griffiths started. He felt God's call to be a missionary to Papua New Guinea (PNG). Neville is known throughout PNG for his picture sermons. He drew stick figures to teach God's Word to many people who did not know how to read. Bible college students helped to print the charts and take them to people in remote areas of PNG. Neville and his wife, Joyce, were also missionaries in Fiji. Neville now serves as the district superintendent for New Zealand. **(Two children stand near "Griffiths" to represent the Bartles.)**
3. **Susie Bartle**, Neville and Joyce's daughter, was a missionary kid with a desire to help people know Jesus. She became a teacher, and then went as a missionary to Bangladesh. She teaches many missionary kids and reaches out to women who have not accepted Jesus as their Savior. **(Child stands beyond "Neville" to represent Susie.)**
4. **Annette Taft Brown** grew up in one of the first Nazarene churches planted in New Zealand. She felt called to be a minister. After her graduation from Australasian Nazarene Bible College and Nazarene Theological Seminary in Kansas City, Annette became a missionary to Samoa.
One day, she took a welcome basket to a new neighbor. He started attending church and became a Christian. Later, the neighbor went to Bangladesh, where he started a Bible study. Today, Annette Brown and her husband, Steve, pastor and teach in a church in northern California, training pastors from Asia and the South Pacific. **(Children stand beyond the "Griffiths" to represent the Browns, Annette's neighbor, and the pastors.)**
5. **Stephen Bennett** was a New Zealand pastor's kid. When his family moved to Auckland, they attended the church where Annette Taft was pastor. Under her ministry, Stephen became a Christian and accepted God's call to missions. Stephen studied at Nazarene Theological Seminary in Kansas City, taught in six Nazarene colleges, and pastored in three countries. The church appointed Stephen and his wife, Christi-An, to the Philippines to teach at Asia-Pacific Nazarene Theological Seminary. **(Child stands beyond "Annette" to represent Stephen, and children stand beyond "Stephen" to represent pastors.)**
6. **Jeanine van Beek** and her family moved to New Zealand and began attending the Church of the Nazarene. Jeanine wanted to live a Christian life. She studied at the Bible college, Northwest Nazarene College (now University), Colorado State University, and Southern Nazarene University. Then she went to Europe to pastor a church in Germany. There she met Cor and Miep Holleman and helped them start the Church of the Nazarene in the Netherlands. **(Child stands beyond "Griffiths" to represent Jeanine, and children stand beyond "Jeanine" to represent Cor and Miep Holleman.)**
Jeanine also trained many pastors and missionaries at the European Nazarene Bible College in Germany and directed the Bible college in Haiti. She returned to the United States, where she continued to teach and preach until she retired. **(Children stand beyond "Jeanine" to represent pastors and missionaries.)**

And the ripples continue to spread around the world. What a difference each of our lives can make when we follow Jesus closely! Jesus is still telling us today: "Go into all the world and preach the good news to all creation" (Mark 16:15).

STORY DISCUSSION

Have children discuss how family, friends, and teachers have helped them to follow Jesus. Ask children how they can influence others to follow Jesus.

PRAYER TIME

Pray for:

- Dr. Neville Bartle, district superintendent of New Zealand, and the church leaders
- New Zealanders (Kiwis) who need God
- The gospel of Jesus Christ to be stronger than evil influences
- Nazarene Kiwis to live holy and loving lives, ready to serve with sacrifice and reject the popular lifestyles of comfort and wealth
- Pastors and laypeople to be Spirit-filled and Spirit-led, showing people near and far the love of Jesus

LESSON 8: AUSTRALIA

PURPOSE

To help children learn about and pray for the Aborigine people of Australia.

BACKGROUND INFORMATION

Fast Facts

- In the middle of Australia is a vast desert known as the outback—one of the hottest places in the world.
- Australia is the only country that is also a continent.
- The Great Barrier Reef is located off the coast of Australia. It is the largest coral reef on earth with 1,500 species of fish.
- Sydney is Australia's largest city, but Canberra is the capital.
- The stonefish that lives off the coast of Australia is the most poisonous fish in the world.
- Kangaroos can go months without drinking. They can jump 45 feet, but cannot walk backward.

The first Australians were the Aborigines. Aborigines were hunter-gatherers—people who depended on hunting wild animals and gathering natural plant food. They developed these skills to make a living. Their worldview revolved around the idea of mysterious beings who created everything and became the Aborigine guide for spiritual and everyday life. In time, Aborigines were forced to move to the cities, where even today, their families suffer great hardships. Many Aborigines still live in the outback, untouched by civilization. They want a deeper understanding of life. The Aborigines are an example of why God calls the Church to send missionaries and mission workers to share the gospel of Jesus Christ.

LESSON PRESENTATION

Introduction

Make Australia's wealth of unusual animals the focus for room decorations. Print the names of the following creatures on different colors and shapes of large construction paper—kangaroo, koala, platypus, wombat, cockatoo, dingo, emu, kiwi, frilled lizard, barracuda, kookaburra, and blue ring octopus. Scatter the shapes of paper on the display. Fringe the edges of the paper, or use craft scissors for an interesting art effect.

Before class, cut paper into large boomerang shapes. Prepare at least six—more for larger classes. Print one Fast Fact on each boomerang, then decorate with straight and wavy lines and circles. Cut each boomerang into several pieces and place in an envelope. Label "Boomerang Fact." Display a map of Australia.

Say, **What do you think of when I say, "Australia"? A country? The outback? Kangaroo? Great Barrier Reef? Any of those things would be correct, but Australia is much, much more.**

Ask a volunteer to locate Australia on the map. Point out the Pacific and Indian Oceans that surround the island. Tell children that Australia is the smallest, flattest, driest, inhabited continent in the world.

Say, **Australia is also known for the boomerang—a curved stick that can be thrown so it returns to the thrower. The boomerang was invented by the Aborigines of Australia.** Tell children that they will see what a

boomerang looks like and learn more about the country of Australia if they can correctly piece together some Fast Facts.

Divide the class into groups and give each an envelope with the “Boomerang Fact.” Instruct the children to arrange the boomerang pieces to form a Fast Fact. Then have each group exchange with another group until they have had all six facts. Have a volunteer from each group read a Fast Fact. Ask students to tape the boomerangs together.

Say, I want to tell you about an unreached people group who live in Australia called the Aborigines. Unreached means they have not heard about Jesus. Many, many years ago, the Aborigines, who were the original inhabitants of Australia, lived a simple life.

They survived by learning about the land, the climate, and the plants. They learned about game animals and the streams and lakes. They planted seeds and encouraged the growth of grasses for themselves and for the animals.

Until 1960, the Aborigines lived in the rural part of Australia. Then they began moving to the cities in small numbers. They didn’t seem to fit. Things were hard for them, and many died young or landed in prison. Children didn’t always have the opportunity to attend schools. Over the years, there have been few missionaries to tell them about Jesus. Even today, the Aborigines are a neglected group of people.

Distribute Activity Sheet 8. Read and discuss Romans 10:14-15. Say, God calls missionaries and other Christian workers to tell people about Jesus. This Bible verse talks about the feet of those who tell the Good News. There are six scrambled words in the feet from the last sentence of verse 15. Unscramble and print them in the empty feet.

When the children have unscrambled the words, read together the verses at the bottom of the sheet. Pray, thanking God for people who tell about Jesus to those who have never heard.

MISSION STORY: Mattie’s Walkabout Surprise

As told by Jo Bourne to Bev Borbe

Say, In this story, Mattie and her Aborigine family take a desert “walkabout” looking for the truth about life. Mattie discovers the truth in a surprising place.

Mattie ran around the corner and crashed right into her best friend, Samantha.

“Whoa!” said Sam, “what’s the hurry?”

Mattie caught her breath. “My family’s going on a walkabout.”

“A walkabout. What’s that?” asked Sam.

“It’s a trip. We’re going into the outback to learn about our family roots,” replied Mattie.

“What are ‘family roots’?” questioned Sam.

“We’re Aborigines,” stated Mattie. “Our ancestors were the first Australians. This trip will help us to learn some of the history of our ancestors.”

“But, Mattie,” began Sam, “what about the Bible school class that’s starting tomorrow? There’s a missionary coming from the United States!”

“I know,” said Mattie, giving her friend a good-bye hug. “I’ll go when we get back.”

Mattie and her family piled into an old pickup truck and left early the next morning. In a few days, they were in the outback—a big, big desert in the middle of Australia. There were lonely stretches of road for hundreds of miles, and it was dusty, hot, and dry. But some parts of the desert were beautiful, especially when the rain turned the plants into brilliant flowers.

The best parts of the trip for Mattie were the amazing creatures that crossed the outback roads. There were kangaroos, emus, camels, koalas, dingos, wombats, wallabies, duck-billed platypus, and other native creatures roaming the unfenced property. There were birds of all kinds, poisonous snakes, and strange and unusual insects and spiders. Mattie started drawing pictures of everything she saw, so she could show Samantha and her friends back at school.

One night, Mattie showed her mother the drawings of animals and other unusual creatures. “Who made all these creatures, Mum?” Mattie asked. “Who made the desert and all the beautiful sunsets? Who makes the dry desert turn to flowers after the rain?”

“So many questions from such a young girl,” Mum said with a smile.

Mattie snuggled up against her mother and asked again, “Who made our beautiful world, Mum?”

"Our ancestors told us that in the beginning, mystical beings formed the land, plants, animals, and people. These dream beings were given unusual powers to give us the things in our world as long as we followed their plan for our lives. That plan would be given to us through dreams."

"Do you believe that, Mum?" questioned Mattie.

"I don't know, Mattie," Mum said softly. "No one has ever spoken to me in a dream. But it's all I know. No one has ever told me to believe anything else. Go to bed now. Perhaps someone will talk to you in a dream tonight and tell you what to believe and what to do."

For a long time, Mattie lay awake thinking about what her mother had said. Mattie thought there had to be more to life. "Someday I will find the answer," she thought, as she drifted off to sleep.

Mattie and her parents spent the next two months on the sheep farm where her father had once worked.

Soon Mattie was back in school with her friend, Samantha. It was fun to be in the missionary's class. On the first day, he gave her a Bible and told her it had all the answers to life.

"Does it tell about the dream people?" asked Mattie.

"No, it doesn't, Mattie. It is a book of truth. It will tell you who made the world and all the wonderful things in it. It will tell you all the answers to your questions about life. You will find the most wonderful gift of all—Jesus."

When Mattie opened the Bible, she read, "In the beginning, God created the heavens and the earth." Something told Mattie this was the real truth. This was the answer. It wasn't a dream. She would read the Bible with her mother, and together they would find all the answers and the most wonderful gift Jesus.

STORY DISCUSSION

Discuss the story with the children. Ask, **Who should tell the Aborigine people about Jesus?** (Missionaries, Work & Witness teams, JESUS Film teams) **What can we do to help the Aborigines?** (Pray, give, have compassion)

PRAYER TIME

- Pray for the children of Australia, especially the Aborigine children, who don't know about the love of God and His Son, Jesus.
- Pray that the Australian Nazarenes will reach the people with the good news of salvation.

LESSON 9: THAILAND

PURPOSE

To help children feel assurance of God's protecting power and His plan for each of their lives.

BACKGROUND INFORMATION

Fast Facts

- Long ago, the Thai used elephants in warfare. Today, elephants are used for transporting people, moving heavy loads, and sometimes in parades.
- Children sit on the floor as a sign of respect.
- Thailand's king began his reign at age nine and is the oldest reigning king in the world.
- The most common type of transportation used in Thailand is a tuktuk [took took], a three-wheeled motor scooter.
- Thailand produces more tin than any other country in the world.
- Klongs are river markets in canals where people go from boat to boat to buy fruits and vegetables.

LESSON PREPARATION

Introduction

Turn the room into a Klong (river market). Put down blue paper to represent a canal. To represent boats, arrange several clusters of chairs in two lines with space in between. In some boats, have baskets filled with merchandise; in

other boats, have empty bags or baskets for shopping. Place long strips of cardboard on the outside of the chairs to make them look more like boats. Since sitting on the floor is a sign of respect in Thailand, leave a corner of the room open where children can sit to hear the story.

Today's mission story is about missionary Samuel Yangmi. Before Samuel Yangmi was born, God had a plan for Samuel's life. That plan rescued Samuel from death in infancy and gave him Christian adoptive parents. It provided an escape to America and a Christian education. It found him a Christian wife. The plan led him back to Thailand to work among Thailand's tribal peoples. A part of the Yangmis' ministry was to build a children's home. This allowed tribal children with no school in their village to be nurtured in a Christian environment and receive a sound education. Samuel is a beautiful example of how God protects and leads a completely surrendered individual.

The Making of an Asian Elephant

Before class, prepare a sample elephant to show as you discuss the instructions.

Say, **Thailand is a land known for elephants. The country even looks a little like an elephant's head and trunk.** Display a map of Asia-Pacific. Ask a student to locate Thailand. Say, **Thailand is a long peninsula. A peninsula is a skinny piece of land that sticks out from a larger land mass and is almost completely surrounded by water. The middle of the country is flat, rich farmland. But most of Thailand has rain forests and rubber and coconut plantations.** Review the Background Information found at the beginning of this lesson for more information about the country of Thailand.

Say, **Since elephants represent Thailand, today we're going to make an Asian elephant head.** Distribute Activity Sheet 9. Show the completed sample. Discuss the instructions and demonstrate as needed.

1. Loosely stuff one paper bag with crumpled newspapers. Fold over the top of the bag and tape flat.
2. Use a marker to draw the elephant's mouth and eyes on the bag.
3. Using the patterns on Activity Sheet 9, cut two elephant trunks and two ears from the second paper bag.
4. Cut out the two tusks from white paper. **(Note: Patterns can be outlined on bags and white paper before cutting. Flip all patterns before making the second trunk, ear, and tusk.)**
5. Use a marker to draw details on the ears and trunk.
6. Tape the tusks, trunks, and ears onto the elephant head. Tape the two trunk pieces together.

Say, **The elephant is the symbol we are using to remind us to pray for Thailand. It is not easy to be a Christian in Thailand. Let's pray for the children in Thailand. Dear God, thank You for sending missionaries to Thailand. I pray that You will help them teach the children about Jesus. God, may many of the children accept Jesus as their Savior and Friend. I pray this in Jesus' name. Amen.**

A Thai Shopping Experience

Say, **You might find many differences in the country we are studying today: government, religion, food, language, and even driving on the other side of the road. But one custom seems to be popular worldwide. Everyone loves to shop. Today we are going to pretend we're visiting a river market and shop in Thai style.**

Divide the class into groups of customers and boat merchants. Provide both groups with money. Place customers in a boat with empty shopping bags or baskets and merchants in the boats with merchandise to sell. Include items such as tropical fruits (mangoes, guavas, coconuts, watermelons, and papayas), Thai artifacts (elephants, jewelry, woven tapestries, and fresh or silk flowers). Have several children in the merchant boats making garlands of flowers to sell as bracelets or necklaces.

Let the children spend some time shopping. Then ask them to share how the Thai shopping experience is different from the way they shop for food and other items.

MISSION STORY: No Mountain High Enough

by Carol Anne Eby

God kept His hand on Samuel Yangmi. His plan for Samuel was to become a Nazarene missionary to Thailand.

When the young Lisu couple fled from China and crossed the snow-covered Himalayan Mountains into Burma, they became refugees. While at the refugee station, the young couple had a baby boy. Five months had passed. Now, Burmese troops were driving the refugees back to China. The couple begged Esther, a kind, young nurse, to take the baby. They believed she was his only chance to survive.

Esther did so and named him Samuel. Later, Esther met Jesse Yangmi, and they were married. The Yangmis served as missionaries in Burma until 1965, when the government of Burma ordered all missionaries to leave.

After seven years and several miracles, the Yangmis traveled to Joplin, Missouri, in America. Samuel was 16. When he was a sophomore in college, his parents decided to return to the mission field in Thailand. Two years later, Samuel joined them.

"Samuel, will you give me your word that you will marry the Christian girl your father and I choose for you?" his mother asked.

"Yes," agreed Samuel.

One day, as Samuel was playing his guitar and leading a youth group, he noticed an attractive Lahu girl. Samuel was delighted to find this was the girl his parents had chosen for him.

Samuel and Lumae did not speak the same language, but on November 16, 1978, they were married. Samuel depended on sign language until he learned to speak Thai and Lahu. They worked together to serve the tribal people. God blessed Samuel and Lumae with four daughters.

Samuel was sad to see how poverty forced the Thai people to raise opium to sell, but then become addicted themselves to the drug. Samuel wanted to help the people find other ways to support themselves.

"We're going back to America," Samuel said. Samuel knew MidAmerica Nazarene University had an agriculture program. He believed this was God's plan to free the Thailand tribal people from their dependence on opium. The Yangmis made many Nazarene friends and sensed the church's support.

The Yangmis returned to Thailand, and God blessed their ministry. Samuel found 17 families to help start a Christian village. Samuel taught them to start orchards and build tanks for drinking water. The villagers learned to grow coffee, tea, and other crops to sell instead of opium. The village grew until there were 65 Christian families.

Many children in the mountains had no schools. To help them, Samuel founded the Maetang Tribal Children's Home in Chiang Mai. This gave the children a Christian environment to live in and attend school.

At night, the children placed their shoes outside the house. In the morning, they washed clothes and cleaned their rooms. Then they put on their uniforms, found their shoes, and formed a line and marched to their classes.

Like children everywhere, they loved to play. They played relay races—carrying an egg on a spoon or tossing water balloons over a net. They also loved to climb trees and play with slingshots. A teacher remembered a fourth grader who was proud of catching a rat in a trap. Later, the teacher found the boy had cooked the rat with rice and herbs for the evening meal.

When the Church of the Nazarene entered Thailand, they needed Samuel's help. Many miracles occurred, and the church was established in the most Buddhist nation on earth. Samuel and Lumae became official Nazarene missionaries. Today, they are dynamic leaders in Thailand. There was no mountain high enough to stop God's plan—not a rugged mountain range or mountains of difficulties.

STORY DISCUSSION

Say, **God's plans for Samuel included being a missionary. Samuel went through many hard things growing up, but he always followed Jesus. Our verse today is from Jeremiah 1:7-8.**

Divide the children into five groups. Have each group learn part of these verses. Have Group 1 learn, "Do not say, 'I am only a child'"; Group 2—"You must go to everyone I send you to"; Group 3—"and say whatever I command you"; Group 4—"Do not be afraid of them"; and Group 5—"for I am with you and will rescue you." When the children have memorized their parts, have them quote the verses as a choral reading. Say, **God speaks to children as well as adults. Listen to God's voice and obey Him.**

Pray with any child who responds with a request.

PRAYER TIME

- Pray for the Yangmi family and all the other missionaries in Thailand as they lead the people to know Jesus.
- Pray for the children in the Maetang Children's Home as they live and study away from home and families. Pray that many of them will come to know Jesus.

LESSON 10: THE PHILIPPINES

PURPOSE

To help children learn about the importance of radio as an evangelism tool.

BACKGROUND INFORMATION

Fast Facts

- Because the Philippines is in a typhoon belt, a hurricane could happen at any time.
- The Philippines is one of two mostly Christian nations in Asia.
- The national food of the Philippines is a whole pig roasted for several hours over hot coals.
- A jeepney is a colorful minibus found only in the Philippines.
- The tarsier [TAHR-see-er] is a six-inch-long monkey that can turn its neck almost 360 degrees and move its ears to locate prey.
- World Mission Broadcast programs connect with Filipino listeners and change lives.

LESSON PREPARATION

Introduction

The Philippines is made up of more than 7,000 islands, but most people live on the 11 main islands. More than 86 million people live in this country, including 12 million who live in the capital city of Manila. Close to 70 languages are spoken in the Philippines, and it has one of the largest English-speaking populations in the world. World Mission Broadcast uses radio as a very effective evangelism tool. Thousands are reached by radio and even more by text messaging, since there are 25 million registered cell phone users in the Philippines.

Set up your classroom to resemble a radio station. Position an “anchor” desk or table with microphones and headsets in the front of the room. Make an “ON THE AIR” sign to hang on the wall, and make a poster displaying the “call letters” of the station. Place electronic equipment on the table to indicate a recording process. Include a TV screen and a DVD or CD player. Have music playing as the children enter. Arrange chairs for a live “classroom” audience.

Before class, make a card for each child. On one side of each card, print “I Believe!” On the other side, print “No Way!” Show a map of Asia-Pacific to introduce the Philippines.

Ask, **Can you imagine a country made up entirely of islands?** Locate the Philippines on the map. Say, **More than 7,000 islands make up the Philippines in Southeast Asia. Most people live on the 11 main islands.**

Say, **I’m going to share some hard-to-believe—or maybe not—facts about the Philippines. On the ones you think are true, hold up your card with the words “I Believe!” showing. If you don’t think a fact is true, hold up “No Way!”**

Give each student a card. After you read the following statements, let children respond and discuss their opinions. Then give the explanation that follows the answer.

1. The Philippines is in a typhoon belt, which means a hurricane could happen at any time. **(I Believe!)** Tell children a typhoon is a type of hurricane that happens in the western Pacific Ocean.
2. A jeepney is a bird that kills insects with its poisonous beak. **(No Way!)** A jeepney is a colorful minibus found only in the Philippines.
3. The national food of the Philippines is pizza. **(No Way!)** A pig, roasted over hot coals, is their national food.
4. The Philippines is one of two mostly Christian nations in Asia. **(I Believe!)** The other nation is Timor-Leste, also called East Timor.
5. An unusual monkey that lives in the rain forest can turn its neck almost 360 degrees. **(I Believe!)** This monkey is only six inches long. It can also move its ears to locate prey.
6. World Mission Broadcast programs connect with Filipino listeners and change lives. **(I Believe!)**

Say, **Let’s hear a story about how Nazarene radio programs are making a big difference in many people’s lives.**

MISSION STORY: Waves of Hope

by Carol Anne Eby

Say, **This story tells how missions in the Philippines is adapting to today’s culture and using radio to reach a vast audience with the Gospel.**

“Wow!” Josh shook his head in amazement. He thought a missionary was a preacher, a teacher, or maybe a doctor or nurse. But, Miss Margie, their teacher, said missionaries in the Philippines worked at a radio station! She said they used a little microphone to spread the Gospel through radio waves to millions of listeners. That’s cool!

“Every major city in the Philippines has a radio station. What a wonderful way to spread the Gospel!” exclaimed his teacher.

Miss Margie said, “Through prayer, offerings, and volunteers—such as Work & Witness, Alabaster, and Mission Corps volunteers, God supplied what they needed to build a new Regional Communications Center. The center is on the campus of Asia-Pacific Nazarene Theological Seminary in Manila, Philippines. It is equipped with:

- A large multipurpose audio/video recording studio,
- Two digital audio studios with separate recording booths,
- Three digital video studios,
- Multiple production workstations,
- Offices, classrooms, and conference rooms.”

Josh liked the program names Miss Margie mentioned. *Rated PG, Life in a Minute, Take Five, and Family Spectrum* were a few. It sounded like there was a program for all ages and interests, even kids.

Miss Margie continued, “*Perfect Rhythm* is a successful youth program. Youths cheered, danced, clapped, and sang when a band performed contemporary Christian songs. *Perfect Rhythm* is produced in ‘Taglish.’”

Josh’s hand shot up. “Miss Margie, what kind of language is that?”

Miss Margie chuckled, “That’s a combination of Tagalog [tuh-GAH-luhg] and English, the common street language of Filipino youth.”

Miss Margie said, “*Perfect Rhythm* grew in popularity, and this made it possible for other types of programming. *Take Five* is a daily, five-minute inspirational program heard not only in the Philippines, but in Fiji, Tonga, Vanuatu, and the Solomon Islands.

“These programs could reach 12 to 15 million listeners. More than 100 responses come in every night, most of them by text messaging. There are at least 25 million registered cell phone users in the Philippines.”

That caught Josh’s attention. He wanted his own cell phone too. His sister was always text messaging her friends. Just think! Text messaging can be used to spread the Gospel. That brought on another “Wow!”

Miss Margie continued, “The program *Perfect Rhythm* saved someone’s life! A young Filipino man named Aris was thinking about suicide when he turned on the radio and heard the program *Perfect Rhythm*. He called the phone number given and was connected with a counselor who helped him.”

Miss Margie said, “Let’s pray for Aris and the millions of others around the world who listen, searching for answers and hope. Let’s also pray for the announcers, scriptwriters, counselors, and technicians in the radio ministry.”

They did just that, and Josh added, “Amen!”

FIND THE TARSIER

Say, **The tarsier is a small monkey with enormous round eyes, long legs, and a long, nearly hairless tail. Its neck is extremely flexible and can turn almost 360 degrees. It also can move its ears to help locate prey.**

Discuss the characteristics of the tarsier [TAHR-see-er]. Say, **Just as God gives animals, like the tarsier, a keen sense of its surroundings and unique characteristics for survival, God gives missionaries the ability to adapt to different cultures and the strength to overcome challenges.**

Give Activity Sheet 10, “Find the Tarsier,” to students. Say, **The tarsier lives in the rain forests and bamboo fields of the Philippines. The tarsier spends its entire life in trees and cannot walk on the ground.** Have the students find the tarsier hiding in the rain forest. Tell them to color his huge eyes brown and his fur brown, and lighter brown on his belly. Add lots of green to the rain forest.

PRAYER TIME

- Have children join hands in a circle and pray for the missionaries who are working with the World Mission Broadcast ministry in countries around the world.
- Pray especially for those working in the Philippines and the people who are listening to the programs.
- Pray for the power of the Holy Spirit to work through the radio ministry to save and change lives completely.

LESSON 11: INDONESIA

PURPOSE

To help children learn how the Church of the Nazarene responds to disasters around the world.

BACKGROUND INFORMATION

Fast Facts

- The earthquake that caused the 2004 tsunami began in Indonesia.
- More Muslims live in Indonesia than in any other country.
- About 17,000 islands make up the country of Indonesia. It is the largest group of islands in the world.
- Some of the best-selling coffee is from the Indonesian island of Sumatra.
- About 70 percent of the people in Indonesia are under the age of 15 years old.
- The world's largest lizard, the Komodo dragon, lives in Indonesia and is 9.8 feet long!

LESSON PRESENTATION

Introduction

Create a "First Aid" station. Make a banner or sign with the Red Cross symbol. Display first-aid items at the station, such as cotton balls, adhesive medical tape, gauze, bandages, Band-Aids, hot and cold packs, and empty vitamin bottles. Post pictures of children who are sponsored by church members and posters with health slogans. Provide a cot with a small blanket and pillow. Hang a white "lab coat" and a stethoscope on a coat rack. Invite a guest to role-play a doctor or nurse.

Nazarene Compassionate Ministries (NCM), a ministry of the Church of the Nazarene, gives compassion and hope to people around the world, helping their physical and spiritual needs. NCM responds in many ways to crisis situations around the world. When a sudden disaster occurs, or other relief efforts are being done, NCM provides people with medical assistance, food, clothing, shelter, tools, and much more. This lesson tells one way that Nazarene Compassionate Ministries helps people who have lost their belongings, livelihood, and even family members. It gives children an opportunity to participate in a practical way and support NCM in its service to others.

Talk with the class about natural disasters. Ask the children to give examples (possible answers—earthquakes, floods, tsunamis, volcanoes, hurricanes/typhoons, tornados). Say, **People around the world experience hardships when natural disasters occur. Many countries do not have the money or resources to help rebuild homes and care for the sick and injured people. Many people who are poor become poorer as a result of the natural disaster. It is the responsibility of others to help people in emergency situations.**

Tell students that today's story is about a natural disaster, the 2004 Indian Ocean tsunami. Explain that a tsunami is a huge, destructive wave caused by an underwater earthquake. Tell children 2004 tsunami began off the coast of Indonesia. Look at a world map or a globe, and locate the islands of Indonesia. Say, **Indonesia is made up of 17,000 islands! They stretch 5,000 miles throughout the Indian and Pacific Oceans.**

MISSION STORY: Joy to the World

by Jenny Selvidge

This story is told from an American girl's perspective as she hears about the devastation after the 2004 Indian Ocean tsunami. She thinks of a way she can help in the relief effort of the Church of the Nazarene.

December 26, 2004, I was in Indiana with my parents and my 25 uncles, aunts, and cousins celebrating Christmas. I was excited when my parents got me the pink ballerina costume I wanted. I had wanted it for as long as I could remember. I twirled around in a blur of pink. Suddenly, everyone rushed into the family room to see something on television.

"Why are there so many people swimming in the ocean?" I asked.

"They're not swimming, Honey. There was a tsunami in Asia, and those people have lost their homes."

"What's a tsu . . . tsu . . ."

"Tsunami. Well, it's like an underwater earthquake that makes a big wave."

We all sat in disbelief as we stared at the TV. The news reporters said 87,450 people died. I couldn't believe it. I had never heard of so many people dying from an ocean wave. But quickly, the number changed to 115,000. Every time I looked at the TV, the number increased. The final number of deaths reported was more than 287,000 people. They were people from different countries, beliefs, and cultures. But they were all experiencing the same thing...sadness. As I watched the tragic events, I realized that even though they were so different from me, they still loved their families and cried when bad things happened, just like I do.

At first, I tried to imagine what such a disaster would be like, but I couldn't. Then I started thinking about all I have and how I take it for granted. I bowed my head and thanked God. I sensed He wanted me to help the kids in Asia who had suddenly lost everything. They were kids just like me.

"What can I do to help?" I asked my dad.

"That's a great question, Honey. When a disaster like this happens, it's normal to feel like there's nothing one person can do to make a difference."

"Yeah. And I'm just a kid. What can I do?"

"Well, our church is part of a larger church family that can do something to help. It takes all of us working together to help those who are suffering.

"So what does the Church of the Nazarene do to help people who survived the tsunami?"

"We have Nazarene Compassionate Ministries, or NCM. They respond to all kinds of disasters that happen in all parts of the world. They provide food and supplies to help people with their daily needs."

"Like the Crisis Care Kits I've heard the pastor talk about?"

"Exactly! You go to the store and buy things like shampoo, tissues, and Band-Aids. Then you put them in a plastic bag and send it to a warehouse. So, when there's a crisis somewhere in the world, NCM sends the kits to people who need them."

"Hmmm," I said, as I thought about what I had seen on TV.

I wanted to help but didn't know what I could do. I felt so small. My friend, Abi, came over to play since she also got a ballerina outfit for Christmas. As we were twirling around in my bedroom, a thought popped into my head.

"That's it!" I cried.

Two weeks later, we were ready.

"Welcome to Adams' Elementary School and our performance of the *Nutcracker!*" bellowed the principal from the stage.

Six of us from school floated onto the stage in our pink ballerina outfits and amazed the crowd for the next 30 minutes.

We raised over \$1,000 for the Tsunami Relief Project. Almost 200 people came from our school and our church, and each person paid a few dollars to get in.

As I licked the envelope with the check to send to NCM, my heart was full of joy. That money was going to help people I didn't know and would probably never meet who were thousands of miles away. They would get food and clothes, and maybe even supplies to start rebuilding their homes. And maybe, just maybe, they would know the love of God because of it.

It was the best Christmas ever.

STORY DISCUSSION

Say, **Natural disasters occur around the world. Sometimes people are warned and have time to prepare. But other times, disasters strike with no warning. People lose possessions and even their lives.**

Tell children that after natural disasters occur, adequate care for people is often difficult because of insufficient water, food, medical supplies, and shelter. Say, **Many organizations respond by meeting the physical needs of people. The Church of the Nazarene helps disaster survivors with physical and spiritual needs. Missionaries who serve in disaster areas help the church to respond quickly and efficiently. Through this, people learn that God is their source of comfort and strength.**

Distribute Activity Sheet 11 and discuss the major types of natural disasters. Ask children to match each word with its definition. Allow children to work with a partner, or complete the activity as a class.

1. earthquake—**(d)** when the earth's plates move against each other
2. tsunami—**(f)** a huge, destructive wave caused by an underwater earthquake
3. hurricane—**(h)** a fierce, rotating storm with an intense center of low pressure that only happens in the tropics (and begins over water)
4. typhoon—**(a)** a hurricane that happens in Southeast Asia

5. tornado—(**g**) when warm and cool air meet, air begins to rotate, creating strong air currents
6. flood—(**b**) when a large amount of water gathers after a lot of rain
7. volcano—(**e**) an opening in the earth's crust through which molten lava, ash, and gases are ejected
8. drought—(**c**) when there is no rain

PRAYER TIME

- Pray for people in areas of the world who suffer from natural disasters.
- Pray for people who live in poverty with not enough to eat and no place to sleep and keep warm at night.

LESSON 12: PAPUA NEW GUINEA

PURPOSE

To help children learn about medical missions in Papua New Guinea.

BACKGROUND INFORMATION

Fast Facts

- Papua New Guinea has more than 800 people groups, and each group speaks its own language!
- In Papua New Guinea, asking for a second helping of food is considered rude.
- Food is often steamed in a ground oven called a mumu.
- Pigs are a very important part of the culture in Papua New Guinea.
- Wooden storyboards are a popular way to tell people about the events in village life.
- Many Papua New Guineans have a strong belief in witchcraft, black magic, and ancestor worship.

LESSON PRESENTATION

Introduction

Create a tropical atmosphere. Cut palm tree trunks out of cardboard and branches out of green tissue paper. Place these on a wall or bulletin board. Drape a fish net between two of the trees. Display paper, stuffed, or plastic pigs of all shapes and sizes around the room. Provide a colorful photo book of Papua New Guinea, and hang a poster for the children to see as they enter the room.

Papua New Guinea is a primitive country where many people live in spiritual darkness. Often, they do not have access to good medical care when they are sick. Thus, the Church of the Nazarene has established a hospital and a nursing school to assist those who need medical help and to provide a practical avenue for sharing the Gospel. The doctors and nurses seek to heal bodies. But they also point the way to Jesus, so the spirits of their patients are healed as well. This lesson will highlight their work as well as some of the more unique cultural aspects of this Asian country.

While children are arriving, give paper and markers and have the children draw stick figure stories about their families, an outing they enjoyed, or a special event in their lives. Have the class do a stick figure mural about Papua New Guinea with the six sentences from the Background Information.

Stick Figure Stories

Before class, cut the sentences apart from each Activity Sheet 12.

Say, **Many people in the mountains of Papua New Guinea, also called PNG, are unable to read and write. How do you think missionaries share with them about God? They use stick figure to tell stories! This method of sharing the Gospel is very effective in PNG. Christians learn to tell others about God through the pictures on a chart. They take pictures back to their communities and go from house to house and garden to garden**

with their stick charts. Even those who can read find the stick figure stories helpful in understanding the Bible.

Tell the children they are going to read a stick figure story like those used in Papua New Guinea. Distribute the top portion of Activity Sheet 12. Have the children look at the first picture. Ask if they know what part of the story the picture is telling. (Jesus' birth)

Have students work with a partner to decide what the remaining pictures mean. When everyone is finished, distribute the sentence portion of Activity Sheet 12. Have students cut apart the sentences and match them with the stick figure pictures. Review the answers, then have the students glue the sentences to the back of each matching picture.

Picture 1—Jesus was born in a stable.

Picture 2—Jesus died on a cross for our sins.

Picture 3—Jesus was raised from the dead.

Picture 4—Jesus ascended into heaven.

Encourage the children to take home their picture stories and share them with their families, particularly younger brothers or sisters who cannot yet read or write.

MISSION STORY: God's Miracle Healing

by Aimee Curtis

Say, When Salome's friends took her to the Nazarene Hospital in Kudjip, she was very sick. But God answered prayers and a miracle happened!

Twelve-year-old Salome loved recess at Banz Catholic School in Papua New Guinea. In this country, where it is constantly springtime, recess is always outside. The sun is always shining and the air is warm. On this particular day, Salome and her friends were enjoying a game of tag in the schoolyard. Suddenly, one of the other girls accidentally bumped into Salome. They both fell down, laughing and giggling. When the other girl jumped up and ran on, Salome discovered she could not get up. She lay on the ground, wondering why she could not move her legs.

Salome's friends ran for the teacher who checked Salome for injuries, but found none. Still, she thought it would be best to take Salome to the Nazarene Hospital in Kudjip, about five miles away, just to make sure she was OK.

Salome tried to be brave. She did not want to cry, but she was very scared. Her teacher comforted her on the ride to the hospital, and that helped Salome feel better.

Once they reached Kudjip, Salome was taken to the emergency room by one of the Nazarene doctors at the hospital. By this time, the weakness in Salome's legs had progressed up her body, and now she could no longer move her arms. Everyone realized Salome's condition was much worse than they had originally thought.

Salome stayed in the Nazarene Hospital for many weeks. The weeks turned into months. She was still unable to move most of her body. The doctors worried that if the paralysis reached her lungs and heart, she would die. Salome needed a miracle.

A Nazarene missionary named Ruth became Salome's special friend while she was in the hospital. Ruth prayed with Salome and brought her cookies and lemonade to help make her feel better. One day, Ruth invited the nurses at the hospital to pray with her for Salome's healing. She knew Salome needed God's miracle of healing to get better. Ruth and the nurses prayed together for Salome, then they went to Salome's bedside to pray with her. They shared some encouraging verses from the Bible. Salome was very happy to have them pray for her and read the scriptures.

The next day, one of the nurses felt God telling her to check on Salome. When she walked into Salome's room, she asked her, "What did Jesus do for you last night?"

With a big smile, Salome showed the nurse how she could move the fingers on her right hand. It was the beginning of the miracle for which they had prayed! Each day, Salome grew stronger, and the paralysis in her body began to disappear. Soon, she was completely healthy again and able to walk. When it was time to go home, the hospital staff threw Salome a big good-bye party. Everyone—especially Salome—rejoiced and praised God for miraculously healing her body from a strange illness.

STORY DISCUSSION

Read Matthew 9:35. Tell the children that healing was part of Jesus' mission, and it is part of the mission of the Church as well. Share the following information about Nazarene missions:

- The Nazarene Hospital in Kudjip is a mission hospital operated by the Church of the Nazarene.
- Missionary doctors and nurses have been serving at this hospital since 1967.
- In addition to the hospital, there is also a Nazarene College of Nursing where Papua New Guineans are trained as medical professionals.
- The Nazarene church sends volunteer medical teams, medicines, supplies, and equipment to physically and spiritually impact the lives of Papua New Guineans.

Ask the children how they can help make a difference in PNG. (Pray, give, go.)

PRAYER TIME

- Pray for the missionary doctors and nurses, the volunteer teams, and the people who need physical and spiritual healing.
- Ask God to show you ways to serve others.