

CHILDREN'S CURRICULUM

Children's Mission Education Update

Regions Realigned

We are all accustomed to minor changes from year to year. However, since this curriculum was first printed, a monumental change has taken place and we want you and the children of your church to be aware of it.

On February 28, 2011, the General Board, the governing body of the Church of the Nazarene, voted to form the Mesoamerica Region from the former Caribbean and Mexico/Central America regions. Since most of the districts in the region are self-supporting and self-governing, the formation of the new region eliminates the expense of operating one of the regional offices. All of the world areas that were parts of the former regions are still a part of the new region.

Dr. Carlos Saenz, former regional director for the Mexico/Central America Region, is the regional director for the Mesoamerica Region.

As you teach the overview lesson for this year, please explain to the children about the change. As you teach lessons about world areas in the former Caribbean Region, please remind the children about the new Mesoamerica Region.

—Children's Mission Education Editorial Team



LESSON 1: CARIBBEAN/U.S.A./CANADA

LESSON PURPOSE

To help children discover that knowledge, understanding, and love can bring people together and draw them to Christ, regardless of cultural differences.

BACKGROUND INFORMATION

Fast Facts

- The Caribbean islands are known for their white sandy beaches, clear blue water, warm climate, and original styles of music.
- The Caribbean consists of more than 7,000 islands, stretching from north to south in the Caribbean Sea.
- There are more than 1,000 Nazarene churches in the Caribbean portion of the Mesoamerica Region.
- Native Americans were the first people to live in North America.
- Canada is the second largest country in the world and shares the world's longest land border with the United States.
- Canada's flag is two vertical bands of red, a white square between them, and a large red maple leaf in the center.

LESSON PRESENTATION

INTRODUCTION

Decorate the room with items from the following lists:

Caribbean: Pineapple, mango, sugar cane, coffee, bananas, beach towel and toys, surfboard, scuba diving/snorkeling equipment, fishing pole

Canada: Maple leaves, maple syrup, hockey stick, can of salmon, sled, logs, pinecones, paper, beaver-skin hat

United States: Baseball bat, hat, and glove; cowboy hat; Indian headdress; picture of Mickey Mouse or Mickey Mouse ears; skis; hot dogs; graham crackers; wheat; pumpkins; can of corn; decorations with red and white stripes and white stars on a blue background (like the flag of the United States of America)

This year our focus is on the Caribbean (part of the Mesoamerica Region) and the USA/Canada Region. Children will learn there is more to the Caribbean than sandy beaches, more to the United States than Disneyland, and more to Canada than majestic mountains. These areas are mission fields. There are people with deep needs, unsolved problems, and heartaches who want someone to tell them about the love of Jesus and the hope He brings. God helps us to take action to meet the needs of others and lead them to Christ. We must learn about other people and their cultures, have an attitude of acceptance, and honor the Lord by responding in positive ways.

MISSION STORY: Guess Where I Live—The Caribbean? The United States? Canada?
by Bev Borbe

Tell children to listen for clues and guess where Ben, John, and Ana live.

My name is Ben. I live near a park. Every day my friends and I go there to play. On my birthday, Dad let me go to work with him. When we arrived, he took me through the back door into a dark place. There were lots of strange sounds. My dad found a place for me to sit. Soon musical sounds filled the room.

When I look out the window of my house, I can't see the ground. That's because we live on the 56th floor of the building. The windows are usually closed, but today someone left a high bathroom window open. I ran to get my birthday balloon filled with helium that lets it float up in the air. On the string, I tied my name, address, and a memory verse card I received in Sunday school. I let the balloon float up and out the window. Later, a man came to our door smiling and holding my balloon. He said, "When I was a boy, I memorized John 3:16, the same verse that's on this card." Mom invited him to come to church. He said he would. I think God sent the man a special invitation with my balloon, don't you? Can you guess where I live? **(Ben lives in a skyscraper in New York City in the United States of America. His dad plays in the New York Philharmonic Orchestra.)**

My name is John. I live in a place where there is lots of water. Yesterday our sixth grade class took a trip to the docks. We talked with Mr. Geary, one of the fishermen. He showed us boats filled with cod, haddock, halibut, sardines, oysters, clams, and redfish. We even saw lobsters that had been trapped. When it was time for lunch, we had delicious clam chowder at a restaurant on the dock.

Before leaving, Mr. Geary took us to a place where we saw a large tub full of fresh fish. He explained that the tub of fish would soon be taken to a homeless shelter. He said the fishermen give part of their daily catch to feed the poor. Our class thought this was so cool! We asked our teacher if we could raise money for the shelter as a class project. He said it was a terrific idea. When I got home, my friend was waiting to play hockey with me. And guess what? My mom fixed fish for dinner! Can you guess where I live? **(John lives in Canada, where many people on the coasts make their living by fishing.)**

My name is Ana. My dad is a Nazarene pastor, and my mother is the director of the Christian school I attend. Sometimes I help her clean the chalkboards and make sure all the windows are closed in case it rains. Sometimes my mother gives me money for helping her. I usually buy a treat at the store with some of the money.

One day visitors came to our school. One of them said, "My dream is for these children to have a playground." Six months later, some of the people returned to our school with playground equipment. There were slides, climbing bars, swings, forts, and a trapeze. Although it was a rainy day, everyone took a turn playing on a favorite piece of equipment.

The next day, we had a special program for those who had given us the playground. My mother and I made a shell necklace for each guest. We thanked them for coming and for their gift. My dad told me there are many people who give their money and time to help others have a better way of life, even if it means they must travel across the ocean. I want to be like that when I grow up. Can you guess where I live? **(Ana and her family live on an island called Jamaica in the Caribbean. She attends a Christian school and likes to swim and play on the beach.)**

STORY DISCUSSION

Discuss the differences and similarities in how Ben, John, and Ana live. Tell how God's love was shared in each country (balloon with memory verse, fish for homeless shelter, playground equipment for school).

To help children better understand how people can get along even though they are different from each other, make an object lesson with vegetable soup. You will need a clear glass bowl, vegetable soup, a blender or something to mash the vegetables (so they completely mix together) in the soup, small paper cups (1 per child), pineapple juice, crackers/bread and sliced cheese, and napkins.

Say, **The Caribbean, the United States of America, and Canada each have their own culture, or "way of life." There are different people groups, languages, religions, foods, fashions, and celebrations. Yet over time, the different cultures have blended together to form a common culture in each area. Some call the people in these blended cultures an "Ethnic Stew." In other words, we're a mix of people like a stew is a mix of vegetables. As we learn about each other's unique qualities, we can live together respectfully. When we listen and learn from each other, we can share the love of Jesus. Missionaries must learn about people and understand their culture to do God's work.**

Pour the soup into a bowl and say, **Today I'll use soup to show what "Ethnic Stew" means. Notice how the vegetables are different colors, shapes, sizes, and tastes. If we were to taste just the carrots, they would only taste like carrots. When vegetables are cooked together in a stew or soup, the flavors blend together; but if you ate a piece of carrot from the soup, you could also taste the original flavor of the carrot. People are like that, too. We are different, but we become more and more alike as we work and play and worship together. We learn from each other.**

Pour the soup into the blender or mash the vegetables until you can't tell what each piece is. Say, **Now I'm going to blend all of the vegetables together. Now how will each of the vegetables taste? They will have a blended taste. We're all individuals like the carrots and other vegetables; but when we are blended together over time, we become one group of people or a blended culture.**

Pour the blended soup into cups for the children. Serve with "Caribbean" pineapple juice, crackers from the "United States," and "Canadian" cheese (dairy products are part of the Canadian economy). (When allowing children to taste foods—or when any foods are given to children, be aware of any allergies that the students might have.)

Say, **With over 7,000 islands in the Caribbean, you're never far away from a beautiful white sandy beach. There's a beach for almost everyone! People come from around the world to see the colorful sea life and to swim, scuba dive, and snorkel in the clear blue waters. The Caribbean also provides great locations for sailing, surfing, whale watching, and fishing.**

Let children discover some of the names of the countries in this region. Distribute Activity Sheet 1, "Fish the Caribbean." After children complete the activity, have them say the name of each country after you pronounce it.

PRAYER TIME

Say, **The people who first lived in North America are called Native Americans or First Nations. They formed many groups, such as the Sioux [soo], Cherokee [CHER-uh-kee], Navajo [NAH-vah-hoh], Algonquin [al-GOHN-kwin], Cree [kree], and Iroquois [EER-uh-kwoy]. Like people of other cultures, the Native Americans wanted to preserve their way of life. Some tribes recorded their history on animal skins. Using symbols, they told their stories in a circular pattern. They began in the center with the earliest event and spiraled outward ending with the most recent event.**

Ask children what kind of events they think the Native Americans recorded (possible answers—battles, hunts, celebrations, rituals, travel). Have children share important events in their lives and tell what symbols could represent them (examples: Cross/Bible—salvation, church—baptism, cake—celebrations, trophy/ribbon—awards, musical notes—choir, plane/car—trip, praying hands—answered prayers).

Say, **Missionaries serve in many countries, including the United States of America. Their most important mission is to share the story of Jesus. What symbols would represent Jesus' life?** (Possible answers may be manger, carpenter's bench, a temple, crown of thorns, Cross, tomb, or clouds.)

Have children create their own "circle of life." Discuss the importance of sharing the good things God has done in their lives. Distribute paper circles representing animal skins. Remind children to begin in the center, adding symbols in a circular pattern toward the outer edge. Ask volunteers to share their "circles of life." Close in prayer.

LESSON 2: BELIZE

LESSON PURPOSE

To show how Christian education influences children.

BACKGROUND INFORMATION

Fast Facts:

- Although Belize is part of the Caribbean portion of the Mesoamerica Region, it is not an island. It is located on the eastern coast of Central America.
- The world's second largest barrier reef stretches along the coast of Belize. It can be seen from space by astronauts.
- Many schools in Belize are operated by churches.
- During the time of Jesus, the Mayan Indians lived in the country we now call Belize.
- The toucan is a brightly colored bird with a very large beak. It is a well-known symbol of Belize.
- The national flower of Belize is the black orchid.

LESSON PRESENTATION

INTRODUCTION

Create a schoolroom with a Caribbean atmosphere. Place ferns, palms, or hibiscus plants around the room. Display pictures of tropical fish; birds, such as the toucan; and animals, such as the jaguar, crocodile, and manatee. Center a desk or a table in front of the room. On top, place a stack of books, a school bell, and other items usually found on a teacher's desk. Display a world map. Decorate a snack table with island print cloth, fishnet, and shells; add a basket of tropical fruit. If available, play a CD of rain forest sounds.

The focus of this lesson is to show how Nazarene schools in Belize [bel-EES] have helped prepare many ministers and laypeople who are serving in the church today. Use the Scripture: "Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long" (Psalm 25:5).

God has blessed the efforts of missionaries in Belize so much that they now serve in countries where their help is needed more. Belizean [bel-EES-ee-uhn] Nazarenes now provide leadership for their churches. This is largely due to the influence of Christian education. In Belize, education is very important. Children between the ages of 6 and 14 must attend school. Today many Belizean adults speak of great teachers and wonderful classmates. The Church of the Nazarene has not only provided a good education for children, it has given them spiritual instruction and nurturing as well. The church has helped to shape many outstanding leaders and laypeople in the country of Belize.

Locate Belize on the world map. Say, **Belize is a country with many different types of land, as well as different groups of people. Some of the land is flat and wet with marshes and swamps. There are mountains covered with forests. Let's look at a map to learn more facts about Belize.**

Distribute Activity Sheet 2, "On the Map," and point out the "Map Key." Help children find the symbols on the map as you share the following facts about them. After the discussion, let children color their maps.

1. Belizean culture (way of life) is like that of the Caribbean islands. However, Belize is not an island. It is part of Central America and is bordered by Mexico, Guatemala, and the Caribbean Sea.
2. Off the coast of Belize is the world's second largest barrier reef. It is so big that astronauts can see it from space. The reef shelters hundreds of colorful tropical fish, which explains why snorkeling and scuba diving are popular. (Australia has the world's largest reef.)
3. The national flower of Belize is the black orchid. However, the flower is not black, but purple. This orchid blooms all year long.
4. Many schools in Belize are operated by churches. According to Belizean law, children between the ages of 6 and 14 must attend school. Most children begin before age 6.
5. During the time of Jesus, the Mayan Indians lived in the country we now call Belize. The Maya were once very powerful people, but thousands of them mysteriously disappeared. Today over 600 Mayan ruins can be found in Belize.
6. The toucan [TOO-kan] is a well-known symbol of Belize. This brightly colored bird with its very large beak is one of the noisiest in the world. It can be heard over half a mile away. It eats seeds, insects, and fruit, loves berries, and fears jaguars.

MISSION STORY: School Days in Belize

by Carol Anne Eby

Nazarene teachers and Christian friends influenced Roxroy [ROCKS-roy] to make a decision for Christ and become established in the church.

As the sun peeped over the Caribbean Sea, Roxroy rolled from his bed and put on his work clothes. He grabbed an orange and headed for the rice fields to do some planting. Before returning home, he got fresh water and gathered firewood for his mother. Then he ate breakfast—hot tea with milk and sugar and a flour tortilla with an egg. Afterward, Roxroy put on his brown and beige uniform, picked up his schoolbook and pencil, and headed to school.

Although some children rode bicycles to school, most of them walked. Roxroy and his friend Oileen [oy-LEEN] walked 30 minutes to get to school. When they arrived, the two children lined up with their class before entering their room. Each day the teacher began class at 8:00 with prayer and a cleanliness check. Fingernails had to be clean, hair combed, and faces washed! The students studied math, reading, writing, geography, science, and religion. There were no physical education classes. Today was Friday—the day for music and art. Students were graded on how well they could sing; Roxroy was always nervous about singing. There would also be a spelling bee today; Oileen was nervous about that.

“Oileen, don’t worry,” Roxroy whispered. “I’m sure you’ll win.”

And she did! Oileen received a copy of *Grimm’s Fairy Tales* as a reward.

Soon it was time for recess and a morning snack, which was provided by the parents. A glass of cold milk with the snack was always a treat! Today Oileen’s mother had sent powder buns for her to share.

“Mmm. This is sweet!” exclaimed Roxroy. “Your mom makes the best bread!”

During recess, the children played hopscotch and dodgeball. High school students could play soccer or cricket and compete on volleyball and softball teams. As the children laughed and played together on the playground, they spoke Creole [KREE-ohl]. But in the classroom, only English was spoken. Too soon recess was over.

At 11:30, the children stood and recited a prayer. “Be present at our table, Lord. Be here and everywhere adored. These creatures bless and grant that we may feast in paradise with thee.” Then classes were dismissed, and everyone went home for the noon meal. Entire families ate together because all businesses closed for the noon meal too. When the children returned to school, they lined up and sang “God Save the Queen.” (This is the national anthem for the United Kingdom; now Belize has its own national anthem.)

Before students could graduate from primary school or enter high school, they had to pass exams. The day came when Roxroy and Oileen passed their exams. They were ready to enter Nazarene High School in Belize City. Roxroy went by boat. It was the only way to reach Belize City. The trip took 17 hours! (Today the trip by road takes about 4 hours.) Roxroy remembers the trip was terrible! The boat was crowded, and everyone was seasick! But Roxroy was excited when he saw the school—a two-story block building. His friend Oileen had moved to Belize City with her family a few years earlier. Roxroy looked forward to seeing her again.

During his years at Nazarene High School, Roxroy had wonderful missionary teachers—Dr. Mary Lou Riggle, Ruth Deck, and Bob Swartz. People often came from the United States to speak in chapel. One day a teacher announced, “Next week we will have a revival. Reverend Alvin Young will be the preacher.” Reverend Young was Oileen’s father. Roxroy admired him very much. Roxroy knew Oileen had become a Christian when she was 12 years old and had been baptized in the Caribbean Sea. During the revival, Roxroy accepted Jesus as his Savior. Christian teachers and friends had made a difference in his life.

Roxroy graduated at age 19 as valedictorian—the student with the highest grades in his class. After graduating from Nazarene High School, Roxroy and Oileen went to college in America. They each married a Christian, established Christian families, and are dedicated workers in their church today.

STORY DISCUSSION

Say, Education is important to people in Belize. The law requires that children attend school. And believe it or not, many schools are operated by churches. In the story about Roxroy, you learned how Christian education made a difference in his life. Let's compare Roxroy's life as a student to yours. What things are the same? Which ones are different? (Some answers may be chores, breakfast, uniforms, transportation to school, class schedule/subjects, snacks, English/Creole, recess, team sports, prayer, lunchtime, sing the national anthem, exams, high school, block school building, missionary teachers, chapels/revivals, college.)

Before class, draw six pineapples on a poster board (for a game board) and number them 1-6. Then place the game board on the floor. Make a line with masking tape a few yards in front of it. Invite a few guests to join you and the children for this activity. Say, **The pineapple is a symbol of hospitality. Today we extend our hospitality to our guests and invite them to join us for a game of Pineapple Toss and a tropical treat.**

Divide the group into two teams. Have players stand behind the masking tape and take turns tossing a beanbag onto the pineapples. The score is determined by the number on the pineapple. The team with the highest score is the winner. But serve fresh pineapple to all!

PRAYER TIME

After the class discussion, read Psalm 25:5. **"Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long."** Have children draw the shape of a schoolhouse and inside write the scripture verse or a prayer thanking God for Nazarene schools in Belize. Suggest that younger children draw symbols in the schoolhouse, such as the Cross or Bible. Ask children to pray for Belizean children and Nazarenes who serve in the schools and churches.

LESSON 3: HAITI

LESSON PURPOSE

To help children recognize the influence and power of evil, yet understand that Jesus is a greater power.

BACKGROUND INFORMATION

Fast Facts:

- In 1804, Haiti became the first free Black republic on earth.
- Some Haitians practice voodoo—a religion based on witchcraft.
- When storytellers want to tell a story, they shout "Krik [KREEK]?" If people want to hear the story, they shout "KraK [KRAK]!"
- "Tap-taps" are brightly painted buses that carry people and animals.
- Haiti is the poorest country in the western half of the earth.
- Paul and Mary Orjala were the first missionaries to organize the work of the Church of the Nazarene in Haiti, starting in 1950.

LESSON PRESENTATION

INTRODUCTION

Create a Caribbean atmosphere with shells, a basket of fruit, a basket of books and brochures about Haiti, and pictures of Haitian people and Haitian art (check the Internet or the library). Set up plants that look like palm trees and tropical foliage. Display snorkeling equipment (if available) and beach toys. Paint a coral reef mural (check the Internet or the library) and create giant stuffed sea

creatures for the mural as follows: Draw and cut out two identical shapes of each; color or paint the sea creatures; staple them together, leaving one end open; stuff with newspaper or tissue and close the end. Write the Fast Facts on cards cut from poster board and place on the wall near a map of the Caribbean. Let children sit by the palm tree and look at books about Haiti. Serve limeade and have a fan blowing gently as children arrive.

The focus of this lesson is to show that God sometimes performs miracles to show His power to save people from the forces of evil in voodoo.

Scripture: "The one who is in you is greater than the one who is in the world" (1 John 4:4).

There are amazing stories of people in Haiti who have accepted Christ as their Savior and no longer worship the evil spirits in voodoo. There is a radical change in their lives from fear of demons and curses to complete trust and hope in Christ. Although children can see evil in the world through the programs they watch on television and the books they read, they do not need to fear evil if they belong to Jesus. The following verses will help children understand this important truth and strengthen their faith: 1 John 4:4, 1 John 5:4, 1 John 5:5, Matthew 6:13, Matthew 16:18, Romans 12:21, 2 Corinthians 12:9a, and John 16:33.

Lighten Your Basket

For this activity, you'll need a world map, scripture verses (see above), a Bible, index cards, a marker, a large Cross, tape, two baskets, and two sets of heavy to lightweight objects (such as books, plastic toys, stuffed animals, and food items).

Before class, display the world map. Prepare cards with scripture verses and attach them to the Cross. Then prepare other cards with the following phrases: **Fear of voodoo spirits, poor, hunger, sickness, not able to read, not able to write, curses by the voodoo witch doctor, fear of the voodoo priest.** Tape these cards on the objects and distribute evenly into the two baskets.

Have children look at the map. Point out the country of Haiti. Say, **Haiti is a beautiful, mountainous island in the Caribbean Sea. But life is difficult for the people who live there. Haiti is the poorest country in the western half of the earth. Many people there cannot read or write, and they suffer from hunger and sickness. Some Haitians practice voodoo, a religion based on witchcraft. Yet they fear the voodoo spirits and the curses, or evil spells, of the witch doctor.**

Life is difficult for Haitian girls and boys, too. Those who live in the mountains and villages work very hard. Young boys work in the fields with their fathers, feeding and caring for the animals. Young girls help with the cleaning and cooking, sometimes carrying heavy buckets of water on their heads. Children occasionally carry things in baskets that weigh more than the children do.

Tell children they are going to play a relay game to demonstrate how the Gospel can "lighten the load" of sin and fear that people carry. Read the cards attached to the objects and point out the scripture cards on the Cross. Form two teams and explain how to play the relay.

1. Players will take turns holding the basket on their heads while carrying it to the Cross.
2. Each player will remove one object from the basket, shout out the phrase, and place the object at the foot of the Cross.
3. Then each player will remove a scripture card from the Cross and place it in the basket.
4. When all objects have been removed and cards collected, have volunteers read the scripture verses.

Say, **There are Haitians who once worshiped the evil spirits of voodoo, but now they have the freedom and joy of living as Christians. Recite together 1 John 4:4. Say together, "God is greater!"**

Let's Ride in a Tap-Tap Bus

Say, **Tap-tap buses are the main means of transportation in Haiti. Brightly colored designs are painted on the buses, and most have a religious slogan, such as "Jesus vous aime [JAY-zoo VOOZ em]," which means "Jesus loves you." Tap-taps have wooden benches that serve as seats. The buses are often crowded with people, farm animals, and baskets of fruits and**

vegetables. When people want to stop, they hit the side of the bus with a “tap, tap.” While riding the bus, people discuss everyday news.

Distribute Activity Sheet 3, “Let’s Ride in a Tap-Tap Bus.” While students color and make fun designs on their tap-tap buses, say, Let’s pretend we’re on this tap-tap bus together. It’s very crowded, and there might be a chicken next to you. But don’t worry. Let’s listen to some of the things people are talking about. I think one person on the bus is a storyteller.

MISSION STORY: “The Curse of Abner”

Adapted from *Victory Over Voodoo* by Linda Crow

Say, Haitians love storytelling. When storytellers want to tell a story, they shout, “Krik?” If people want to hear the story, they shout, “Krak!” Let me tell you a story about Jean Polistin, his older brother, and a voodoo priest. Krik? Let children respond with “Krak!”

“Ouch!” my brother screamed, as he held his ear and hopped around wildly.

We had brought our milk cow to the river for water. It was hot and dusty, and huge horseflies were buzzing around her.

“One of those horseflies is in my ear, and it’s stinging me!” he cried. He headed for home yelling, “Bring the cow!”

By the time I reached the house, Mama was leaving to take my brother to the doctor. I stayed with Papa and played marbles in the shade of the banana and avocado trees. When Mama returned, she said the doctor was not able to remove the fly from my brother’s ear.

The news spread quickly to Abner, the voodoo priest, who was quick to take advantage of the situation. He sent his assistant to our home with a message.

“Abner has put a curse on your son. That’s why your son is in great pain. Abner wants me to tell you that he can remove this curse for a sum of money. But if you don’t pay, your son will die!” Mama screamed and fainted. The voodoo priest’s assistant turned and left.

When Mama woke up, she thought for a long time. Finally, she told Papa of her decision to take my brother to a pastor in a nearby village. “I know the gospel of Jesus Christ has greater power than that of the voodoo priest. I’ve seen lives changed.” She reminded Papa about a girl in our community who had been possessed by demons. When the girl accepted Jesus as her Savior, the demons left her. Mama announced her plan to the whole family. When it was dark, we bravely headed down the road to the pastor’s home.

The pastor greeted us warmly, listened to Mama’s story, and then told us about Jesus and how much He loved us. The pastor read some verses from the Bible, and we knelt to pray. When the pastor finished, he walked over to my brother and laid his hand on my brother’s ear. He prayed and asked God to remove the fly and stop the pain. Then he taught us a Bible verse. Before we left, my brother said his ear did not hurt anymore. Mama was very happy.

Even though I was five years old, I held Mama’s hand tightly as we left the pastor’s home. I was sure I heard footsteps following us. And Mama must have heard them too, because she started walking very fast. Finally, we reached the cactus fence in front of our house. We quickly pushed open the wooden gate and hurried inside. When we looked back, we saw the voodoo priest’s assistant.

He stood there waiting for my papa to come outside. Then he said, “Soon your family will be sorry because you haven’t obeyed the words of Abner.” He walked over to an old chair beneath the mango tree and sat down. He waited for us to bring him the large amount of money that the voodoo priest had demanded.

Mama asked Papa to come back into the dimly lit house. She told him, “Jesus has changed me. I am now a Christian, and I’m not afraid of the voodoo priest anymore.” She explained that God had healed my brother and that God would protect us.

Papa walked out to where the voodoo priest’s assistant was sitting and said calmly, “Well, it looks like we owe Jesus Christ the money. He is the One who healed our son. We don’t owe you or Abner a thing!”

That same evening, Abner, the voodoo priest, became sick. And two days later he died!

Soon Papa accepted Jesus as his Savior too. That’s how our family became a Christian family.

STORY DISCUSSION

Discuss the following questions with the children:

1. Have you ever been afraid someone you love would not get well?
2. Why did Jean's mother go to the pastor?
3. Have you asked Jesus to forgive your sins? Invite children to accept Jesus as their Savior.

French and Creole [KREE-oh] are the official languages of Haiti. Creole is a blend of languages (usually European and African). Haitian Creole is a blend of French and West African languages and is the everyday language of most Haitians. Other islands in the Caribbean have their own Creoles, or language blends.

Counting in Creole

Say, Paul and Mary Orjala [or-YAH-lah] went to Haiti in 1950 as missionaries. They learned to speak Creole and started a Bible school right away to train Haitian pastors. Soon those pastors started churches and many people became Christians. As more churches were started, they were grouped together in districts. Today there are about 500 churches with approximately 80,000 Nazarenes in 11 districts! Let's learn to count to 11 in Haitian Creole.

- 0—zewo [ZE-woh]
- 1—youn (sometimes—en) [yahn]
- 2—de [day]
- 3—twa [twah]
- 4—kat [kat]
- 5—senk [sank]
- 6—sis [sees]
- 7—set [set]
- 8—wit (uit) [wheet]
- 9—nef [nef]
- 10—dis [dees]
- 11—onz [ohnz]

After saying each number, place 11 beans on the table and have students practice counting with the beans. Place an outline map of Haiti on a table, then squeeze 11 dots of glue on the map. Ask each student to place a bean on a dot of glue that will represent a district. When they have finished, pray for the leaders of the districts and the people in the churches in Haiti.

Say, Many Haitian Nazarenes have started churches in other countries around the world: France, Canada, the United States of America, Bahamas and other Caribbean islands. When Haitians move to other countries to study in a university, find better jobs, or join other family members, they start Nazarene churches if there's not a place to worship together.

Say, Haitian people are some of the nicest people you'll ever meet. They offer their best food to their guests. Even though Haiti is a very poor country and many people do not have enough to eat, they are generous toward others. If you were a guest, they most likely would serve you rice and beans made with a delicious sauce. And for dessert you might enjoy bonbons. Today we're going to sample this dessert together.

Recipe:

In a bowl, mix the following dry ingredients:

- 1 cup brown sugar
- 1 teaspoon cinnamon
- 1 teaspoon nutmeg
- 1/3 teaspoon ground cloves
- 1 pound raisins
- 4 cups flour
- 1 teaspoon ginger

- 1/4 teaspoon baking soda

Add the following liquids:

- 1 cup maple or sugar cane syrup
- 1/2 cup water
- 1 teaspoon vanilla
- 4 teaspoons melted margarine

Bake in a greased and floured 9" x 13" pan at 350 degrees for 30 minutes. Let cool and cut into squares.

PRAYER TIME

As you enjoy the snack, give each child the recipe to take home. Encourage children to have fun making bonbons with their parents. Say, **Remember to pray for the people of Haiti and the Haitians who have come to our country. Some may live in our city. Get to know children from other countries who are in your class or church. Ask permission from your parents to invite them to have bonbons with you.**

Say, **Though some Haitians practice the religion of voodoo, many others are taking a stand against it. Christians are praying for the people of Haiti to seek God and receive His power.**

Have children prepare a Freedom Bookmark Prayer Reminder. Give each child an index card. Write phrases on the board, such as "Pray for Haiti," "Freedom from Fear," "Praise God for Missionaries." Instruct children to write one or more of the phrases on their bookmarks and decorate them. Share these requests and praises and close in prayer.

- Pray for Haiti's pastors and Christian leaders as they help people who need jobs, food, and medical help.
- Pray that the people of Haiti will accept Jesus as their Savior and receive freedom from fear.
- Give thanks for missionaries like Paul and Mary Orjala who helped begin the work of the Church of the Nazarene in Haiti, for many other missionaries and leaders, and for Haitian Nazarenes who start churches wherever they go.

LESSON 4: DOMINICAN REPUBLIC

LESSON PURPOSE

To help children realize the importance of the Alabaster Offering and experience the joy of giving.

BACKGROUND INFORMATION

Fast Facts:

- The Dominican flag is the only national flag with a Bible on it.
- The Dominican Republic exports about 185,000 tons of sugar every year.
- Traditional Dominican dolls are faceless.
- Dominoes is a favorite game in the Dominican Republic.
- The Dominican Republic shares its island with the country of Haiti.
- The Dominican Republic supplies more major league baseball players in North America than any other country outside the United States.

LESSON PRESENTATION

INTRODUCTION

If weather permits, use a tent or tarpaulin to provide shade and create an outdoor church setting. Let children experience what it is like to worship without a building. If you cannot meet outside, create an open atmosphere by pushing the tables and chairs against the walls. Set up a shoe-shine display with shoe polish, rags, and a sign that says "Shoe Shine! Un peso!" The display can be used for the role-playing activity in this lesson. Near the display, stack empty shoe boxes. Label each box with one of the following: Churches, Chapels, Schools, District Centers, Hospitals, Clinics, Land, Homes for Missionaries and National Leaders. Use these boxes in the lesson activity.

The focus of this lesson is on a young boy who lived in the Dominican Republic city of Santo Domingo. He learned about Alabaster and was inspired to earn money in a creative way for his offering.

Scripture: "God loves a cheerful giver" (2 Corinthians 9:7b).

The Alabaster story takes place in Bethany. Matthew 26:6-13 tells how a woman anointed Jesus' head with expensive perfume from her jar made of alabaster. It was this story that inspired Reverend Elizabeth Vennum, a member of the General NWMS (now NMI) Council, with a plan. The council unanimously adopted the plan, and the first Alabaster Offering was received in 1949. This love offering provides funds for purchasing property and constructing buildings around the world for the Church of the Nazarene. Buildings include churches, schools, medical facilities, and homes for missionaries and national workers.

MISSION STORY: "A Shoe Shine Alabaster"

by Nancy Firestone

After Javier [HAH-bvee-AIR] learned about Alabaster, he found a creative way to participate in giving.

"Children, don't forget that in two weeks we will bring our Alabaster offerings to class. I hope you can participate," said Dariana [dah-ree-AHN-ah], Javier's Sunday School teacher. Dariana smiled and looked at Javier. "It is a very special offering," she said. "Did you know that Alabaster offerings helped to buy the land for our church?"

"No, I didn't," Javier replied. He thought for a moment and then added, "It takes a lot of pesos to buy even a small piece of land in Santo Domingo. The few pesos I can give won't help very much."

"Oh, you're wrong, Javier," said Dariana. "Your coins will help a lot. Our offerings aren't enough by themselves. But when they're combined with offerings from Nazarene churches around the world, many things can be accomplished. Our gifts of money have helped to purchase land and build many schools, churches, and clinics. Pray about what God wants you to do."

During the day, Javier thought about Dariana's words. "What does God want me to do?" he wondered. Javier spent his afternoons at the souvenir market where he shined shoes for tourists. Many of them gave him a few pesos for his work. But he needed these pesos to help feed his family. Would God want all of his pesos?

When Monday afternoon arrived, Javier knew what God wanted him to do. His simple wooden box was stained and scratched. But he would use it to collect money for the Alabaster Offering. That afternoon, there were not many tourists. "It doesn't look like I'll have an offering to give," he thought.

On Tuesday afternoon, Javier returned to his usual spot at the market. Before calling out, "Shoe shine—un peso [oon PEH-soh]," he prayed. "God, I want to give You an offering. But my family needs the pesos that I earn. What should I do?" Javier felt that God wanted him to give 100 pesos. He seldom made that much money in an entire week. He knew he would have to work harder.

The next tourist to have his shoes shined asked Javier a few questions. "What will you do with the money you earn?"

"I'm going to give a special offering at church," Javier explained nervously.

The tourist smiled and handed Javier a few coins. Javier was sure the man did not understand, but he was grateful for the pesos.

Javier's courage grew as he told tourists and local shop owners how their pesos would help others. He even wrote the word "ALABASTRO" [ah-lah-BAH-stroh] on his shoe-shine box. Although many people did not understand what he said, Javier continued to call out, "Shoe shine! Un peso! Build a church!"

A nearby shop owner decided to have Javier shine his shoes. Javier excitedly told him how Nazarenes from around the world were giving pesos that would be used to buy land and build schools, churches, and hospitals.

The shop owner praised Javier for his enthusiasm. "Javier, what can I do to help you?"

"You can let me shine your shoes again!" Javier said.

The man chuckled and handed Javier two pesos. As he returned to his shop, he spoke to other owners and they pointed toward Javier. A few minutes later, several more shop owners asked Javier to shine their shoes. They handed him two, three, and even four pesos! Javier's hands grew tired as he polished and buffed more and more shoes.

Before Javier knew it, two weeks had passed. Sunday morning arrived, and it was time for the Alabaster Offering. Many people brought their offerings in homemade boxes or small sacks. Javier could hardly wait for his row to walk down the aisle. He carried his shoe-shine box to the front and poured his coins into the offering plate.

Dariana smiled. "Javier, where did you get all these coins?"

"God helped me shine more shoes than ever!" he said happily.

God had asked Javier to give 100 pesos to the Alabaster Offering. But Javier earned 160 pesos! God gave him the courage to tell others about the offering. Javier did what God asked him to do—trust Him and shine shoes. God blessed Javier's efforts and his obedience.

STORY DISCUSSION

Show children a small box (an Alabaster box, if you have one). Say, **For years, small boxes have been used to collect offerings for Alabaster. In the 1940s, the Church of the Nazarene needed a way to raise money to purchase land and construct buildings on the mission field. The General NWMS (now NMI) Council asked for help from one of its members, Elizabeth Venum. While praying, she felt God directing her to read Matthew 26:6-13. Ask the children if they ever felt God wanted them to do something.**

Say, **This scripture tells the story of a woman who broke open an alabaster jar and anointed Jesus' head with expensive perfume. She sacrificed (gave up) something valuable and offered it as a "gift of love" to Christ. It was this story that inspired Mrs. Venum's plan for the Alabaster Offering.**

More than 60 years have passed since the first Alabaster offerings were collected in 1949. Men, women, and children have made a difference in thousands of people's lives. The Alabaster Offering has provided millions of dollars for land and buildings around the world.

Note the shoe boxes on display. Ask volunteers to read the words written on the outside of them. Then distribute the boxes, one at a time. Have a child open the box and read the information inside about Alabaster:

1. Many people use an Alabaster box to collect their Alabaster Offering; however, in some places in the world, they have labels that they put on cans and those become the people's "Alabaster boxes."
2. Box-breaking services are held in February and September.
3. The Alabaster box encourages people to give.
4. The Alabaster box is a reminder to pray for those who will hear the Gospel in Alabaster buildings.
5. Elizabeth Venum promoted her Alabaster plan with the slogan, "Give up a want to meet a need."
6. Just as the woman gave up her expensive perfume, we are asked to give up something we want but do not need.
7. When you give an Alabaster offering, you help others.
8. It is important for children to be part of Alabaster. Their offerings make a difference, no matter the amount.

Say, **Just like Javier, who used his shoe shine box for his Alabaster box, we can be creative, too.** Have children tell ways they can collect or earn an offering. Then let them create their own

Alabaster boxes. Distribute the boxes and materials for decorating them. Be sure to make a slot through which children can drop their money.

Hand out Activity Sheet 4, "The Alabaster Path," to show children how Alabaster offerings are collected and used to help others. Discuss the six pictures at the bottom of the page. Then have children cut them apart and glue each one in the correct sequence along the path.

1. Collect offering.
2. Take offering to church.
3. Church sends offering to Global Ministries Center in Kansas City.
4. Offering is sent to each world region.
5. Offering is used to buy land and construct buildings.
6. People learn about Jesus in the new buildings.

PRAYER TIME

Let children guess how many buildings have been built around the world by Alabaster offerings. Say, **Since the first offering was taken in 1949, approximately 9,000 buildings have been constructed as of 2014. When we join with others in giving Alabaster offerings, we become part of the worldwide mission of the Church of the Nazarene.**

Let's take time to pray. Thank you, God, for the people of the Dominican Republic who have churches today because of Alabaster giving. We pray that more people will learn about Jesus in Alabaster buildings. Amen.

Say to the children, **Alabaster works when we obey God and give what He asks us to give.**

LESSON 5: TRINIDAD AND TOBAGO

LESSON PURPOSE

To help children understand how God works through His people to educate others.

BACKGROUND INFORMATION

Fast Facts:

- Trinidad and Tobago is a two-island country in the Caribbean Sea.
- Trinidad and Tobago are often called "T and T."
- The people in Trinidad and Tobago are often called "Trinis."
- The musical instrument known as the steel drum was invented in Trinidad.
- Calypso music is popular with "Trinis."
- The howler monkey that lives in Trinidad is the loudest land animal. Its call can be heard up to three miles away.

LESSON PRESENTATION

INTRODUCTION

Create a jungle scene with a monkey theme. Construct a palm tree using a cardboard rug roll (or pole) for the trunk. Cover the trunk with brown crepe paper. Attach an umbrella to the top and cover it with green-fringed paper fronds to represent leaves. Decorate the walls with branches from real trees and with pictures of island scenes. Place several toy monkeys or pictures of monkeys around the room.

The focus of this lesson is to teach that a college education is an important part of mission work, especially for those who train pastors and teachers.

Teach children the scripture verse: "You have often heard me teach. Now I want you to tell these same things to followers who can be trusted to tell others" (2 Timothy 2:2, CEV). The Bible verse for this lesson talks about teaching. It says that teachers must tell others what they have been taught. The story in the lesson illustrates this verse. Anthony Manswell, who was born and raised in Trinidad, attended Caribbean Nazarene College (CNC) in Trinidad. He studied hard so that he could teach others. Today, Anthony and his wife, Barbara, are missionaries. They teach students at CNC. And these students—future teachers, preachers, and laypeople—will teach others just as the Word of God encourages.

T and T Treasure Hunt

Before class, make two or more copies of the Fast Facts, depending on the number of students. Cut apart the Fast Facts and attach each one to a colored index card. Hide the cards in the classroom and display the world map.

After the students arrive, tell them they should each find one Fast Fact card that has been hidden in the room. Then instruct the students to find another child or other children with the same Fast Fact. When all of the cards have been found and matched, ask volunteers to read the Fast Facts.

Have a child find Trinidad and Tobago on the world map. Say, **The two-island country of Trinidad [TRIN-uh-dad] and Tobago [toh-BAY-goh] is located only seven miles from South America. The first Caribbean island to be occupied by people (Amerindians) was Trinidad. When Christopher Columbus saw Trinidad, he claimed it for Spain.** Share more fun facts about T and T:

1. The movie *The Swiss Family Robinson* was filmed on the island of Tobago.
2. Trinidad has a greater variety of bats than any other place in the world. There are 60 types of bats.
3. Trinidad has more than 600 different kinds of butterflies.
4. Trini men often greet each other with a "bounce," at which time each man touches the closed fist of the other.

School Scramble

Give a copy of Activity Sheet 5, "School Scramble," to each child. Say, **Students need a variety of supplies to complete assignments and projects in school. The letters for the names of the school supplies on this activity sheet are mixed up. See how many you can correct. Some will be easy, others might be more difficult.** Let children work together. After a few minutes, have them share their answers.

Say, **Men and women who go to Caribbean Nazarene College in Trinidad also use school supplies.** Ask, **Which of these supplies do you think they would use?** Tell children the students probably use all of the supplies on the sheet except crayons. Ask, **What supplies do the students at Caribbean Nazarene College need that you might not find in other schools?** (Possible answers—Bibles, religious books, hymnals.) Discuss why these supplies are especially important to the students who attend Caribbean Nazarene College.

Answers for School Scramble:

e p n — pen
 a p p r e — paper
 a r m r e k — marker
 k o b o s — books
 r a s e e r — eraser
 l u r r e — ruler
 t o o k b o n e — notebook
 p l i n c e — pencil
 s c o l o g a b h — schoolbag
 r o n c a y — crayon
 c i o r s s s s — scissors
 p u t c o m e r — computer

MISSION STORY: "The Trini Missionary"

by Wes Eby

Say, This is the story of a young man from Trinidad and Tobago who went to a Nazarene college. Today he is a missionary and a teacher at that same college.

"Great spin, Anthony!" his friend yelled. "We've just won the game!"

Anthony jumped straight up and threw his arms in the air. "Whoopee! We won! We won!"

Anthony Manswell loved to play cricket. When he bowled a ball (threw a ball), he put such a difficult spin on it that batters had trouble hitting it. Anthony also loved to play soccer. He became known for his fancy footwork skills. This young Trini was always ready to play a game of cricket or soccer.

Anthony was raised by Christian parents in the country of Trinidad and Tobago. His father, Rev. Clifford Manswell, was a Nazarene pastor and served as district superintendent for 22 years.

As a young person, Anthony dreamed of playing the guitar. One day he watched a blind man playing a guitar. "I can do that, too," he said. He went home and practiced doing what he saw the blind man do. Soon he was playing the guitar. "Learning to play musical instruments was easy for me," Anthony says. "My brothers and I enjoyed playing for church services and youth activities."

Anthony accepted Christ as his Savior when he was a young boy. He remembers that his mother, Elaine, prayed that one of her children would become a minister. Several years later, Anthony attended a youth camp. "The music was so wonderful," he says. "I heard a trumpet playing that sounded heavenly. During that camp, I gave my life completely to God. And I accepted His call to be a minister of the gospel. Mom's prayer was answered."

Anthony attended Caribbean Nazarene College and earned a degree in theology (a study about God). "One of my teachers was a Nazarene missionary named Ruth Saxon," Anthony says. "Dr. Saxon was a teacher and the pastor of a church. She was a wonderful missionary."

After graduation, Anthony was pastor of Laventille Church of the Nazarene in Trinidad for three years. "Then I went to the United States to attend Nazarene Theological Seminary in Kansas City," Anthony says. "God helped me in so many ways during this time."

While at the seminary, Anthony met Barbara, a student from Canada. God had called her to be a missionary. "I fell in love with Anthony," Barbara says. "I loved his handsome looks and his strong desire to serve Jesus." Anthony and Barbara married while attending the seminary. After graduation, they moved to Canada where Anthony pastored a Nazarene church.

The Manswells became missionaries at Caribbean Nazarene College in 2003. "We didn't know what jobs we would have," Anthony says. "But we trusted God to help us with whatever we were asked to do. My wife was assigned to the music department, and this was the perfect job for her." Barbara is now the music program director at the college and teaches music classes, as well as piano, voice and brass instruments.

Anthony served as the academic dean (the person in charge of a program of study for a college) at CNC and is now provost, which is similar to the vice president of the college.

Anthony took additional classes in education from Trevecca Nazarene University and graduated with a doctorate in Education in 2008. The Manswells have three sons and one daughter.

Anthony Manswell, a man who loves cricket, is a Nazarene missionary in his own country. "Barbara and I enjoy serving God in this part of His wonderful world," Anthony says. "And we know that we are exactly where God wants us to be."

STORY DISCUSSION

Ask the children why it is important for people who want to become ministers to attend college. (They learn more about the Gospel and how to share it with others.)

Let's Play Cricket

Cricket is the most popular sport in Trinidad and Tobago. It is played with a ball and a flat bat, and teams score runs. There are 11 players on each team. It is similar to American baseball, but there are differences, too. For more information on cricket, check the encyclopedia at the library or on the Internet. Wikipedia (www.wikipedia.org) has an entry for cricket, and the Web site is translated into a

number of languages (just type "cricket" into the window at the bottom and choose the language needed).

To review the story about Anthony Manswell, divide the group into two cricket teams: Trinidad and Tobago. Include the following questions and score one run for each correct answer. Ask a child to keep score on the white board. Give treats to all children for playing the game.

1. What are the names of the missionaries who are the main characters in the story? (**Anthony and Barbara Manswell**)
2. In what country do the Manswells serve as missionaries? (**Trinidad and Tobago**)
3. What two sports does Anthony Manswell love to play? (**Cricket and soccer**)
4. In what game do you "bowl" a ball for the batter to hit? (**Cricket**)
5. What instrument did Anthony learn to play by watching a blind person? (**Guitar**)
6. What two jobs did Anthony's father have? (**Pastor and district superintendent**)
7. Where was Anthony when God called him to be a minister? (**Youth camp**)
8. Where did Anthony go to college? (**Caribbean Nazarene College**)
9. What was the name of the Nazarene missionary who taught Anthony in college? (**Ruth Saxon**)
10. Where in the United States did Anthony attend Nazarene Theological Seminary? (**Kansas City**)
11. What special person did Anthony meet while attending the seminary? (**His wife, Barbara**)
12. Where did the Manswells go after they graduated from the seminary? (**Canada**)
13. In what year did the Manswells become missionaries? (**2003**)
14. What is Barbara Manswell's job at Caribbean Nazarene College? (**Music program director**)
15. What are Anthony Manswell's jobs at Caribbean Nazarene College? (**Provost**)
16. How many children do the Manswells have? (**three sons and one daughter**)

PRAYER TIME

Say, **We have learned that the howler monkey in Trinidad can be heard for a long distance. When we pray to God, He can hear us from wherever we are. Let's remember to pray for Trinidad and Tobago every time we see a monkey. Let's list some prayer requests for the people who live in this country and the missionaries who serve there. Make a list of requests on the board. Lead the children in a time of prayer. Encourage each one to give a sentence prayer.**

LESSON 6: GUYANA

LESSON PURPOSE

To encourage children to share the Gospel with others regardless of their culture or religion.

BACKGROUND INFORMATION

Fast Facts:

- The word Guyana means "land of many waters."
- Because most of Guyana's coastline is below sea level at high tide, seawalls are built to keep the coast from flooding.
- Christianity, Hinduism, and Islam are the three major religions in Guyana.
- The world's largest turtle, the giant leatherback, builds its nest on Shell Beach in Guyana.
- Gold is a major resource of Guyana.
- Guyana is the only country in South America in which English is the official language.

LESSON PRESENTATION

INTRODUCTION

To create a setting similar to Guyana, use blue paper or cellophane to create two or three waterways on the floor. Place real or artificial tropical ferns and plants beside the waterways. Display these items: “gold” and “diamond” costume jewelry, a large bag of rice, a doll with East Indian clothes or a black Muslim head covering, a large stuffed turtle (or a picture of one), and a cricket bat (or a picture of one). Have a container of curried stew in the room to help create an East Indian atmosphere.

Guyana is located on the northern coast of South America. It is rich in gold, diamonds, and lumber that is grown in its large tropical forests. But Guyana’s six people groups are its greatest wealth. Although they make up three major religions—Christianity, Hinduism, and Islam—the people are united, like one family. It is not unusual for Christians to invite people of other religions to come to church. Nor do those invited think it unusual to be asked. We can learn from the Guyanese Christians. They take 2 Peter 3:9b to heart and reach out to all of their neighbors with the love of Jesus.

This lesson focuses on telling the story of Joe Murugan [MOR-gan] who had prayed to many gods in many places of worship. But he did not find peace or the hope of a better life until a friend told him about Jesus.

Teach this Scripture to the children: “God wants everyone to turn from sin and no one to be lost” (2 Peter 3:9b, CEV). Before class, write each word from 2 Peter 3:9b, including the reference, on a card. Put magnetic or sticky tape on the back of each card and place the cards in sequence on the board.

Say, **Guyana is a country rich in natural resources—gold, diamonds, and lumber. But people are its greatest resource. Guyana has six people groups, which means people from different cultures.**

Distribute Activity Sheet 6, “Different, Yet the Same.” Say, **These six groups are represented by the six children on this page—East Indian, African, Amerindian, Portuguese, those of a mixed race, and Chinese.** Discuss how these children might be different from each other and from you (physical characteristics, clothing, homes, food, games, sports, schooling, customs).

Say, **These people groups make up the three major religions in Guyana. They are represented by the symbols on the map** (Hinduism—temple, Islam—mosque, Christianity—church). Discuss the following differences.

1. Hindus worship many gods and goddesses. They believe that after death, they will be born again into another human body or as an animal, depending on their good or bad behavior.
2. Muslims (followers of Islam) believe in one God. They believe Jesus was a prophet, not the Son of God, and that Mohammed was a more important prophet.
3. Christians believe Jesus is the Son of God, that He died on the Cross to save everyone from their sins, that He rose from the dead after three days, and that the greatest commandment is to love God and their neighbors.

Say, **Although people in Guyana have different customs and styles of worship, they are alike. In what ways are they the same?** (Possible answers—need food, water, and shelter; work; play; have feelings; are part of a family.) Say, **The most important way people are the same is their need for salvation.**

Read and repeat together 2 Peter 3:9b. Each time the verse is repeated, remove one word from the board. Continue until all words have been removed and children say the verse by memory.

Let students color, cut out, and glue the pictures of the children on the map of Guyana.

MISSION STORY: “Jesus, the God Who Can”

by Joe Murugan, as told to Joan Read

Joe Murugan is an East Indian who grew up in Guyana. He gave Joan Read the following account of his life.

In some ways, things were the same. Red dust blew through the open windows of a bus as it carried people through our village to Georgetown. Roti [ROH-tee], a type of flat bread, filled with flavorful chicken curry even tasted the same. But in one way, things would never be the same. I was only 10 years old, and my mother was gone. A lung condition had taken her life. Where was she? My prayers to the Hindu gods in our temple brought no peace or hope. When my father told me I had to quit school to work on the sugar plantation, I cried. But I remembered my mother's words, "You're going to make it, Joe."

As the years passed, I began to drink alcohol with the people who cut sugar cane. One Saturday, a man brought me home on his bicycle. As I staggered into bed, I heard my sister Rose pray, "God, our father is a drunkard, brother John is a drunkard, and now brother Joe. What will happen to us?" I prayed to God for help. But the next day, I began to drink again. I searched for peace and forgiveness in the Hindu and Islam religions, and others. But I was disappointed.

I began to give my attention to a beautiful young lady I admired. When her parents would not allow us to marry, we made plans to run away together. The day we chose to leave, she told me, "I cannot go with you, Joe. It would bring shame and disgrace to me and my family."

I decided to end my life. As I walked toward the Demerara River, I heard a voice say, "Joe, do not throw your life away. Give it to me. I will make use of it." After a few minutes, I turned and walked slowly home. "Whose voice kept me from taking my life?" I wondered.

The next day, Albert, a fellow worker at the sugar plantation office, spoke to me about Jesus. I accepted his invitation to a special service in Georgetown. When we arrived at the church, I was afraid and embarrassed to go inside. I told Albert to go into the church without me. But then I heard the same voice that I had heard on my way to the river. This time the voice said, "Go with Albert." So I went in and sat down in the back. People were saying farewell to a missionary family who had served in Guyana for many years.

Blacks, Amerindians, Chinese, and Portuguese went forward one by one. They thanked the missionaries for coming to Guyana to tell them about Jesus. I could not believe what they said to the missionaries. "If we don't see you again, we'll meet you in heaven." They had found hope in Jesus and assurance of life after death! As I shook the missionaries' hands that night, I could feel their love. On our way home, I asked Albert, "Can we go to church again next week?"

The next Sunday night, I was embarrassed to go inside the church again. But I heard that same voice urging me, "Joe, go inside!" The preacher was saying that if a person gave his or her life to Jesus, Jesus would change the person and replace guilt with joy, peace, and freedom. That's what I wanted!

Just then, Albert whispered, "Do you want to pray to Jesus?" I thought, "It probably won't help me." But I went forward and knelt. I prayed sincerely—the way I had prayed so many times to so many gods in so many places. I was not prepared for what took place. My prayer was very simple. "Lord Jesus, if You can save me, please do." Suddenly, I felt my spirit was free. Warm tears streamed down my face. What a change! The Lord Jesus changed my life. His joy, peace, and happiness now filled my soul. The next day as I rode my cycle to work, the right peddle seemed to be saying "joy" and the left "happiness." What a Savior!

Joe Murugan was important in starting 27 churches while serving as a district superintendent. He also served as the president of Caribbean Nazarene College. His father and 40 family members became Christians. At least seven are pastors.

STORY DISCUSSION

Say, **Although today's story is about Joe, it's also a story about Jesus. It told how Jesus cared for Joe, showed His love for him, and through His power changed Joe's life.** Ask children the following questions and write their answers on the board under these headings: Cared, Showed Love, Showed Power.

1. How did Jesus care for Joe? (He spoke to Joe so he would not jump into the river. Jesus gave Joe a friend named Albert who told Joe about Jesus.)
2. How did Jesus show His love? (He kept telling Joe to go into the church. He forgave Joe's sins.)
3. How did Jesus show His power? (He gave Joe the hope of heaven, peace, happiness, freedom from guilt, and the power to be a leader and influence others.)

Before this lesson, invite guests to share their testimonies about how Jesus changed their lives. Or ask several people to present their stories and answer questions using a panel format.

Say, Joe's story is one of many that tells how Jesus keeps us from harm, shows God's love, and brings joy and peace through salvation. Other people have exciting stories about how Jesus changed their lives too.

Share your testimony, and let the children share theirs, too. Or introduce your guests and let them give their testimonies. Some questions to help guide the discussion might include:

- How did you learn about Jesus?
- How old were you when you first heard about Jesus?
- At what age did you accept Jesus as your Savior?
- How did you know you were saved?
- Were you saved in a church?
- Where were you living at the time?
- How has Jesus shown His love and care for you?
- How has your life changed since becoming a Christian?

Suggest that children ask family members to share their salvation stories and then share their own stories in return.

PRAYER TIME

Say, Today we saw pictures of children from other cultures who may be different from us. But the more we find out about our differences, the more we discover that we are alike. Everyone needs food, water, shelter, and love. We all have fears, disappointments, become upset, and sometimes cry. And people everywhere need Jesus. Boys and girls in Guyana need to know that Jesus loves them. It is important that they know He is God and that He has the power to forgive them.

Pray for the church and the people of Guyana.

LESSON 7: PUERTO RICO

LESSON PURPOSE

To help students understand that God cares for all of His children, no matter where they may be.

BACKGROUND INFORMATION

Fast Facts:

- The national symbol of Puerto Rico is "el coqui" [KOH-kee], a little tree frog.
- On the Puerto Rican flag, the white star is the island surrounded by the blue Caribbean Sea.
- Baseball is the favorite sport of many Puerto Ricans.
- Off the coast of Puerto Rico is a rare marine life that glows when disturbed by any type of movement.
- Although Puerto Rico is not a state, it is part of the United States of America and contains the only rain forest in that country.
- Fishing for blue marlin is a popular tourist sport.

LESSON PRESENTATION

INTRODUCTION

Prepare the room by displaying posters or pictures of Puerto Rico and pictures of tree frogs (or scatter stuffed frogs around the room). On a table, place a small suitcase with an assortment of items scattered around it—more than will fit inside. Include items such as toys, games, clothes, stuffed animals, CDs, DVDs, and books.

The focus of this lesson is a story of a missionary kid who lived in Puerto Rico. Missionary kids (MKs) can feel “lost” when their families move to another country. But God promises to be with them wherever they are.

Teach this Scripture to the children: “If I settle on the far side of the sea, even there your hand will guide me” (Psalm 139:9b-10a).

God knows where we are every minute of every day. We are never lost from God’s sight. However, when MKs move to new places, they find themselves without their extended families, their friends, and the churches they were used to attending. They may feel a little “lost.” In this lesson, we will take a look at what it is like to be a missionary kid. God knows where MKs are, and He understands what they face. It is important for children to know about MKs and understand their lives. Provide an opportunity for children to pray for MKs.

Before this lesson, prepare a map of the classroom and make copies to distribute. Copy the Fast Facts. Cut and glue each one to an index card, and draw a symbol representing the fact (frog, flag, baseball, and so on). Hide the cards around the room. Display the world map.

Say, **Let’s talk about another island country in the Caribbean, Puerto Rico! This country is not only lined with beautiful beaches, it has a large mountain range and a rain forest. I want you to learn some fun facts about Puerto Rico, but the facts are hidden. You can help by going on a fact-finding search to locate them.**

Show children the map of the classroom. Say, **Search the room for six different facts about Puerto Rico. When you find one of the facts, put an “X” on your map to show where you found it. Beside the “X,” draw the symbol shown on the card to help you remember the fact. Leave the facts in their hidden places for other children to find.**

Distribute the maps, and let the fact-finding begin. The search is over when most of the children have found all six facts. Ask volunteers to tell the facts they remember. Share any facts that aren’t found with the class. Suggest children take their maps home and tell others about Puerto Rico.

Let children share their experiences of packing and moving. Ask what special items of their own they packed to take with them. Say, **When missionary families go to live and work in other countries, they must sort through everything they own. They sort their belongings into three groups: items they will sell or give away, items they will store, and items they will take with them. Missionaries must limit how much they pack to take to another country. Items are placed in a crate. A crate is a box made out of wood used to send items long distances by ship.**

Suitcases can be taken, but they can only weigh a set amount. Plus, the airlines sometimes tell missionaries how many suitcases they can take. **What do you think missionary kids pack to take with them?**

Discuss the suitcase and items around it. Ask children which items they would choose to pack. Say, **Remember, the suitcase must close completely. Whatever does not fit must be left behind.** Let children take turns choosing which items to pack until there’s no more room in the suitcase.

Say, **Often missionaries leave such things as family photos with other family members so the photos are not lost or damaged. What things would you leave behind to ensure their safe-keeping? What things do you think MKs would find difficult to leave behind?**

Besides belongings, MKs must leave their relatives and friends. And for a while, MKs may feel uncomfortable in their new home. But God knows where each MK is, and He knows their needs. He promises to be with them wherever they are. **You have that promise too!**

MISSION STORY: "Lost "

by Jerry D. Porter, as told to Nancy Firestone

Jerry Porter shared the following experience he had as a missionary kid in Puerto Rico. Jerry learned that God never wants His children to be separated from Him.

I was so excited! Mom and Dad were taking my brother, John, and me to an air show at the San Juan International Airport. This busy airport is located next to the Atlantic Ocean. I first arrived in this airport two years earlier when I was five years old. My parents, Bill and Juanita Porter, came to Puerto Rico to serve as missionaries with the Church of the Nazarene.

Today we were going to join thousands of excited spectators to watch the Caribbean sky fill with thrilling airplanes. All sorts of aircraft were open to the public, and we were going to explore them. Was this fun, or what!

There was a helicopter to climb on and a military jet I could pretend to fly. My excitement grew as I ran from plane to plane. I called to my parents and John to show them my latest discovery, but no one answered. I yelled as loud as I could, but still no one answered.

I became scared! I was lost in a huge crowd of people. I began running and calling for my mom and dad. They were nowhere to be found. I finally sat down and began to cry. I was lost! Where were my parents? How would I get home? Would they ever find me? All my excitement was gone. Now I was afraid and alone.

A nice Puerto Rican lady asked me in Spanish, "What is wrong, little boy? Why are you crying? Are you lost?"

"Si, si, [SEE-SEE]!" I exclaimed. "I don't know where my parents are!"

The kind lady smiled and told me I would be all right. She gently held my hand as we made our way through the ocean of strangers. I felt better having a new friend to walk with me. I kept looking for my parents, but I didn't recognize anybody.

The lady took me up on the platform where a man was introducing the program. She explained that I was lost and frightened.

The Puerto Rican announcer asked my name. Then he spoke with a booming voice over the loudspeakers, "We have a lost boy. His name is Jerry Porter. Will his parents please come to the platform?"

I looked at the huge crowd of people. Suddenly, I saw my father! With a skip and a jump, I was off the platform and into his arms. That afternoon, I enjoyed the flying stunt airplanes, the helicopters, and the jets. And though I love adventure and exploration, I didn't wander off to explore on my own again. I did not like the feeling of being lost.

That's kind of what it's like to be lost because of sin. We may start out having fun and feeling free. But then our sins make us lose sight of Jesus. We may start to tell lies or steal things. Suddenly, all thoughts of fun and adventure are gone, and we become full of fear and guilt.

This is not the plan God has for us. The Heavenly Father wants us to be surrounded by His love. In fact, Jesus told us He would send the Holy Spirit to always be with His followers, so we would never be lost.

I was lost, and then I was found. And I like being found a whole lot better, don't you? Today you can confess your sin and run into God's wonderful arms of love. You can ask Jesus to live in your heart. Would you like to pray this simple prayer with me?

Dear Jesus, thank You for loving me. I know I have done things that are wrong, and I am lost without You. Please forgive my sins. Come into my heart and life. I want Your Holy Spirit to live in me so I will never be alone or lost! Amen.

STORY DISCUSSION

Ask the children if anyone prayed for forgiveness. Allow time for children to share and for additional follow-up, if needed.

Ask if anyone has ever been lost like Jerry and have that child describe how it felt. Remind children that when Jerry was lost, he was afraid. But God was with him. Say, **God always knows where you**

are, and He promises to be with you. Although missionary kids may feel lost at first in a new place, God knows where they are, too. And He will take care of them, just like He cared for Jerry.

Distribute Activity Sheet 7, "Where's Jerry?", and have the children find Jerry in the crowd of people at the airport. (Jerry is wearing a baseball cap and a T-shirt with the letters "MK" on the front..) Then let children color the picture.

Children Can Learn About MKs

Learning Through LINKS

If any of your district LINKS missionaries have children, your children's group could write to the children in that missionary family. Ask the children what they would like to know about the life of an MK (languages spoken, school, music, what church is like, foods, sports, games, celebrations, clothing, weather, transportation, new friends, pets, participation in their parents' ministry).

Learning Without LINKS

If there aren't any children in missionary families assigned to your district or if your district does not yet participate in LINKS, you can have the children pretend to write letters to MKs. Before class, visit the World Mission Web site (<http://app.nazarene.org/MissionaryProfiles/>) and select the name of an MK from the Mesoamerica/U.S.A./Canada regions. Download the photo of the MK with his or her family to show the class.

Go to the library and check out books with information about the world area where that MK lives. If you have access to the Internet, you could print appropriate information for that world area from several Web sites.

Divide the children into two groups. One group will portray themselves and will "write" letters to the MKs from the "Missionary Profiles." Ask the children what they would like to know about the life of an MK (languages spoken, school, music, what church is like, foods, sports, games, celebrations, clothing, weather, transportation, new friends, pets, participation in their parents' ministry). Let children pretend to write short individual letters. Encourage children to share information about themselves too. And remind them to let the MKs know they are praying for them.

The other group will portray the MKs. They will need to look up the answers to the questions posed by the first group. They will also need to keep their answers short.

Say, There are many MKs who are part of missionary families serving in the Church of the Nazarene. They are scattered around the world. They live and play in many different cultures. But no matter where they settle, near or far across the sea, God will be with them and guide them. God promises to be with us wherever we are.

PRAYER TIME

Say, **You have learned about Puerto Rico and missionary kids. Now it's time to pray for this country and our MKs.** Share with children the following prayer requests and let volunteers pray.

- Pray for Nazarenes in Puerto Rico, that they will tell their families and friends about Jesus.
- Pray for MKs who have moved to another country and are feeling lost or lonely, that they will find friends in their schools and churches.
- Pray for MKs who are learning a new language.
- Pray for the safety of MKs and their families as they travel.
- Pray that MKs will sense God's presence and know they are supported in prayer.

LESSON 8: JAMAICA

LESSON PURPOSE

To help children develop a heart of compassion for people who have needs in their communities and around the world.

BACKGROUND INFORMATION

Fast Facts:

- The doctor bird has a beautiful rainbow-like appearance and lives only in Jamaica.
- Jamaica is a country with mountains, rain forests, rivers, waterfalls, and white sand beaches.
- Although Jamaica has no snow, a Jamaican bobsled team competed for the first time in the 1988 Winter Olympics in Canada.
- Some of the world's best coffee is produced in the Blue Mountains of Jamaica.
- Jamaica is the largest English-speaking island in the Caribbean.
- The money in Jamaica is called Jamaican Dollars (JMD).

LESSON PRESENTATION

INTRODUCTION

Decorate the walls of the classroom in a tropical theme using bright-colored tissue-paper flowers. Add fringe-leafed palm trees and tall grasses made from butcher paper. Make a table display on a burlap runner decorated with a row of colorful crepe paper hibiscus blossoms. Provide seashells and driftwood on pieces of sandpaper for kids' hands-on exploration. Form a curtain in the doorway of the classroom by hanging thick pieces of yarn from the top of the doorframe to the floor. Make fish-shaped nametags on colorful paper and glue at different levels on the strands of yarn. As children enter through the yarn curtain, they will enjoy seeing their names on the fish. Use beach mats and sun umbrellas in areas where the children can sit and play games. Play calypso music to create a Caribbean atmosphere.

The focus of this lesson is to show that through Nazarene Compassionate Ministries, needy children are offered opportunities for better schooling, health care, help after disasters, and finding Jesus as their Savior.

Teach this Scripture to the children: "Whatever you did for one of the least of these brothers of mine, you did for me" (Matthew 25:40b).

Children who are taught to do acts of kindness when they are young are more likely to be compassionate and caring adults. Teachers can help children develop compassion by sharing stories, modeling compassionate behavior, and providing hands-on projects. It is important for children to learn how the Church assists those who have needs. Nazarene Compassionate Ministries has programs that help children in countries like Jamaica. The programs offer children help with schooling, nutritious meals, health care, and disaster relief. Through this study of Jamaica and Nazarene Compassionate Ministries, you can help children realize that in serving others with compassion, they are serving Jesus.

Before class, draw an outline of Jamaica on a large piece of green paper. Using a wide-tip black marker or a crayon, outline the shape of the island and divide the shape into six puzzle pieces. Cut the puzzle apart, leaving the thick black border around the outer edge of each piece. Write one Fast Fact on the back of each puzzle piece.

Say, Today we're going to learn about the country of Jamaica. It is the third largest island in the Caribbean. This puzzle is shaped like Jamaica. As we assemble the puzzle, we'll also learn some interesting things about Jamaica.

Distribute one piece of the puzzle at a time. Have a child read the fact and then pin the puzzle piece on a bulletin board or lay it on the floor. After the puzzle is assembled, display a world map and show the location of Jamaica. Use the puzzle to share these additional facts.

- Draw zigzag lines for east-west mountain ridges.

- Draw peaks in the east for the Blue Mountains.
- Draw stick figures for Montego Bay, a tourist center in the northwest.
- Draw a high-rise building for Kingston, the capital city.
- Draw a banana, a Jamaican export.
- Write 82 degrees (average year-round temperature).

Say, Jamaica has beautiful beaches and a warm year-round climate. Bananas grow everywhere. It sounds like a good place to be, doesn't it? But Jamaica has its problems. Hurricanes and floods damage property and cause disease. Many people are without work and are too poor to buy food and medicine. And some children have no opportunity to go to school. This is where Nazarene Compassionate Ministries gives a helping hand to them.

Read Matthew 25:40b. Say, When we give money to those in need, it is like giving it to Jesus. Although we probably can't take money to the people ourselves, we can send it through Nazarene Compassionate Ministries.

MISSION STORY: Hurricane at the Door

by Beverlee Borbe

After a hurricane struck Jamaica, José [hoh-SAY] and his family received help from some children in the United States.

José first heard the bells while walking to school. His heart began to pound. He knew what it meant when the village bells rang. A hurricane was coming!

José began to run as fast as he could. He knew his father, a fisherman, had already left for work. But his mother was at home. He must help her cover the windows to keep out the wind and rain.

As soon as José rounded the curve in the road, he saw his mother pounding the last nails into the wooden slats over their windows. His little dog, Mango, was barking wildly.

"Come on, Mango!" José yelled, as he quickly picked up the dog.

"Hurry, José. Let's get inside!" his mother shouted over the wind.

José helped his mother close the door against the raging wind and pouring rain. He knew the storm could last for days. José was glad his family had prepared for it. His dad had ordered supplies, made sure the roof was properly fastened, and even found a safe place to tie his boat. José had helped his mom freeze bottles of water.

As the wind continued to howl outside, José's mother opened the door. She discovered the creek by their house was overflowing, and water was beginning to splash over their top step toward the door.

José lifted Mango with one arm and held his mother's hand. They hurried out into the driving rain toward the church. This was where their family had planned to meet in case of an emergency. José and his mother prayed for Jesus to help them find their way through the muddy water. Just a short time ago, this had been a hard, dirt-packed road.

At last, José and his mother, along with Mango, arrived safely at the church. They were soaked with water and scratched by fallen branches. Friendly hands wrapped them in blankets and moved them close to the stove. Many other people were at the church, but no one had seen José's father.

During the next two days, the storm raged. Although there was little food, everyone had clean water and small mats on which to sleep. José played with friends from school, but he kept thinking about his father.

Finally, on the third day, the winds became calm and the sun began to shine. José and his mother started toward home. As they rounded the bend in the road, they saw their house. Although the front porch had blown off and the roof had been damaged, it was still standing! But when they opened the front door, they saw that mud had covered everything.

José's mother began to cry, Mango began to howl, and José's stomach began to hurt. It was a sad day until José went outside to see why Mango was howling. In the distance, José saw his dad! He was alive, and he was carrying two big ocean fish for dinner!

A few days later, the pastor of the church came to visit the family. He told José the he brought something for José and his family. The pastor handed a full plastic bag to José and told him to open it.

As his parents watched, José opened the bag and took out two bars of soap, shampoo, toothpaste, three toothbrushes, a box of Band-Aids, a fingernail clipper, a comb, two hand towels, four packages of facial tissues, and a small stuffed toy that looked almost like Mango. The pastor explained that the bag was a Crisis Care Kit from the Church of the Nazarene in the U.S.A.

A big tear slid down José's cheek. He thanked Jesus for being so kind. José had survived the storm and had a home. He had his mom and dad, and his dog, Mango. And now he had a Crisis Care Kit (CCK) from some new friends that he had never met. José thought to himself: "One day I'll do the same for someone else in trouble. God is so good."

STORY DISCUSSION

Discuss how the Church of the Nazarene provides ways for us to help others who have been affected by a flood, fire, or other disaster. (Possible answers—Crisis Care Kits; donate food, supplies, clothing; collect offerings for equipment and medicine; send volunteer teams to help.)

Discuss the importance of being generous to others in their time of need.

Invite a guest to tell how he or she participated in a compassionate ministry program. To learn more about Nazarene Compassionate Ministries (NCM), visit www.ncm.org. Say, **Let's learn some of the special ways NCM lends a helping hand around the world.**

Distribute Activity Sheet 8, "Pack a Box of Compassion." Say, **In our story, José received a Crisis Care Kit. Can you find a box that says "Crisis Care Kit"? Now find the list below that includes some of the items in a Crisis Care Kit.** Discuss the other programs on the Activity Sheet. Explain the directions for cutting out and matching the items with the correct programs.

- **Crisis Care Kits** provide soap, combs, toothpaste, toothbrushes, shampoo, Band-Aids, nail clippers, hand towels, facial tissue, and small stuffed toys.
- **School Pal-Paks** provide pencils, pencil sharpeners, pens, erasers, rulers, scissors, and composition notebooks for school children.
- **Global AIDS Ministry** works with orphans, helps families with income needs, and promotes AIDS awareness.
- **Child Sponsorship** provides school fees, uniforms, and job-skills training.
- **Disaster Response** partners with Work & Witness groups to clean up and rebuild communities after disasters occur.

If your church would like to put together a Crisis Care Kit, a School Pal-Pak, or sponsor a child, contact the mission leader in your church or on your district for instructions. Say, **You can help NCM help others. One of the best ways to support NCM is through offerings. The Church of the Nazarene wants to help others through its Compassionate Ministries programs.**

PRAYER TIME

Briefly review the facts about Jamaica, Nazarene Compassionate Ministries, and the activities you have done. Ask children what they remember and liked best. Say, **All the things you have learned are good things to know. It is important to remember that Jamaica is filled with boys and girls just like you. Some of them have physical needs, and some need Jesus. We can show compassion through giving and prayer.**

LESSON 9: DOMINICA

LESSON PURPOSE

To let children know there are opportunities for them to participate in ministry projects, such as Work & Witness trips.

BACKGROUND INFORMATION

Fast Facts:

- Dominica is a beautiful mountainous island made from volcanoes.
- People groups in Dominica include Carib Indians, Africans, Europeans, and Syrians.
- The sisserou parrot is a smart, colorful bird found only in Dominica.
- Dominica is called Nature Island because of its mountain trails for hiking, rain forests, tropical plants and birds, unusual flowers, waterfalls, and warm Caribbean sunshine.
- Many Nazarene churches have been built in Dominica with the help of Work & Witness teams.
- In 1977, a Nazarene church was started in the Carib Indian Territory.

LESSON PREPARATION

INTRODUCTION

Create an atmosphere of an island paradise with travel posters, green plants, and a small table fountain as a waterfall. Display items needed for hiking, such as a pair of hiking boots, backpack, water bottle, and binoculars. Create a "construction site" with a cement block, lumber, tools, work gloves, architectural plans, hard hats, shovel, and a wheelbarrow.

Teach the children this Scripture: "Always keep busy working for the Lord. You know that everything you do for him is worthwhile" (1 Corinthians 15:58b, CEV).

The Church of the Nazarene is growing in Dominica [dahm-uh-NEE-kuh] through various emphases, especially Work & Witness. Many people have been involved in building God's church in Dominica. While serving as a missionary in the Caribbean, Dr. Louie Bustle asked Louie St. John from Dominica to pastor the church in Roseau. Caribbean Nazarene College in Trinidad also helped the church grow by sending a student to organize a church in the Carib [KAR-uhb] Indian Reserve. In 1985, the first Work & Witness team went to Dominica and built a beautiful church overlooking the Caribbean Sea. Five Nazarene churches were started from that one mother church. Children can also be a part of building God's church by participating in mission projects, even Work & Witness trips.

Before class, write each of the six Fast Facts on cards made of poster board and place the six cards in a backpack.

Say, **Dominica is inviting to those who love adventure. Let's be adventurous and go hiking to discover Dominica.** Distribute Activity Sheet 9, "Let's Go Hiking." Children will "hike" their way through the maze as follows: Swim in a lagoon, hike along a river, visit the Carib Indian Territory, climb a mountain, watch a volcanic lake bubble and boil, journey through a rain forest, stand under a waterfall, and go bird-watching.

Point out the location of Dominica on a world map. Note that it is located in the chain of Caribbean islands between Guadeloupe [gwah-ah-LOOP] and Martinique [mahr-ten-EEK]. Say, **As you "hiked" through the maze, you discovered that Dominica is rich in natural beauty. Missionaries who serve in Dominica can enjoy these wonders of God's creation. Let's learn some other interesting facts about Dominica.**

Ask volunteers to pull from the backpack one Fast Fact at a time and read it to the class. As the Fast Facts are read, share this additional information about the island of Dominica.

- Dominicans also enjoy the beaches and swimming in the Caribbean Sea, fishing, and whale watching.
- There are five volcanoes in Dominica.
- The sisserou [sees-er-OO] parrot is Dominica's national bird and is shown on their flag. It can live to be 70 years old.
- The Caribs were the first people to live in Dominica. Their culture remains much the same as it was years ago. They live in villages and still elect a chief. The Caribs are a friendly people and attract many visitors to their craft shops filled with pottery, baskets, and much more.

Before the class, gather two or three common, inexpensive food items that are sturdy and not messy (children will be trying to make a building with the items). Say, **We're going to have a building contest. Your buildings will be judged in the following categories: The tallest, longest, most creative, most interesting, funniest, prettiest, and the silliest.** Include enough categories so that everyone receives a prize. Tell children they will work in teams and must first draw a plan of their building on paper before using the food items to construct the building.

Form teams of two or three students, and distribute paper and pencils. After the teams have had time to draw their plans, divide the food items evenly among the groups. Give the groups five minutes to construct their buildings. When finished, have each team try to convince you (or other judges) that their project is the best.

Ask the children to tell what they learned about themselves and each other as they worked on this project. Discuss the importance of planning projects before starting them. Talk about how teamwork and cooperation make a difference in the outcome.

MISSION STORY: We Can Build Together Adapted from *Dominica Calling* by Carol Anne Eby

Say, **God has done many wonderful things to build His church and reach people in Dominica. Let's listen as Grandpa Bob Gray tells us how God is working on this island. Welcome, Rev. Gray. We are so glad you are here.**

Thank you. I understand that you've been learning about Dominica, a beautiful island country in the Caribbean. I met many wonderful people in Dominica. Many of them came to know Jesus as their Savior and started meeting together for worship. Some of my friends, who live where I pastored before going to Dominica, came with teams to help build churches and help with medical needs. The teams are called Work & Witness teams. They work together and witness about the love of Jesus.

Sometimes the teams come with doctors and nurses. One time Dr. Jim Mosley came with a team from Ohio. His team walked up and down the mountainsides, going from house to house to help people who were sick. Dr. Paul Gamersfelder, an eye doctor, came with a team and 700 pairs of glasses. He checked eyes and fit glasses until every pair of glasses was fitted and given to someone who needed the glasses but didn't have the money to buy them.

Hurricanes are common in Dominica. In 1995, a terrible hurricane struck the island, and people needed food and clothing. Nazarene Compassionate Ministries and the Canadian Food Bank delivered 60 tons of food to the island. Churches and districts sent large containers of clothing.

I remember when we were unloading the boxes onto trucks to be delivered all across the island. The hardworking men asked if they could have a box for their own families who needed help, and I told them yes. As they were looking through the clothes, I heard them say, "Who would do this for us? The people who sent these things don't even know who we are!"

Many Work & Witness teams came to Dominica to help build churches. Construction crews have poured cement, painted, cut steel, put in windows, and sanded wood. But the real church is being built in the hearts of the people all across the island.

The Work & Witness teams do more than just use hammers and nails. Special events are planned for children, teens, and adults of the local churches. There are always lots of food, beverages, gifts, and "sweets" for the children. Most teams have members who plan children's activities. They teach Bible stories, games, and music; present puppet plays; and serve refreshments. The children learn new songs and perform them for their parents at night.

Teams come from many places. It is amazing how God knows just how to put teams together, sending just the right person at the right time. Sometimes there are special needs—electrical, plumbing, laying concrete blocks, or carpentry. God sends the right person for the job every time.

A lady on one team had a sensitive spirit. She had packed her suitcase and was ready to close it when she felt led to pack two tambourines that she rarely used. When she arrived in Dominica, she gave them to my wife and said, "I brought these two tambourines. I'm not sure you can use them, but here they are." My wife's mouth dropped open. That morning the Batuca Church worship team leader, Gail Benjamin, had asked if some future team could bring two tambourines for their church. What a

blessing it is to be obedient to the little nudges of the Holy Spirit. God's Word says, "Before they call I will answer" (Isaiah 65:24).

Many people have given their energy, time, and money to work on various projects in Dominica. These people were not just construction crews, but wonderful workers who left behind a Christian witness that made an impact on the hearts of many people.

A new medical-dental clinic in the Carib Territory is being built. The walls are up, the roof is on, electrical wiring and plumbing are in place. This clinic, a Bible school, and other churches need to be built to help meet the needs of people.

Thank you for letting me share my story. I hope that some of you and your families will be able to go on a Work & Witness trip someday.

STORY DISCUSSION

Before class, prepare fruit. Peel and remove seeds from papayas, mangos, and guavas. Peel bananas. Cut fruit into small pieces. Put the fruit and some yogurt in a blender and mix until smooth. Pour into small cups, and sprinkle with ground cloves. Have the children drink the smoothies while thinking of mission projects in which they can participate.

Throughout the New Testament there are examples of how we should help others. Involving children in mission projects can help people in your neighborhood, as well as those living in other countries. However, it also helps the children themselves.

Children are most likely to hear God's call to full-time Christian ministry (e.g., ministers, missionaries, etc.) between the ages of 4 and 14. But children also have a role to play in Christ's church today. They need to do things that help them understand how much they can accomplish.

Children are sensitive to God. They can begin learning about God's heart for missions at an early age. Children easily understand the concept of compassion. Children can pray, and they can give offerings, but they can do so much more.

Spend some time in class helping the children think of the many ways they can be involved in missions. Talk to the missions president or the pastor for possible ideas in your area. Have the children help make lists of what would be needed for the project, what would need to be done in advance, and who would be the best people for certain tasks.

Ideas for Mission Projects

1. Plan a food drive to collect nonperishable items for a homeless center or for people in your community who need food. Children can work with their parents as volunteers by serving a meal.
2. Collect clothing for children in your community.
3. Prepare Crisis Care Kits for people who have experienced a natural disaster, such as a hurricane or flood. (Ask your missions president for details.)
4. Collect items for School Pal-Paks and send them to school children in other countries. (Ask your missions president for details.)
5. Prepare Christmas and/or birthday gifts for your LINKS missionary children. (Ask your missions president for details.)
6. Sponsor a child through Nazarene Compassionate Ministries and correspond with that child. (Ask your missions president for details.)

Ideas for Fund-Raisers

1. Conduct a fund-raiser in which children obtain pledges for the time that they spend doing a certain task, such as walking or cleaning up a neighborhood in your community.
2. Do yard work.
3. Have the children work together to bake small items and sell them.
4. Ask people to donate items that are slightly used but no longer needed, and have the children sell them.
5. Have the children gather recyclable items such as paper and aluminum, and sell them to a recycling center.
6. Wash cars for a donation.

Help the children select a mission project in which they would like to participate. Work together with the parents of the children in planning and participating in the project.

When children have the opportunity to serve, that pattern of ministry is likely to continue throughout life. Let the children know that serving others is a way of serving Jesus and that they can make a difference in their community and in the world.

PRAYER TIME

Close in prayer for the mission project you have selected. Pray that the children will be sensitive to God's leadership in their personal lives. Pray for Dominica, the missionaries, the churches and their leaders, and the Work & Witness teams who minister there.

LESSON 10: SURINAME

LESSON PURPOSE

To help children learn how missionaries work to develop strong leaders who can take over the responsibilities of ministry in their own countries.

BACKGROUND INFORMATION

Fast Facts:

- Unusual animals and birds in Suriname include the cock-of-the-rock bird, the spectacled caiman alligator, and the giant leatherback sea turtle.
- Everyone in Suriname has a nickname.
- Cucumbers are eaten at almost every meal.
- When a child does not share, people call out, "Saang I gridi [SAWNG ee GRI-dee] (You are greedy)!"
- Suriname's first Olympic medal was won in swimming at the 1988 Olympic Games.
- Bron bron [BRAHN BRAHN], or burned rice, is a popular snack, especially with children.

LESSON PREPARATION

INTRODUCTION

Use a racing theme for this lesson. On a bulletin board, pin sports pennants and pictures of runners racing toward a "Finish Line." Display trophies and ribbons, and post scripture references about "running the race." Play video clips of races as children gather for the lesson.

Teach the Scripture: "Pass on to people you can trust the things you've heard me say. Then they will be able to teach others also" (2 Timothy 2:2b, NIRV).

Tajera Gupta Sewkumar, nicknamed Bish, grew up in a Christian home. At age 13, he accepted Jesus as his Savior. At 19, he left Guyana [gie-AN-ah] to find work in Suriname. While there, he attended a Nazarene church. Missionaries helped him attend Caribbean Nazarene College in Trinidad. After graduation, Bish returned to Suriname to pastor his first church. Three years later he was ordained. And in 2000, he was elected the first national district superintendent of Suriname. Bish would be the first to say that on his life's journey, God has provided godly men and women to help him become what God had intended him to be.

Before class, prepare relay batons as follows: Gather 12 pieces of paper and roll 6 of them tightly lengthwise to resemble the batons and tape them so they don't unroll. Write each of the six Fast Facts from above on the other pieces of paper. Tape one of the facts on each "baton." Say, **Today we are going to learn about one more country in the Mesoamerica Region, Suriname.** Point out Suriname on a world map. Say, **Like Belize and Guyana, Suriname is not an island. It is located on the coast of South America.**

Tell children that in relay races, runners carry a baton for a certain distance, then give it to another runner. Just like the racers, people give their knowledge and leadership skills to other people. Distribute the batons, and have a child read the fact about Suriname that is on his or her baton. Ask children to name some of the other countries they have studied this year. Locate them on the map.

Divide the class into teams and play a racing game. Use the Fast Facts of each lesson to review fun facts about these countries. Give the first child in each team a baton.

Say, If you answer the question correctly, you will run to the next player on your team and pass the baton to that person. If you answer incorrectly, you will keep the baton and try one more time when it's your turn. The team who passes the baton the greatest number of times is the winner. Give awards to both teams.

Who's the Leader

Before the story, play this game: choose one child to leave the room. Be sure the child is supervised while waiting. Once the child has left the room, say, **We're going to play a game called "Who's the Leader?" Sometimes it takes people working together as a team to help someone become a leader. Our game will show you how this works.**

Choose a child inside the classroom to be the leader. Say, **The leader will start a simple motion, and everyone else will immediately copy the motion. For example, the leader might slap a hand against a knee or snap his or her fingers. After a few seconds, the leader should change to another motion. The object of the game is for the group to copy the motions without drawing attention to the leader.**

Tell children not to stare directly at the leader, to change their motions quickly, and to stay together. Have the child who stepped out return to the room. Give that child three guesses to determine who the leader is. If he or she doesn't guess correctly, identify the leader and select someone new to go outside. If the child guesses correctly, then the leader becomes the next person to go outside. After playing a few rounds, ask the following questions.

- How difficult was it to be the leader?
- How difficult was it to keep from giving away who the leader was?
- How did it feel to be the person trying to determine who the leader was?
- How does working together and cooperation help a leader?
- What are some qualities of a good leader?

MISSION STORY: "We Want to Help You!"

by Carol Anne Eby

Say, Today's story tells how God helped Bish become a great leader.

"Come on, Bish. We're going to miss the bus!" called Ian.

Bish and his friend Ian were so excited. Their school was taking a trip from their homeland of Guyana to the nearby country of Suriname. That day as Bish traveled through Suriname, he was impressed by the beauty of the rain forest. He saw a huge jaguar, monkeys, and bright-colored parrots.

Few people lived in the inner part of Suriname. But in the small villages, Bish saw Amerindians [a-muhr-IN-dee-uhns] (original settlers of Suriname) and Maroons [muh-ROONS] (descendants of escaped slaves). His teacher explained, "These people speak different languages, and their cultures are different. But they live side by side peaceably. Sharing is an important part of their culture. A successful hunter gives everyone in the village a portion of what he hunts. When his hunting is less successful, the hunter knows someone else will share with him."

Bish liked what he saw and heard. He declared to Ian, "Someday, I'm going to live in Suriname."

Six years later, 19-year-old Bish went to Suriname. He moved in with his brother who had settled there earlier.

The two brothers had grown up in a Christian home. And Bish had accepted Jesus as His Savior when he was 13 years old. One Sunday after Bish had moved to Suriname, a friend invited Bish to a Nazarene church.

Reverend John Burge and his wife, Martha, were missionaries serving in this church. At the end of the service, Mrs. Burge said to Bish, "Young man, the Lord told me that you've been called to be a

preacher, but you are running from His call. We want to help you." Bish was surprised. He had never met this lady before.

The truth was that Bish *had* felt a call to preach ever since he had accepted Christ. He often thought, "God, I do want to become Your worker, but how am I going to get the education I need?" The missionaries understood Bish's need. They helped make it possible for him to attend Caribbean Nazarene College in Trinidad.

Very soon, Bish found himself sitting in Dr. Geneva Silvernail's office waiting to register for college. He prayed, "God, here I am in a new country. I speak very little English, and I'm afraid I'll fail. What will I do?"

Just then, Dr. Silvernail came in with a big smile and said, "Bish, we are so glad you're here. You must not be afraid. I will help you with your English."

Bish studied hard, but he would laugh and say, "I'll get fat just sitting here studying!" He would then take off to the gym and play basketball or work out. He and Dr. Silvernail worked many hours after class to improve his English, and his hard work paid off. He passed all of his classes with high grades.

Bish became involved in ministry in the local churches. One Sunday, he went to missionary Ruth Saxon's church, and he saw a beautiful girl in the congregation. She became very important in his life.

In 1994, Bish graduated, and two weeks later he married Rajistrie [RAH-stree]. They immediately returned to Suriname to pastor their first church.

Bish was concerned about the people in his congregation, especially the children who were in such poverty. He worked very hard to help people achieve a better life.

Three years later, Bish was ordained. During those years, he and missionary John Burge worked together to start six churches. John helped Bish, like Moses helped the Israelites. The missionary advised Bish in difficult situations, helped Bish strengthen his beliefs, and taught Bish the role of a pastor. The Burges left Suriname in the year 2000 for another missionary assignment. But they left the work of the church in very capable hands. That year, Bish was elected the first national district superintendent in Suriname.

John and Martha's extended family in America wanted to help Bish with his ministry, too. They organized Work & Witness teams to help build churches and to give support to Bish when he visited the United States of America.

Today Bish says about himself, "I am a full-time pastor, teacher, husband, father, and district superintendent. My desire is for the Lord to use me in any way that He pleases."

STORY DISCUSSION

Say, **It is important to develop strong leaders in the areas of the world where we have Nazarene churches and then to pass on the responsibilities of ministry to them. This is a goal that missionaries have. There are no missionaries in Suriname, but the Church is alive and well because of a strong national leader named Bish.**

Read 2 Timothy 2:2b to the class. Distribute Activity Sheet 10, "Pass It On," and explain the directions. Allow children to use Bibles to complete their puzzles.

PRAYER TIME

On a chalkboard, draw five relay batons. Write one of the following praises/prayer requests in each baton.

1. Thank God for Pastor Bish and his family.
2. Thank God for the work missionaries have done in Suriname.
3. Pray for the children of Suriname.
4. Thank God for the construction of new churches.
5. Pray for the work in the small villages of Suriname.

Say, **In our lesson today, we learned how many people helped District Superintendent Sewkumar (Bish) to become a leader. They made it possible for him to do God's work by praying, giving, teaching, and encouraging. We can help as well by praying right now.**

Read the praises and prayer requests written in the batons on the board. Ask volunteers to each select one and pray.

LESSON 11: CANADA

LESSON PURPOSE

To encourage children to listen to God and to seek His will for their lives.

BACKGROUND INFORMATION

Fast Facts:

- Most people in Canada live near the border to the United States of America.
- A loonie is a bronze-colored coin worth one Canadian dollar (CAD).
- A toonie is a silver-colored coin with a bronze center, worth two Canadian dollars (CAD).
- The queen or king of England is the head of the Canadian government and is represented there by the governor general.
- Ice hockey is Canada's official winter sport.
- Canada's 10 provinces and 3 territories are all part of 5 districts in the Church of the Nazarene.

LESSON PRESENTATION

INTRODUCTION

Warm maple syrup in a small slow cooker to give a delicious aroma. Decorate a bulletin board with Canada's official colors of red and white, a map of Canada, and a picture of the Canadian flag. If possible, set up a hockey net with a hockey stick and puck. Display the following items to represent different parts of Canada:

- Red and white winter wear to represent northern Canada
- Ski equipment to represent the 2010 Winter Olympics
- Stuffed animals or pictures of a black bear, moose, or deer to represent western Canada
- Pictures of an oil rig or gasoline sign, horses, and farm crops depicting the West and the prairies
- Fishing nets or boats for eastern Canada

As children enter the room, play "O Canada," the Canadian national anthem (http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/anthem_e.cfm).

Teach the children the Scripture: "Speak, LORD, for your servant is listening" (1 Samuel 3:9b). Through various means, even young children can hear God speak to them. Adrien-David Robichaud, a French Canadian, was studying to be a Catholic priest when he became aware of God speaking to him through the Bible. Children can hear God speak to them, too. However, they are hindered by many distractions. Before you begin your lesson preparation, take a moment and go outside to look at God's creations or relax in a chair in a quiet place. Ask God to speak to you about your class and about this lesson. Let Him guide you in your planning and work through you to make a difference in the lives of your students.

Find out what children already know about Canada. Ask if anyone has been to Canada. Help children locate places on the map where they have been.

Say, **The Canadian National Anthem begins, "O Canada, my home and native land. . ."** Later it calls Canada "the True North, strong and free." True North is a sailing term that refers to the direction of the North Pole. On maps, True North is marked with a line ending in a five-pointed star. In the national anthem, "True North" is a poetic name for Canada. Why do you think that term is used for Canada?

Point out Canada's location north of the United States of America and extending to the North Pole above the Northern Territories. Note that Canada is divided into 13 areas—10 provinces and 3 territories.

Before class, cut out 18 maple leaf shapes from red construction paper. Make a copy of the Fast Facts and statements 1-12 about Canada (below). Cut them apart and glue each one to a maple leaf. From Activity Sheet 11, "Symbols of Canada," make copies of loonies and toonies. Put them in a paper sack.

Say, Today we will play a game to learn about Canada. This game uses three important symbols of Canada: maple leaves, loonies, and toonies. The maple leaf appears on the Canadian flag and on the Canadian penny. The loonies and toonies are nicknames for the Canadian one-dollar (loonie) and two-dollar (toonie) coins.

Divide children into two or more teams. Alternating between teams, have children choose a maple leaf and read the information on it. Afterward, the child may reach into the sack for a loonie or a toonie. Play until all of the maple leaves have been selected. The team with the most Canadian dollars wins, but reward everyone.

- Canada is a large country. Only Russia is bigger than Canada.
- French and English are both official languages in Canada.
- The province of Nova Scotia was named after Scotland. Nova Scotia means "New Scotland."
- Prince Edward Island is Canada's smallest province. But it is well-known because of the book *Anne of Green Gables* by L. M. Montgomery.
- The province of New Brunswick had many French settlers. They called this land Acadia, and they were known as Acadians.
- More than 50 kinds of fish are caught around New Brunswick.
- Quebec is Canada's largest province. Quebec produces the most maple syrup in the world.
- The province of Ontario contains four of the five Great Lakes and Niagara Falls, too. In one second, Niagara Falls pours out enough water to fill two large swimming pools!
- Ottawa, the capital of Canada, is in the province of Ontario.
- Canadian coins are made in Manitoba. This province is the polar bear capital of the world.
- The province of Saskatchewan is home to the Royal Canadian Mounted Police, also known as "Mounties."
- British Columbia is the province in which the 2010 Winter Olympics took place.

MISSION STORY: The French Canadian Boy Who Listened to God

by Adrien-David Robichaud, as told to Joan Read

Say, Adrien-David Robichaud began reading the Bible while studying to be a Catholic priest. This was the beginning of a wonderful change in Adrien's life. Listen as Adrien tells his story.

My name is Adrien-David Robichaud, which is a very French name. I was born in a French Canadian province near the sea. My backyard was a beautiful river that opened into the ocean. My father was a high-seas fisherman who went to the open sea every day and stayed away for long hours. My mother worked in a nursing home. So it was my grandmother who cared for me and taught me about God.

Grandmother was a good storyteller, and she taught me about life and the value of love and family. While she worked in the garden and on the farm, I caught her love of nature. Grandmother also took me to church. There I learned to appreciate the songs of worship to God and the Catholic rituals, which seemed very beautiful to me. The colorful flowing robes that the priest wore kept my attention focused on the worship service. As I watched the priest perform the worship ceremonies, I wanted to be like him. "One day I will be a priest and lead the people in this beautiful way of worship," I thought.

When I was 13 years old, my grandfather died. Now my grandmother had to do all the work of the farm, and often she had to go fishing for a meal of fresh fish. She also traveled across the river to work in a company that processed fish.

Every day Grandmother would cross the wide river in a small boat with oars. In the late afternoon, she would return home in the fog. This crossing was dangerous, because the current could have taken her out to sea. To ensure her safety, she gave me instructions to meet her at the shore. I was to sing, facing the open waters, because sound travels farther in the humid air. At the top of my voice, I sang songs until I could hear the dipping of the oars and see her coming out of the fog. She followed the melodies of my songs leading her home to safety. It was always a grand reunion!

Time passed, and I went to a school where all my teachers were priests. The religious studies involved long hours of training. Eventually, I went on to Montreal to further my search for peace while living in the monastery.

I remember the day when I felt there was no peace in my heart, even though I was faithfully performing all the rituals expected of me. One night, as I felt discouraged about everything, I opened the Bible on my desk and read the following words: "If we confess our sins, He is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness" (1 John 1:9, KJV). This was the beginning of a new life for me as I stood up and received the Lord Jesus Christ as Savior of my life.

Later, I met Christians from the Church of the Nazarene who invited me to their church. There I met more Christians and a pastor who helped me find my way as a new Christian. The people in the Nazarene church accepted me even though I was from a different culture and spoke a different language. They surrounded me with their love, and I learned to worship in that Christian community. They became my new family.

After a time, I felt the Lord wanted me to be a pastor, so I went to study at the Nazarene University College in Canada (now Ambrose University College [Canadian]). All of this happened because I had found the Lord while reading a New Testament. And it started with my grandmother's love and prayers for me. I am grateful for the grace of God that has led me through these years and allowed me to serve Him and His people. May God bless you as you give your life to Jesus!

STORY DISCUSSION

Before class, prepare a "message from God" that a student can read for this activity—an imaginary "job" that God might want someone to do. The message should be about three to four sentences long.

Say, **Adrien-David studied at Ambrose University College [Canadian] and Nazarene Theological Seminary. He was a pastor, missionary, and radio preacher. He is now a hospital chaplain in Montreal, Quebec.**

Ask students to tell ways we can hear God speaking to us (attending church; reading the Bible; taking a walk; looking at something beautiful in nature; listening to music, the pastor, a Sunday School teacher or a missionary, etc.).

Ask, **What things might keep us from hearing God?** (Possible answers—sin, friends who do bad things, busy schedule, etc.) When a student names a specific "distraction," give him or her a paper naming that distraction. Try to include every student except one. Give that student the "message from God."

Now have students imitate the sounds of their "distractions," while the student with the "message from God" tries to read it in a normal voice. After a few moments, ask students, **What was the "message from God" you just heard?**

Talk with students about the difficulties we might have hearing God if we fill our days with these distractions. Ask for ideas of how students can "create space and time" for God to speak. Read 1 Samuel 3:9b. "Speak, LORD, for your servant is listening." Briefly review the story of Samuel from 1 Samuel 3:1-10. Say, **In the story of Samuel, it was Samuel who was the servant; but today, we can each put ourselves in Samuel's place and tell God, "Speak, LORD, for [name of student] is listening."**

Say, **The National House of Prayer is in Ottawa, Canada's capital. Christians go to this house to pray for Canada, the prime minister, the governor general, and the members of Parliament. They also go to the Parliament buildings, where the senators and members of Parliament meet. The senators and members of Parliament can see these people in the balconies. They know that these Christians are praying for the decisions they make.**

Ask a volunteer to find Ottawa on the map of Canada. Discuss how students think praying for our government leaders might help. Ask a volunteer to pray that the leaders of Canada will listen to God and make good decisions. Remind children that it is important to listen to God and obey Him.

PRAYER TIME

Say, Today we've talked about listening to God, and we've learned a lot about Canada. Ask volunteers to tell one thing they remember. Say, Let's also remember to pray for the following:

1. Canadian men, women, and children
2. Government leaders
3. Missionaries
4. Church leaders
5. Laypersons

LESSON 12: UNITED STATES OF AMERICA

LESSON PURPOSE

To help children understand that there is a variety of cultures in the United States of America.

BACKGROUND INFORMATION

Fast Facts:

- Native Americans were the first people to live in the United States of America. The Navajo [NA-va-hoh] tribe is the largest tribe of Native Americans.
- A hogan [HOH-gahn] is an eight-sided Navajo home made of logs. The front door always faces east.
- Mutton (sheep) stew and fry bread are favorite foods for many Navajos.
- Navajo soldiers helped the United States of America during World War II by creating a secret code that the enemy could never break.
- Navajo rug weaving is a traditional craft for women. Most Navajo rugs are expensive.
- Many Navajo people wear lots of silver and turquoise jewelry. Some Navajos use jewelry as money.

LESSON PRESENTATION

INTRODUCTION

Create a desert scene with a trading post. Look up pictures of the following on the Internet or in the library: desert, cactus, and rock formations on the Navajo Reservation; Southwestern-style arts and crafts, such as pottery, rugs, blankets, baskets, sandpaintings, sculptures, and turquoise and silver jewelry. Incorporate a Western theme with items such as cowboy hats and boots, bandannas, and ropes.

Teach the children the Scripture: "After this I looked and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb" (Revelation 7:9). The Bible verse for this lesson reminds us that the people in heaven come from every nation, tribe, people, and language. Native Americans are an important part of the cultural diversity in the United States of America. And one day, they will also be part of the great multitude that will stand before the Lamb, Jesus Christ our Savior.

Rev. John Nells, a member of the Navajo tribe, is providing excellent leadership for the Church of the Nazarene with Native Americans. He inspires other Native Americans to become followers of the Lamb.

Prepare a Navajo meal from the following recipes. Before class, prepare the stew and fry bread.

Mutton (or Beef) Stew

- Mutton or beef (For a true Navajo experience, use mutton.)
- Vegetables, such as potatoes, green beans, corn, onions, and green peppers

Fry Bread

- 4 cups flour
- 1 tablespoon baking powder
- 1 teaspoon salt
- 2 tablespoons powdered milk
- 1 1/2 cups warm water
- Bowl, skillet, kitchen towel, utensils
- 1 cup vegetable oil

To prepare fry bread, mix flour, baking powder, salt, and powdered milk together. Add warm water and knead the dough by hand until soft. Cover with a cloth and let stand for two hours. Shape into 2" balls and then pat into thin 8" circles. The thinner the dough, the crisper the bread. Heat the oil and test by dropping a pinch of dough into the skillet. It should brown quickly. Navajo women usually make a small hole in the center before cooking. Fry the bread on both sides until light brown.

As children sample the food, say, **Mutton stew and fry bread are favorite foods for many Navajos.** Let children discuss the taste of each food. Ask, **Why do you think the Navajo people like mutton stew?** (Navajos raise lots of sheep because the sheep can survive well in the desert.)

Say, **The food that people eat is one of the important differences in culture. People eat different kinds of foods. We may not like mutton stew like many Navajos, but the Navajos may not like the taste of what we eat. And this is OK. God made people with different likes and tastes. God loves all people just the way He made them.**

MISSION STORY: A Navajo Leader

by Wes Eby

John Nells grew up on the Navajo Reservation and today is a district superintendent of Native American churches in the southwest United States of America.

"Do I have to go to school, shima [shih-MAH] (mother)?" John asked sadly.

"Yes, John," his mother answered. "You will learn lots of things in school."

"But I don't want to stay in the dormitory. I want to come home at night."

"I know," Mrs. Nells said. "But the school at Leupp is too far away for you to stay at home. We will come and see you as often as we can. Please be brave."

"OK," John said. He looked down at the ground, which was the Navajo way to show respect when talking to a grown-up.

John Nells, the oldest child of Roy and Irene Nells, had six brothers and two sisters. The children grew up on the Navajo Nation near Dilkon, Arizona.

"John, I want you and your brother Albert to herd the sheep," his mother said one day. "I need to help your grandfather get ready for a ceremony."

"Yes, shima," John said. He was at home for the summer and often helped his mother care for the sheep. John enjoyed playing in the wide-open desert. He liked to climb the mesas (steep, flat-topped hills) and hide behind the tall sandstone buttes.

John's grandfather was a Navajo medicine man. He performed healing ceremonies for those who hired him. The ceremonies included chants and dances and often lasted several days. John's family was poor. His father was an alcoholic, so his mother had to work hard at farming, herding, and helping her father. She had a large family to care for, and John was glad to help his mother whenever he could.

"Come on, Albert," John yelled. "I'll race you." Albert accepted the challenge, and both of them took off in a fast run. Dust flew up behind them as they ran across the desert.

"You beat me, John," his brother said, as he tried to catch his breath. "But one day I'll beat you. Just wait and see."

John enjoyed spending summers at home with his mother, brothers, and sisters. There was always plenty to do, and he was never bored. He learned to ride a horse, which was a quick way to get around.

When John was ready for high school, he moved farther away to Flagstaff, Arizona. He lived in another large dormitory while attending classes at Flagstaff High School.

One time when John was home from high school, his father said, "John, we have something to tell you. Your mother and I have accepted Christ as our Savior, and we are so happy."

"I will not be helping my father with the ceremonies any longer," Mrs. Nells said. "I don't believe God is pleased with the medicine men and their ceremonies. The ceremonies do not honor the true God that we now worship."

John could see the change in his parents. He was pleased that his father had stopped drinking alcohol.

At Flagstaff High School, John met Juanita, who also grew up on the Navajo Reservation in Utah. They became engaged; and after graduation, they married. On the day of their wedding, they attended a revival service at the Dilkon Church of the Nazarene. John and Juanita accepted Christ, and they began their marriage as Christians.

One day John said, "God has called me to be a minister. I believe that I should go to a Nazarene Bible college." Juanita said, "If that's what God wants for us, then that's what we should do."

Rev. John Nells was pastor of Ramah Church of the Nazarene, a Navajo congregation, for seven years. Then he was appointed assistant superintendent of the Native American District to work with the churches in the Navajo Nation. He became district superintendent in 1985, and today is the superintendent of the Southwest Native American District.

"After my parents became Christians, my father became a community and church leader," John says. "And five of us kids are ordained ministers or deacons. Many others in the family are actively involved in the church. The Church of Nazarene has made a difference in my life and the lives of my wife and three sons."

STORY DISCUSSION

Ask children what they think would be fun about growing up on the Navajo Reservation and what would be difficult.

Say, **The Navajo language is difficult for other people to learn. The missionaries who first went to work with Navajo people had a hard time learning the Navajo language. This made preaching to the Navajo people very difficult. Yet many Navajos became Christians. Today all the Nazarene preachers in the Navajo Nation are Navajos and can speak the Navajo language.**

During World War II, Navajos created a special code to send messages to the troops for the United States of America. The code, based on their own language, involved the English alphabet and Navajo words. The enemy could never figure out the code. The "Code Talkers," as they were known, helped save lives and helped end the war.

Distribute Activity Sheet 12, "Navajo Code Talkers," and have children decode the message by using the alphabet. **(Jesus loves the Navajo people.)**

Say, **Navajo people are famous for silver and turquoise jewelry. Both women and men wear jewelry. Silversmiths, who make the jewelry, may be both men and women. Many Navajos wear some jewelry every day. Most Navajos wear lots of jewelry for special ceremonies and events. Jewelry items include necklaces, rings, bracelets, watchbands, belt buckles, bolo ties, and buttons.**

Rev. John Nells has a brother who is a well-known silversmith. He has won many awards. Today we will make some jewelry to remind us of the beautiful silver and turquoise jewelry of the Navajo people.

If you have access to aluminum foil, let students make turquoise and silver rings, bracelets, or necklaces. Roll and twist aluminum foil to make silver bands for rings and bracelets. Cut turquoise-colored "stones" from felt or paper and glue to the aluminum foil. String turquoise "beads" on the yarn or string to make necklaces.

PRAYER TIME

Read Revelation 7:9 to the children. Say, The Navajos have a special prayer about beauty. Bow your heads as I pray. "Beauty is before me. Beauty is behind me. Beauty is below me. Beauty is all around me. I walk in beauty." God, help us to see the beauty in Your world as the Navajo people do. And help us to see the beauty that is created when You save people from sin. Thank You for saving the Navajo people as You have saved us. Amen.

Remind the children to pray for Rev. John Nells and his wife, Juanita, as well as the Navajo people.