



2011

International Mission Education Journal

Volume XXV

Nazarene Missions International

www.nazarenemissions.org

2011 International Mission Education Journal

Volume XXV • 2011

Daniel Ketchum
Global NMI Director

Lorie Beckum
Editor

Gail Sawrie
Assistant Editor

Mission Education Credit

Use of the *International Mission Education Journal* counts annually as the missions publications and communications category of the mission education requirement for Mission Priority One (MPO). If you utilize the children's portion and adapt the adult lessons for youth or if you include children and/or youth in the adult lessons, you could count that toward the children and youth requirement for MPO.

Scriptures quoted in the lessons from *The Holy Bible, New International Version*, copyright 1973, 1978, 1984, by the International Bible Society are used with permission by Zondervan Bible Publishers. Scriptures from the *New Revised Standard Version* of the Bible, copyright 1989, by the Division of Christian Education of the National Council of Churches of Christ in the USA are used by permission. All rights reserved.

**IMEJ is now available to print or download for FREE online:
www.nazarenemissions.org**

Nazarene Missions International
Church of the Nazarene
Global Ministry Center
17001 Prairie Star Parkway • Lenexa, KS 66220 • United States of America

CONTENTS

ADULTS AND YOUTH CURRICULUM

LIVING MISSION—FORGOTTEN PEOPLE

Lesson 1	Priceless People—The Reality of Human Trafficking	6
Lesson 2	Lighting the Way—The Importance of Educating Children	12
Lesson 3	In God's Image—The Poqomchi' People of Guatemala	17
Lesson 4	What Is 'Enough'?—The Reality of Hunger and Poverty	22
Lesson 5	Evangelism	27
Lesson 6	Crisis	31
CAUSE 1	Leadership Education and Advancement Program	35
CAUSE 2	The Poqomchi' of Guatemala—Forgotten People	37
CAUSE 3	I Am One: Reaching the Lost with God's Love	40

CHILDREN'S CURRICULUM

MEXICO, CENTRAL AMERICA, SOUTH AMERICA REGION

Lesson 1	Mexico/Central America/South America—An Overview	46
Lesson 2	Mexico	50
Lesson 3	Guatemala	53
Lesson 4	Honduras	56
Lesson 5	Costa Rica	59
Lesson 6	Colombia	62
Lesson 7	Peru	65
Lesson 8	Ecuador	68
Lesson 9	Brazil	71
Lesson 10	Bolivia	74
Lesson 11	Argentina	77
Lesson 12	Paraguay	80

CHILDREN'S CURRICULUM

LESSON 1: Mexico, Central America, and South America

PURPOSE

To help children discover how Christians from different cultures work together through Work & Witness to develop relationships, complete projects, and share the Gospel.

BACKGROUND INFORMATION

Fast Facts

- Spanish is main language spoken in Mexico, Central America, and South America. Portuguese is spoken in Brazil.
- The food of Mexico is popular all over the world.
- The Pan-American Highway, which travels through Mexico, Central America, and South America, is the longest highway in the world.
- The Amazon River in South America is the world's longest river. It starts in Peru's mountains and flows through all of Brazil. The mouth of the river is 200 miles across.
- The Andes Mountain range in South America is the longest in the world. The Andes are in seven countries: Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina.
- The anaconda, the world largest snake, is only found in South America.

LESSON PRESENTATION

Introduction

Create an atmosphere that reflects the cultures of Mexico, Central America, and South America. Include all the senses. Decorate with chili peppers and sombreros. Display maps and travel posters. Play music typical of these regions. Choose a food, such as tortillas or chips and salsa or guacamole, for the children to sample. Provide books for the children to read. Display objects from various countries, such as a serape, maracas, baskets, and small flags.

Work & Witness is a ministry for people from Nazarene churches going around the world to help others. It may involve traveling by plane, riding in a riverboat, journeying by train, or hiking on a dirt road. Work & Witness is building relationships—working hard together, eating together, laughing together, and worshiping together. Work & Witness is building the Kingdom—visiting, testifying, singing, playing instruments, preaching, praying, and showing the *JESUS* Film. Work & Witness is constructing buildings—churches, schools, clinics, houses, and campgrounds. Work & Witness is missions!

Prepare for the lesson by making copies of the Fast Facts. Cut out and glue each one on colored paper, and prepare at least one fact for each child. Place the facts in a basket for the children to select later. If possible, find pictures that illustrate the Fast Facts.

Before telling the mission story, ask the children, *What do you know about the Mexico/Central America and South America regions? We will call them MAC and SAM for this lesson. What do you think of when you hear the names Mexico/Central America and South America?* As everyone participates, write the responses on the board. Show a map and explain that you will be studying these regions this year. Have each child select a Fast Fact from the basket and read it aloud. Show pictures as they read them. Continue until all Fast Facts have been read.

Say, *You will learn many other interesting things about MAC and SAM. Here are some of the other things you will learn about these regions: where the 11 countries are located, the foods people enjoy eating, what children do for fun, the animals that live in these regions, where our missionaries and pastors serve and what they do.*

Write the names of the 11 countries to be studied on colored cards—one name per card. Divide the children into small groups, mixing older and younger children. Turn the cards with the country names upside down on a table. Have groups take turns picking up a card and reading the country's name, then finding and pointing to the country on the map. Say, *The Church of the Nazarene has churches in all of these countries. These are the countries we will learn about this year.* Let each child take home one of the cards. If you have more than 11 children, make duplicate cards.

Hand out Activity Sheet 1, "Travel the Pan-American Highway." Review the countries names and point them out, as the children fill in the blanks.

MISSION STORY: Carlos and Robin Radi—Missionaries to MAC and SAM by Wes Eby

Say, Today's story is about a husband and wife who are missionaries in Argentina. Though they were born in different countries, God has used them as a team to spread the Gospel in both MAC and SAM.

"Bruno [BREW-noh], come and look at these sores on Carlos." Mrs. Radi [RAH-dee] said. "They're all over his body. We need to take him to the doctor right away."

Rev. Radi looked at his young son. "I agree with you," he said. "Let's go! I'll carry him out to the car."

The doctor told Rev. and Mrs. Radi, "Your son is allergic to the sulfur in our dirt, and he could die. I recommend that you leave the area so Carlos can get better."

The Radis were living in northern Argentina where Rev. Radi was pastor of a Nazarene church. But the Radis took the doctor's advice and moved to another city to pastor. Carlos received the medical care he needed and got well.

Carlos was born in Argentina and grew up with three sisters. He was four years old when he was saved. "Because I was so young," Carlos says, "God also saved me from a life of sinful behavior. I'm thankful God kept me from doing bad things."

When Carlos was a young man, he saw a Work & Witness team. "I saw these people giving their time and money to help our church halfway around the world. I was deeply touched," he says. "I told the Lord that I would spend my life helping to build His kingdom." This was Carlos's call to the ministry.

"Robin, how would you like a sister?" her mother asked.

"A sister?" asked Robin. "That would be fun! I'd have someone to play with."

"Your father and I are going to adopt a baby girl from here in Peru. Her name is Sheri."

Robin's parents, Rev. Robert and Norma Brunson, were missionaries in Peru and Costa Rica for many years. Robin was born while they were in Peru. When Robin was five years old, Sheri joined the Brunson family.

Robin says that growing up in Peru was interesting. "My favorite food was *ceviche* (say-VEE-chay) which is raw fish covered with lemon juice. I also liked *chicha morada* (CHEE-chuh moh-RAH-duh), which is a gelatin made from red or purple corn. I still like these foods today."

Robin also accepted Christ at the age of four. Robin says, "I really liked going to church and enjoyed spiritual things."

One year, the Brunsons were in the United States on home assignment. Robin's parents spoke in churches to help people learn about their mission work. "One evening my father was preaching in a service," Robin says, "and I was the first one to go to the altar. At the age of six, I felt God calling me to be a missionary. As a teenager, I better understood God's call to serve Him. I always want to help Him grow His kingdom."

Carlos grew up in Argentina. Robin was a missionary kid who grew up in Peru and Costa Rica. Carlos and Robin met in San Antonio, Texas, at a worldwide Nazarene conference. After the

conference, Carlos returned to Argentina and Robin attended college in Oklahoma. They e-mailed each other; and during this time, they fell in love. They married a year later in Kansas. The newlyweds believed that God was calling them to serve Him together in missions. Carlos and Robin have been missionaries for 10 years now, and they have three girls. Their names are Nicol [ni-KOHL], Natali [nuh-TAH-lee], and Natasha [nuh-TAH-shuh].

At first, the Radis served in the Dominican Republic in the Caribbean Region for two years. They helped Work & Witness teams to rebuild 60 Nazarene churches, homes, and a campground that had been destroyed by a hurricane.

The Radis then served in Guatemala for four years. They worked with churches and young people in promoting missions around the world. Now they live in Argentina, where they are involved in many tasks. Among other things, Carlos helps Work & Witness teams that come to Argentina. The Radis are truly missionaries to MAC and SAM.

STORY DISCUSSION

Say, Let's play a game of "soccer" to review the story about Carlos and Robin Radi. Divide the group into two soccer teams: Mexico and Brazil. In addition to the sample questions, write your own and include the Fast Facts. Each correct answer equals one goal. Ask a child to keep score on the board.

Sample questions:

1. Where was Carlos Radi born? (Argentina)
2. Why did Carlos have to go to the hospital when he was a child? (He was allergic to sulfur in the dirt.)
3. How did Carlos get well? (His parents moved to another city.)
4. What job did Carlos's father have? (He was a Nazarene pastor.)
5. How did Carlos become interested in missions? (He saw a Work & Witness team.)
6. Where was Robin Radi born? (Peru)
7. What job did her parents have? (They were missionaries.)
8. What did Robin's parents do that made Robin happy? (They adopted a girl who became Robin's sister.)

Work and Witness: What Is It?

Write a different Work & Witness activity on each of several index cards. (Activities can include: build a church, build a clinic, build a school, build a house, tear down a building, clean a vacant lot, teach a Sunday school class, preach in a church service, show the JESUS Film, distribute Christian literature, sing a solo in a church service, lead a Vacation Bible School or home Bible study, invite people to church, work in an orphanage, teach someone to speak another language, lead a children's choir, etc.) Hide the cards around the room.

Ask, What does Work & Witness mean? Let the children tell what they know. Then say, In the story about Carlos and Robin Radi, what did you learn about Work & Witness? (Carlos saw a Work & Witness team when he was a young man, and it resulted in his call to missions. The Radis were involved with Work & Witness as missionaries in the Caribbean and now in South America.)

Tell the children you have hidden cards with Work & Witness activities written on them. Ask each child to find a card, then have them read their cards aloud. Discuss the activities, and help children understand that there are many kinds of activities that can be done on a Work & Witness trip.

Say, People who go on Work & Witness trips are like missionaries for a short time. They go to help other people know the love of Jesus.

Soon after presenting this lesson, plan a simple Work & Witness-type activity for the children: gather and donate items for people in need, rake leaves or clean for an elderly or sick person, help serve a meal at a rescue mission.

PRAYER TIME

Hold up a kite and say, Children in MAC and SAM enjoy flying kites. In Guatemala, the first day of November is a day for kite festivals. In Brazil, people of all ages enjoy flying kites.

Say, Today we're going to make prayer kites to use throughout the year. As we study each country, you will attach prayer requests to remind you to pray for the people of MAC and SAM. How can we pray for them today? As children offer prayer requests, write the requests on the board.

Help the children prepare their kites. Allow them to cut the 12" by 18" pieces of construction paper into large fun kite shapes. Then have the children tape a piece of string to the bottom of their kites for the tail. From the scraps of paper, have them cut out bow-tie shapes, write prayer requests on them from the board, and attach the papers to the string tail.

Lead the children in prayer. Encourage them to give sentence prayers about the requests they wrote.

LESSON 2: Mexico

PURPOSE

To teach children that God plans for His people to work together in ministry to others.

BACKGROUND INFORMATION

Fast Facts

- The border between the United States and Mexico is 1,900 miles long.
- Artifacts from the ancient Mayan and Aztec civilizations can be seen in Mexico today.
- Mariachi [mahr-ee-AH-chee] music originated in Mexico. Most bands include a singer, violins, trumpets, and guitars.
- After soccer, bullfighting is the second most popular sport in Mexico.
- Mexico City is the capital of Mexico and one of the world's largest cities.
- The traditional piñata was star-shaped and represented the star of Bethlehem.

LESSON PRESENTATION

Introduction

The Church of the Nazarene's Border Initiative helps the church in northern Mexico and the southwest United States to plant and develop churches and leadership in unreached cities on both sides of the border. This is done by combining ministry teams from the United States with churches and teams in northern Mexico.

Before class, write each of the Fast Facts on an index card, tape each card to a crepe paper streamer, and tape each streamer to the piñata.

Ask a student to locate Mexico on the world map. Say, Mexico shares its southern border with Central America. It shares its northern border with the United States. Central Mexico is mountainous, with deserts to the north and jungles to the south. There are many volcanoes in Mexico, but only a few are active. Most Mexicans have both Spanish and Native American ancestors who belonged to ancient groups, such as the Mayas and Aztecs. Mexico is a popular place for tourists, who come for the beautiful beaches, friendly people, and ancient Mayan ruins.

Show the piñata and say, The piñata is a popular and recognizable symbol of Mexican celebrations, which are colorful and festive. Let's use the piñata to learn more about Mexico. Ask volunteers to carefully remove the crepe paper streamers and read the Fast Facts.

Before the story, use a puzzle activity to help children understand how groups of people can work together to successfully complete a project. Provide a puzzle that is simple enough for children to complete within a few minutes. With the children divided into two teams, give half of the puzzle to one team and half to the other team. Place the teams at opposite ends of a table and tell them when to begin. After the teams have worked on their puzzle halves and realize they do not have all the pieces, ask them to tell ways they could finish the puzzle by working together. When they finish the puzzle together, lead them in saying Philippians 1:4-5.

Say, When we work alone in ministry, sometimes, we're less effective than when we work together toward the same goal. Tell me some ways that Christians work together to share the Gospel. (Possible answers: churches put together Crisis Care Kits for Nazarene Compassionate Ministries to distribute. VBS mission offerings may be used to purchase evangelism tools, which are then used by JESUS Film teams. Work & Witness teams help complete mission projects; and churches collect Alabaster offerings to help others construct churches, schools, and other buildings around the world. Missionaries work with church leaders in other countries to start churches and provide pastoral training.)

MISSION STORY: A Different Summer Vacation

by Gina Grate Pottenger

The focus of the Border Initiative is to partner believers in the work of the Church. This ministry impacts the lives of people who live on both sides of the United States and Mexico border.

"It's time to go work at the church," Pastor Martin [mahr-TEEN] said.

"But, Dad, it's Monday morning!" 11-year-old Lluvia [YOO-vee-uh] protested.

"And it's our summer vacation!" added Mizael [MEE-zah-el], her 12-year-old brother.

Dad smiled. "We have help today. You'll be surprised at how much more we'll get done with a little teamwork."

Mizael and Lluvia glanced at each other across the table.

"Who's helping?" Lluvia asked.

"Some teenagers from Ohio," Dad answered. "They're coming to help us as part of the Border Initiative ministry. Nazarene mission teams and churches from both sides of the United States and Mexican border work together on ministry projects. The teens were supposed to go to Juarez, Mexico. But since the materials didn't arrive for their project, they're coming to help us in El Paso, Texas."

When Pastor Martin and his children arrived at the church, they greeted the adults and teenagers.

"Thank you for coming!" Pastor Martin told the group. "Many teenagers wouldn't give up a week of their summer to work on a church hundreds of miles away."

"I wouldn't," Mizael muttered to Lluvia, who elbowed him in the ribs. He glared at her as he rubbed his side.

After prayer, the ministry team split into small groups and began working. Some held brushes and paint cans; others held trash bags, and a few carried giant scissors for cutting brushes.

"Dad said we're supposed to help them, but we don't even know them," Mizael complained.

Lluvia saw three girls who were picking up trash. She looked at Mizael and shrugged, then walked over and joined them.

"My name is Lluvia. Can I help?"

"Sure!" said one girl, who handed her a pair of gloves. "We'll get done faster with another person helping. I'm Amanda."

"I'm Jill, and this is Jennifer," the second girl said.

As the girls worked together they traded stories about their brothers and sisters, laughing at how alike their families were.

"Are we done already?" Lluvia asked, as she looked around. "I thought it would take all day!"

"I guess we need something else to do," Jennifer said. "Come with us, Lluvia."

The girls walked to the front of the church where some teens were creating a sunrise mural on the outside wall. Just then, Mizael walked by with some of the boys.

"What are you guys doing?" Lluvia asked.

"We're painting the sanctuary. You should see it." Mizael said.

Lluvia and her new friends hurried inside.

"Oh," Lluvia gasped. "It looks so much better!"

"I love to paint! Let's help," Jill said.

"You guys are strange!" Lluvia teased. "You're spending part of your summer vacation to work at our church."

"It's fun," Jennifer said, dipping a brush into paint. "Christians are supposed to help each other."

Lluvia and Mizael's new friends came every morning to work at the church. By the end of the week, a brilliant orange, yellow, and red sunrise had been painted on the front of the church. Shrubs had been pruned. And the sanctuary that used to be dark and uninviting was now bright and cheerful.

As the teens said good-bye, Lluvia and the three girls exchanged e-mail addresses.

"Yeah, this was fun!" said Mizael, as he joined the girls. "Thank you for your help. We couldn't have done all this without you."

The girls gave their new friends hugs and then climbed into the van. The ministry team waved good-bye.

STORY DISCUSSION

Spend a few minutes discussing the following questions with the children:

- What kinds of jobs did the teens from Ohio do at Luvia and Mizael's church?
- How did this help Pastor Martin's family?
- Why does God want Christians to help each other?
- What is the Border Initiative?
- How can we partner with others in ministry?

Distribute Activity Sheet 2 and tell students to circle the pictures that show children working together as a team (food pantry, bake sale, senior center). Ask students to tell why they selected the pictures they circled. Let this discussion lead to a brainstorming session on ways the class could participate in a team ministry project in their church or community. List students' ideas on the board. Discuss the ideas with your ministry staff and the parents. Make necessary contacts, schedule the event, and help students prepare to serve.

PRAYER TIME

Say, Today's story told of a mission team who helped a pastor and his family clean and paint their church. By working together as a team, they were able to accomplish a lot in a short time. This allowed the pastor to spend more time ministering to his congregation and sharing the Gospel in the community.

Missionaries in Mexico and other ministry leaders who help with Border Initiative projects need our prayer support. Let's pray for them, as well as for the people they serve.

Lead the children in prayer, asking volunteers to pray aloud. Then let the children glue their prayer requests on their prayer kites.

LESSON 3: Guatemala

PURPOSE

To help children understand how God works through Christians to meet the needs of widows and orphans.

BACKGROUND INFORMATION

Fast Facts

- Guatemala is located in Central America between the Caribbean Sea and the Pacific Ocean.
- Guatemala is called the “Land of the Eternal Spring.”
- Guatemala’s national flower is the rare white nun orchid.
- The colorful quetzal is the national bird of Guatemala.
- Although Guatemala is a small country, it has 38 volcanoes.
- Guatemala City is the capital of Guatemala.

LESSON PRESENTATION

Introduction

God clearly tells us in His Word to be careful to take care of the orphans and widows of this world. His love and concern for them encourages us to do more than just pray and offer words of help. We must give support for their daily needs wherever and whenever we can. A children’s refugee center that was begun by the Church of the Nazarene in a remote village in San Miguel Chicaj, Guatemala, is named, “Hogar del Niño.” This ministry helps orphans and widows with the basic necessities of life and provides opportunities for schooling, vocational training, and religious instruction.

To prepare the room for this lesson, decorate with a garden theme, since Guatemala is called the “Land of Eternal Spring.” Hang a sign that reads, “Welcome to our Guatemala Garden.” Bring in live or artificial plants, small bushes, and trees. Use other things found in a garden, such as a bench, patio umbrella, even a water fountain. Make paper flowers, attach the six Fast Facts to them, and post them on a bulletin board.

Introduce the lesson by pointing to Guatemala on a map. Say, Guatemala is located in Central America. It is a beautiful country with more than 13 million people. The year-round temperature is a mild 70 degrees Fahrenheit (21 degrees Celsius), making it a garden-like country. If you were to go there, you could visit the ancient Mayan ruins that are thousands of years old, go river rafting, climb volcanoes, swim in the Caribbean Sea, go boating on Atitlan [a-TEET-lun], one of the most beautiful lakes in the world, and shop in the open-air markets for souvenirs and handcrafts. You could visit tropical jungles to see colorful birds, spider monkeys, iguanas, and jaguars.

Distribute the flowers with the Fast Facts from the bulletin board, and ask children to read them aloud.

MISSION STORY: José’s Dream

by Bev Borbe

Say, This story of José and Roberto is based on the true account of two children in Guatemala who were orphaned at the ages of five and seven. Fortunately, Child Sponsorship came to their rescue.

The minute José turned the corner and saw his house; he knew something was terribly wrong. There were a dozen people on the porch talking in hushed voices. His younger brother Roberto was

crying. He wondered if his father, who had left his mother some time ago, had returned. But if that were true, Roberto would not be crying. Something awful must have happened.

José felt a gentle hand on his shoulder. He turned to see Rev. Torres, pastor of the little church near his home. "José," the pastor began, "there's been an accident. As your mother was climbing the apple tree to pick some fruit, she fell and hit her head. The injury was so bad that she did not live. I'm very sorry."

José pulled away from the pastor's arm and began to run as fast as he could to his secret place in the nearby forest.

Several weeks later, José and Roberto began living at their grandparents' house, miles away from their old home. Although the two brothers were still very sad, they knew they were with two people who loved them.

Life was not easy though. José and Roberto slept on the floor with only a few ragged blankets to keep out the chill of the night. They often went to bed hungry. Their clothes were worn, and they had no shoes.

José helped around the house by carrying firewood for the wood stove, bringing water to the house, and helping his grandmother cook.

José had never been to school. He heard other children talking about it, and he dreamed of going too. But he knew that probably would not happen. His grandparents did not have money for school.

One day when José came back from fishing, he saw a car in front of the house. He slipped inside and listened to the voices coming from the kitchen. He peeked around the corner, and there was his friend, Pastor Torres.

"Pastor, Pastor!" José cried, rushing toward him.

Pastor Torres threw his arms around José and gave him a big hug. "José, I've come to tell you and your grandparents some exciting news. A few days ago, a group of pastors and local leaders came to tell me about a children's refugee center named Hogar del Niño. The center was built by the Church of the Nazarene in the 1980s. It provided care and education for children who became orphans due to guerilla fighting."

Pastor Torres smiled and continued, "Later, their ministry expanded to include widows and orphaned children living in nearby villages. They also began a program called Child Sponsorship. Now orphaned children can even live with their own family members and receive the help they need from the center.

"José, the people who told me about the center showed me a list of children who had been chosen to be in the Child Sponsorship program. And your name is on the list! So is Roberto's!"

José's eyes got very big. "What does that mean, Pastor?"

"It means your grandparents will receive food, clothing, shoes, and a bed for you and your brother."

José grinned as he thought about having enough food to eat, shoes and good clothes to wear, and even his own bed!

José saw smiles and tears on his grandparents' faces. They looked as if a great burden had been lifted from their shoulders.

José did not understand everything, but all of a sudden, he jumped up and exclaimed, "'Pastor! Does this mean I might get to go to school someday?"

"Yes, José. And your tuition, books, uniform, and school supplies will be provided." Pastor Torres added, "In school, you will learn skills to help you start a business. Or maybe you'll receive training in carpentry, home building, farming, sewing, or bread making. This would help you earn a living someday. Also, you will receive encouragement from your new Nazarene friends here who will lead you in Bible studies to help you grow spiritually."

Now big tears fell from José's eyes, and he did not even bother to wipe them away. José's dream was coming true, and that was all that mattered!

STORY DISCUSSION

To review the story about José, discuss with children the following statements (submitted by Kathryn Christensen). Then read James 1:27.

1. How do you think José felt when he saw all the people at his house?
2. Have you ever had anything sad or scary happen to you? If so, how did you feel?
3. How do you think José and Roberto felt about going to live with their grandparents?

4. What do you think it would be like to not have a bed to sleep in or enough food to eat? Have you ever been really hungry? How did you feel?
5. What do you think it would be like to not go to school? Can you tell the group what it would be like to not know how to read or write?
6. How do you think José felt when he heard Pastor Torres's news later in the story?
7. How does Jesus feel about children like José and Roberto?
8. Can you think of anything you can do to help children like José and Roberto?

Say, In today's story, you learned that José and Roberto became orphans due to circumstances beyond their control. How would you feel if this happened to you? When we feel other people's sadness and suffering, we want to help them.

Draw two columns on the board; title one column "Things to Do for Widows" and the other "Things to Do for Orphans." Tell the children about widows and orphans living in your area or attending your church. Have children brainstorm ways to help them. From the lists, choose a class project.

Before the lesson, prepare an EvangeGlove to wear during your presentation. Use the directions in Activity Sheet 3 to guide you. You will need copies of Activity Sheet 3 for each child, crayons or markers, scissors, double-sided tape, and small disposable vinyl or cloth garden gloves (1 per child).

Say, The Child Sponsorship program brings hope to orphans and their mothers. They not only receive food and clothing, the children can go to school and have health care. The children also receive spiritual training. A tool called the EvangeGlove has been used by some mission teams to help children find Christ. Today you can make your own evangelism glove and learn how to use it with family friends.

Show children the sample you have prepared. Demonstrate how it works by closing your hand so they cannot see the symbols. As you tell about each symbol, lift the finger that shows it. When your hand is wide open, revealing the Bible, share the information about that symbol.

Distribute and discuss Activity Sheet 3, including the script for the symbols. Have children color and cut out the symbols on the bottom of the activity sheet as directed, then put a piece of tape on the back of each symbol. Distribute the gloves for children to wear while they attach the symbols as shown on the sample glove.

Let the children use their scripts and practice with partners. Encourage them to memorize the scripts.

Editor's Note: The EvangeGlove was created by Odily Diaz, a Sunday school teacher in El Salvador.

PRAYER TIME

1. Before class, write the following scripture verse on 4" squares of paper:
"Don't worry about anything, but pray about everything" (Philippians 4:6)
2. Below the verse, write the following:
Pray for—
 - God's protection of orphans and widows
 - God's guidance of ministry leaders
 - Funds for orphans' education and job training
3. Have children turn in their Bible to Philippians 4:6 and read it together. Ask the children to tape their papers to their prayer kites to remind them to pray for the widows and orphans.

LESSON 4: Honduras

PURPOSE

To help children develop a sense of compassion for people in need, and to provide opportunities for them to help make a difference in the lives of others.

BACKGROUND INFORMATION

Fast Facts

- Honduras was known as the Banana Republic for the quantity and quality of bananas it exported.
- The Maya Indians lived in Honduras and built magnificent cities with pyramids and temples.
- Fried bananas are popular in Honduras and are served with most meals.
- *Futbol*, or soccer, is the national sport. Boys of all ages play, even in their bare feet.
- The macaw is the national bird. It is a symbol of the sun, and the seven colors of its feathers represent the rainbow.
- Honduras was named by Christopher Columbus for the deep waters off its coast and means “depths.”

LESSON PRESENTATION

Introduction

To set up the room for the lesson, fill a corner of the classroom with clean, reusable trash items, such as boxes, sacks, plastic containers, tin foil, twist ties, straws, and worn-out clothing. Include a variety of large and small items. In other parts of the room, create a tropical environment with plants. On a bulletin board, use large strips of paper to create a pyramid-shaped stairway. Display baskets and pottery with sample produce from Honduras, such as bananas, coconuts, potatoes, mangoes, papayas, avocados, beans, rice, sugar, tortillas, and coffee beans. Cut up pieces of fruit for children to sample later. Also, make sure you have a soccer ball to display.

Many families in Honduras are poor. Parents cannot pay for shoes, uniforms, or school supplies for their children. Many children are hungry and sick, because they have little food and minimal health care. Some Nazarene congregations meet in houses or yards because they cannot afford buildings. Work & Witness teams go to help build churches and schools, work in medical clinics, and conduct Vacation Bible School.

Point to the pile of trash in the room. Say, Imagine being so poor that your family has nowhere else to live but next to the city dump. Your house is put together from scraps of rotten wood, cardboard, plastic bottles, and rusted metal. You have a dirty floor, and your bathroom is the jungle of plants around you. Your parents don't know how to read or write, nor do they have the skills needed to get jobs. You must help your family survive on what you find in the dump. Every day your parents collect things to recycle or sell. You look for food scraps to eat and torn, dirty clothes to wear. You try to find things to play with or use in your house. It's the way you've lived since you were born.

Hold up a few items from the trash pile and ask children to tell how they could use them (toy, clothing, dishes, furniture). Then divide the class into small groups. Let each group select a designated number of items from the trash pile and use tape to create a household item or toy. After about 10 minutes, bring children together and let each group describe how their item might be used.

Say, You've had fun being creative and making useful things from trash. But depending on trash for your survival would not be fun. Living from a dump is dangerous and unsanitary. Today's story tells about some families who lived this way—until a Nazarene couple saw their needs and took action. God wants us to be healthy and well-educated so that we can earn a living to pay for housing, food, and clothes we need.

MISSION STORY: Hope in Honduras

by Anne Rudeen, as told by Brian Ruark

Hector and Rosemary brought hope to the families in Cocal Gracias, Honduras. They shared God's love with compassion, and they helped to change many lives.

The city dump in Cocal Gracias, Honduras, was started years ago when a garbage company began dumping its trash without the permission of the town leaders. Families who were poor began to look through the garbage, searching for things to recycle, food to eat, and items to sell, such as metals and cloth. They came to depend on the trash for their survival. Tin, plywood, and cardboard were used to make their houses. At one point, 70 families lived alongside the dump in homes made from trash with floors of mud.

Most people who came to Cocal Gracias could not read or write. Their children were born into a life of poverty and grew up depending on the trash for food and shelter. The children knew nothing about hygiene. They were dirty and often sick. Many of them died. Cocal Gracias was a dangerous place to live.

Feliciano and Betty, who had lived a long time in Cocal Gracias, were among the few people in town who had learned to read. They owned the only store in the neighborhood. But with 12 grandchildren to raise, they struggled to survive, too.

One day, a Nazarene couple brought hope to these families. Hector and Rosemary were members of a Nazarene church in nearby Puerto Cortes. They packed some cereal and milk and headed to the city dump to feed the children. What they saw broke their hearts. Dirty, starving children were walking through piles of trash. Many had infected wounds and skin diseases. Hector and Rosemary felt such compassion for the children that they returned weekly with cereal and milk.

Hector and Rosemary soon realized that feeding the children was not enough, so they started ministering in other ways. They taught the children and their parents basic life skills—how to wash their hands and clothes, how to brush their teeth, and how to read.

The couple started a Sunday School class and taught the children and their parents about God. Hundreds of children attended the class, including the grandchildren of Betty and Feliciano. Eventually, Betty began attending Sunday School with her grandchildren, and she met God. Then her husband started attending, and he, too, met God. They soon felt a call to serve their neighbors.

Feliciano and Betty spent four years in the ministry that Hector and Rosemary started. Feliciano and Betty gained the trust and respect of their neighbors. Feliciano eventually became the City Hall representative for Cocal Gracias. He worked with the local government to provide new homes for the families living off the Cocal Gracias dump.

For the first time in their lives, the families now live in real houses made of cement blocks. Their new neighborhood is called "La Esperanza," which means "The Hope." The people still need the education and skills that will help them get jobs so they can support their families. However, each family now has the opportunity to start a new life with new hope.

Betty and Feliciano also moved to La Esperanza. They continued to feed the children, and they held Sunday School in their house until the local Nazarene church was built.

Today there is a Nazarene church, a medical clinic, a public elementary school, and a trade school in the middle of the neighborhood. Many Work & Witness teams from the United States worked alongside local workers to make this happen.

Betty believes in the ministry of Sunday School. She and her husband thank God every day for sending people who cared enough about them to share God's love and tell them how He could change their lives.

Hope for Honduras came when others helped them with their basic needs, then helped them achieve the skills and knowledge they needed to help themselves. A new generation of Hondurans is now finding ways to make a better life.

Visit www.cocalgracias.org for excellent photos and footage of the current work in Cocal Gracias.

STORY DISCUSSION

Visit www.cocalgracias.org for excellent photos and footage of the current work in Cocal Gracias. On a board, write all the things that Hector and Rosemary, and Betty and Feliciano and the Church of

the Nazarene have done for the people in Cocal Gracias: provided cereal and milk for the kids; taught them how to wash their hands and clothes, brush their teeth, and read; worked with government leaders to build cement block houses in a new neighborhood now called La Esperanza; built an elementary school, a trade school, a Nazarene church, and a medical clinic; taught families about God's love and how He could change their lives.

Brainstorm with your students ways they could help others in their community and globally. Discuss individual and group project ideas, and list them on the board. Distribute Activity Sheet 4, and tell children to cut the large square apart from the directions. Have the children fold their squares as you demonstrate each step. Then discuss the directions for using their puzzles to play the game, "Open Doors to Service." Divide the class into small groups of 2 to 4 players, and choose the leaders.

After the groups have had time to discuss the questions, bring them together to share their answers. Remind children that serving others is one way of serving Jesus. Tell them they are never too young to make a difference in their community or the world. If possible, choose a project idea for the class and begin planning the details with your students and parents.

PRAYER TIME

Gather the children for prayer and share sliced bananas with them. Suggest that they pray for the children in Honduras every time they eat a tropical fruit. Remind the children to be thankful for the education they receive and for the opportunities it provides. Ask volunteers to pray that...

- Children can attend school regularly and receive a good education
- Families will find ways to stop the cycle of poverty
- Parents in La Esperanza will learn new skills needed for jobs
- Nazarene churches will continue to make a difference in their neighborhoods

LESSON 5: Costa Rica

PURPOSE

To help children recognize that today's missionaries are called and sent from around the world.

BACKGROUND INFORMATION

Fast Facts

- Costa Ricans eat rice and beans nearly every day.
- Because Costa Rica receives so much rain, the people have different words to describe it. "Cat's fur" means a soft, gentle rain.
- There are more species of plants and animals per square mile in Costa Rica than in any other country.
- Iguana Park in Costa Rica has been established to research and protect iguanas and the forests in which they live.
- Costa Rica is part of the "Ring of Fire," a group of volcanoes located mostly along the rim of the Pacific Ocean.
- In the rural parts of Costa Rica, many people still travel in carts drawn by horses.

LESSON PRESENTATION

Introduction

To set the room atmosphere, create a travel center to depict the thriving tourist industry in Costa Rica. Hang travel posters of Costa Rica featuring places of interest to visit, such as rain forests and mountains in which to hike, beaches on which to relax, tropical reefs to snorkel through, or waves to surf. Display travel brochures advertising Costa Rica. Place tropical-looking plants and/or flowers in the travel center. Provide a basket of tropical fruit and prepare some for the children to sample.

For 100 years, the Church of the Nazarene has been sending missionaries from the United States, Canada, and the United Kingdom to more than 150 world areas. Today, young people from those world areas who have received the Gospel are now answering the call from God to become missionaries themselves. Costa Rica is a great example of how missionaries of different nationalities and cultures work together to share the gospel of Jesus Christ and win the lost.

Locate the Central American country of Costa Rica on the regional map. Then discuss the pictures in the travel center that this country's terrain. Say, People love to visit Costa Rica because it is such a beautiful place. They use many different kinds of transportation to get around. In the cities, people depend on buses, taxis, and cars. But in the rural parts of the country, people ride on horseback, and many still use carts drawn by horses.

Say, This story takes place at the Seminary of the Americas in San José, Costa Rica. An iguana and a missionary kid with a big imagination introduce us to the diversity of nationality and culture among missionaries on its campus.

MISSION STORY: Iggy Finds a New Home

by Carol Anne Eby

"Whew! That was close!" Kayley Webb hopped off her bike and ran toward Iggy just as he slithered into a hole. "OK, Iggy, that does it! You've got to find a new home."

Kayley had heard the screams as she was riding around the campus where she lived. Then she saw two ladies from the Work & Witness team running toward the work site yelling, "Help! There's a strange-looking creature over there!"

Kayley knew her dad would tell them not to worry. He'd explain that Iggy Iguana was an unofficial pet of the campus and wouldn't hurt anyone.

"Iggy, come out of there right now!" Kayley demanded. Slowly, Iggy backed out of the hole.

"Iggy, let's tour the campus, and you can choose where you want to live. The people here are from different countries, eat different foods, and have different customs. You can see what you like best."

Kayley selected Ruthie Cordova's house first, because she knew Ruthie was teaching class.

"Here we are. Ruthie is from Peru," Kayley explained, as they slipped in the back door. "She came to school here when she was young, and God called her to be a missionary. She went to the United States to further her education. While there, she worked at a Spanish church and in Spanish publications at Nazarene Headquarters (now known as the Global Ministries Center). She also served as a children's pastor."

Kayley continued, "Ruthie says her favorite food is cebiche [se-BEE-chuh]. I think there's some right here on the counter." Iggy looked up. What he saw was a bowl of raw fish covered with a marinade of lime, onion, and hot chili.

Iggy cocked his head. "I don't know, Kayley. Her house is very nice, but I'm a little worried about the fish! What if she decides to try to eat iguana?"

"Oh, Iggy. Don't worry. Ruthie loves all creatures. Come on, let's visit another house."

"This is where the Fernandez family lives," said Kayley. "They came from Argentina, in South America, where they served for 14 years. They've been in Costa Rica for 13 years. Dr. Fernandez is the president of our seminary, and his wife is a professor."

"Dr. Fernandez told me that when he was a kid, all missionaries came from either the United States or Great Britain. Today, the Nazarene Church has missionaries from over 34 different nationalities. Why, right here on our campus, we have missionaries from Mexico, El Salvador, Nicaragua, Panama, as well as Peru, Argentina, and the United States. You'll notice that people from Argentina and the United States speak very loudly, and those in Costa Rica and in most of Central America are very quiet."

Iggy raised his head. "I like quiet. Maybe we should move on."

"OK, let's go to my house."

"Why did you come to Costa Rica, Kayley?"

"My parents answered a call from God to do missionary work, and that meant the whole family came along. I really like Costa Rica. My dad is the coordinator of evangelism for Costa Rica, Panama, and Nicaragua. My mom is the Child Sponsorship coordinator. And we're all working hard to learn Spanish. Did you know that Costa Ricans eat beans and rice nearly every meal? My brother and I like to eat it for breakfast."

A bark made Iggy jump. "What's that noise?"

"Oh, that is Tawny, my new dog," Kayley answered.

Iggy jumped up on the table. "Oh, Kayley, I don't think being here is such a good idea. Tawny might want me for lunch. We'd better go."

Iggy dashed to the door as fast as he could go with Kayley close behind. "But Iggy, you've got to find a new home."

Suddenly, Iggy stopped. "Kayley, look at that new building where the Work & Witness team is working. Do you see that big water pipe? That would be a fine home. And I promise not to scare the ladies! Thanks for the tour and for telling me about missionaries from around the world who work here at the seminary."

STORY DISCUSSION

Say, Because Costa Rica has so much rain, the people have different words to describe it. For example, "cat's fur" means a soft, gentle rain. The abundant rainfall provides rich soil in which some of the densest forests in the world grow. These forests are home to a wide variety of creatures. In fact, there are more species of plants and animals in Costa Rica than in any other country.

One such creature is the green iguana. This lizard is endangered in some countries in Central America and extinct in others. Costa Ricans have established Iguana Park to research and protect the iguanas and the forests in which they live.

Distribute Activity Sheet 5 and discuss the directions. You will need crayons or markers, scissors, and glue. Ask volunteers to identify the animals, and then have children complete their activity sheets. Remind children of the following: God loves all creatures, great and small. Missionaries share this truth to those they serve and teach people that God loves them and will care for them just as He cares for all the creatures He created.

Creature key for Activity Sheet: 1. toucan; 2. iguana; 3. spider monkey; 4. tree frog; 5. boa; 6. sea turtle

PRAYER TIME

Before class, prepare slips of paper with the names of missionaries in Costa Rica. For names of missionaries, go to www.nazarene.org, click on the "missions" tab, then on "Missionary Profiles" (on the right of the page), "Mexico/Central America," and "View printable list of missionaries."

Say, We have learned that Costa Rica is a beautiful place and has an interesting culture. We've also learned that missionaries have come from all over the world to tell the people there about Jesus.

Read 1 Chronicles 16:24. Say, Let's pray for missionaries who tell people everywhere about God's power and love. Let's pray for the Costa Rican people and that God will continue to build His kingdom in that country.

Tell children the names of missionaries who are serving in Costa Rica. Let volunteers pray a sentence prayer for them, then you close the prayer time.

Distribute the prayer kites and have children attach the prayer slips.

LESSON 6: Colombia

PURPOSE

To help children realize there are many ways for people to be disciplined and then to disciple others.

BACKGROUND INFORMATION

Fast Facts

- Colombia is the second largest coffee producer in the world.
- Many Colombians enjoy eating a dish made with roasted ants. Some say they taste like buttered popcorn; others compare the taste to bacon.
- Most of the world's emeralds are mined in Colombia.
- Colombians enjoy sports, especially soccer and bullfighting.
- Colombia is named after the European explorer Christopher Columbus.
- One of the largest Nazarene churches in the world is found in Colombia.

LESSON PRESENTATION

Introduction

Colombia is one of the largest producers of emerald gemstones, flowers, and coffee beans. Label a corner of the room with a sign that reads "coffee shop." Decorate it with the color green. Display a vase of flowers, a bag of coffee beans or coffee cups filled with coffee beans, and a coffee maker or an espresso machine. Have decaf coffee brewing as children enter the room. Serve decaf mocha lattes made with ½ whole milk, ½ decaf coffee, and lots of chocolate syrup. Or serve small cups of decaf coffee with sweetened condensed milk—a special beverage Colombians make, only with dark, strong coffee.

La Casa de Oración [oh-RAH-see-ohn]—Spanish for "house of prayer"—Church of the Nazarene in Cali, Colombia, started in 1985. There were only five believers, including the husband and wife pastoral team of Rev. Adalberto and Nineye Herrera. Today the church runs about 8,000 every weekend in multiple services. Their strategy is simple: Make disciples through prayer. Discipleship is not just for adults. Children are also involved in disciple-making. They are nurtured in their faith and, in turn, help their family and friends become disciples too. This congregation is using house churches to make disciples in the neighborhoods of their city. Their ministry is bathed in constant prayer by Spirit-filled Christians in the Church of the Nazarene.

Write each Fast Fact on a small piece of paper and place them in a coffee mug. Copy Activity Sheet 6—enough for each child to receive one.

Distribute Activity Sheet 6 and say, You have one minute to find and trace the outline of each church hidden in the geometric shapes on this page. After one minute, let the children tell how many churches they found.

Say, A church is a place where God's people gather to worship God, sing, hear sermons, pray, and read and study the Bible. Look at your activity sheet again. Can you see any other buildings where people could do these things? Help children discover the school, a hut, and a house. Point out that any of these places can be a meeting place for a church and that people around the world do meet in such places for church.

Say, More important than the buildings are the people who meet there. They are the Body of Christ, and they are the ones who do the ministries of the church: preaching, teaching, visiting the sick, and helping those in need.

One of the most important tasks of a church is to provide an atmosphere where people can meet God in prayer. Jesus said, "My house will be called a house of prayer for all nations" (Mark 11:17a). A "house of prayer" is another way to describe a church.

Locate Colombia on a map. Let volunteers each select a Fast Fact from the coffee mug and read it aloud.

Say, today's story tells how God worked through a Colombian woman living in Miami to bring a convicted criminal to faith in Christ.

MISSION STORY: The Disciple-maker and the Empty Chair

by Liliana Vargas, as told by Matt Price

Liliana was scared when she first began ministering to the prisoner named Felix. "I had never met this man before, yet my heart told me to talk to him about God," Liliana recalled.

At first, Felix was angry. He said, "If you are here to tell me about God, then leave now."

But Liliana did tell him about God. Every eight days, she visited him in prison. Their friendship grew, and soon Liliana realized she was falling in love with him. It frightened her. For six months, Liliana refused to visit Felix. She began to fast and to ask God what to do.

One day, Liliana opened her Bible to Acts 9:13-15. God seemed to say through these verses, "Go. You are a chosen instrument of mine." This helped Liliana realize that she was to share His plan of salvation with Felix. So she returned to the prison.

Not long after, Liliana and Felix were married by the prison chaplain. Every time Liliana visited Felix she would say, "Jesus loves you." And Felix would reply, "I don't believe in God." But Liliana did not give up. She believed that God would change Felix.

Soon Felix was released from prison and sent back to Colombia. He decided that his marriage to Liliana would not work, and he ignored her. She followed him to Colombia anyway. Felix told her, "There's nothing for you here in Colombia. Go back to the United States."

"It was only through the strength of God," said Liliana, "that I stayed with Felix."

Felix told Liliana to quit going to church. He offered her money if she would forget about God and go to parties with him. She did not listen to Felix. Instead, she continued to pray for him.

One day, Liliana found the Cali Church of the Nazarene, where she met a woman who encouraged her to fight for her marriage. She reminded Liliana that Jesus cared for both her and Felix and that the church would be praying for them.

Liliana joined the Cali Church. Every time she went to church, she saved a seat beside her. If someone asked to sit there, she would say, "I'm sorry, this chair is for my husband." Then she prayed that someday he would come.

Felix continued to reject God. One night he challenged Liliana. "I want to know if your God is as powerful as you say He is."

Liliana prayed. "Lord, show him how powerful You are and how much You love him."

The next day, Felix asked for the pastor's phone number. At first, Liliana was afraid of what Felix might do. But she had been praying for God to show Felix His power and love. Now she needed to trust God, so she gave him the number. After Felix made the call, he met with the pastor for a long time that night.

When Felix returned home, Liliana met him at the door. She looked up at him and saw tears streaming down his face. He asked Liliana to forgive him and said, "Now your God is my God. I want to leave my old life behind me. Let's start a new life together."

Liliana thanked God for answering her prayers. Today she testifies. "We have a powerful God—a God who can do all things. We have to believe in Him, give Him our hearts, and trust Him. Without God, we cannot do anything. He is marvelous. Only God could do this work in Felix's life."

Today Felix and Liliana serve God in ministry in the country of Ecuador.

STORY DISCUSSION

Discuss the following questions:

1. How was Liliana a disciple-maker?
2. Can you think of someone who needs to be in church and for whom you would save an empty chair?
3. Where are Felix and Liliana discipling others today?

Say, The members of the Casa de Oración Church of the Nazarene in Cali, Colombia, pray over every chair in the church before their weekend services. Every Tuesday morning they gather for prayer before work and school. On Wednesdays, the church members spend all day praying and fasting. They each sign up for two-hour time periods. Members of other churches from around the world have committed to pray and fast in the same way 24 hours a day, 2 days a week.

Use the following questions to lead a discussion about the power of prayer in making disciples and growing churches.

1. What opportunities for prayer could a church provide? (Prayer chains, prayer meetings, prayer groups, prayer walks, prayer and fasting, prayer breakfasts, prayer chapel, etc. If your church does not participate in some of these prayer initiatives, you may need to explain them to the children. Maybe the children will want to start a prayer activity of their own.)
2. How do you think prayer helps to grow a church? (Keeps the focus on God's plan, enables people to seek and know God's will, keeps the focus on spiritual resources, etc.)
3. In what ways can you be a part of the ministry of prayer?

Tell Children, **Although you are young, you can grow spiritually and become someone of influence.** The Casa de Oración Church of the Nazarene shows this same truth. It started with only a few members and has grown into a church of 8,000. Consider this: If every Christian were to lead just one person to Christ each year and to disciple that person to do the same, it would take about 35 years to reach the entire world for Christ! That's multiplication! Let's follow the example of the Casa de Oración Church and help reach our world for Christ.

PRAYER TIME

Share the following prayer requests, then have children use one of the postures of prayer (kneeling, standing, sitting down) and offer sentence prayers.

- Pray for the pastors and church workers.
- Pray for those who are training to become pastors.
- Pray for those who need to hear about Jesus as their Savior.
- Pray for those who are sick and need healing,
- Pray for the church in Colombia to keep growing.
- Pray that God will continue to call people from Colombia to serve as missionaries in other places around the world where they will share the good news of Jesus Christ.

LESSON 7: Peru

PURPOSE

To help children learn how the Gospel is taken into the entire world to people who are difficult to reach with Jesus' love.

BACKGROUND INFORMATION

Fast Facts

- Peru was the home of the ancient Inca Empire.
- Machu Picchu [MAH-chew PEE-chew], the ancient Inca ruins high in the Andes Mountains, is the most visited tourist attraction in Peru.
- The Amazon [AM-uh-Zahn] River begins in Peru.
- Nazarene mission work among the Aguaruna [AH-gwuh-REW-nuh] Indians is located on the Marañón [mahr-uh-NYOHN] River, one of the headwaters of the Amazon.
- Iquitos [ee-KEE-tohs], a city in the Amazon jungle, is the largest city in the world that can be reached only by airplane or boat.
- There are more than 3,000 festivals held in Peru each year, most of them related to a religion.

LESSON PRESENTATION

Introduction

In one area of the room, create a jungle atmosphere. Use lots of artificial and/or real plants to make a thick jungle setting. Put some stuffed animals, such as monkeys, birds, lizards, etc., in the trees and plants. Have the children sit in this space when you tell the story about Greg Garman. As the children enter the room, play some background music or jungle animal sounds. Darken the room to fit the jungle theme.

God calls some people to be His witnesses in every isolated place on our globe, like the jungles of Peru, where Larry and Addie Garman have served for more than 40 years. They raised a family in a jungle that was a remote location. They faced hardships and persecution. But the Garmans persevered. And God was faithful to His promise to go and be with them. The Kingdom is being established in the jungle of Peru.

Before class, write the six Fast Facts on different sheets of paper. Say, Today we're going to learn about Peru, a country in South America. Point to Peru on a map. Then hold up the Fast Facts, one at a time, and have volunteers read them aloud. (Be prepared to help children with pronunciations.)

Say, One of the ways people travel in the jungle of Peru is by river. They use the river like a street or road. In Peru, many people travel in canoes. They use paddles to move the canoe through the water. Today we're going to have a race on the Marañón River, which is an important river in Peru. It's one of the large rivers that flow into the Amazon River. Locate the rivers on the map.

Divide the class into two teams and give a paddle to the first person in each line. Say, Let's see how many Fast Facts you remember. Have a list of the Fast Facts from the previous lessons, too. If you answer correctly, you'll pass the paddle to the next player on your team. If you answer incorrectly, you'll keep the paddle and try one more time when it's your turn. The team who passes the paddle the most times is the winner. Give prizes to each team.

Say, Today's story is about Greg, a missionary kid who grew up in the jungle of Peru with his missionary parents.

MISSION STORY: An MK's Jungle Life

by Wes Eby

"Greg, here's a fat, juicy worm," Rusty said. "That should catch a big catfish."

"Here's a whole bunch of them," Greg said, as he dug up a mud clump with his machete [muh-SHEH-tee] (a large knife-like a sword). We'll get lots of fish today."

"I think we have enough worms now," Rusty said. "Let's head to the river."

Greg and his older brother enjoyed digging earthworms for fish bait. As MKs (missionary kids) in the jungle of Peru, they liked their carefree life.

The brothers headed to a tree on the bank of the Marañón [Mahr-uh-NYOHN] River. "This is a perfect spot," Greg said. "Let's see what we can catch."

They tied their fishing lines to the tree branch and tossed the hooks with the worms into the water.

"Now we can go swimming. Last one in is a monkey," Greg said as he dove in first.

Once in a while the boys would look at the fishing lines. If the line was slack, they knew they did not have a fish. But if the line was tight, a fish was on the line. They would stop swimming long enough to take the fish off the hook and put more bait on it. Then they would plunge back into the river.

After about an hour, Greg said, "I'm hungry. Let's catch some tadpoles."

Greg and Rusty found some warm puddles where tadpoles gathered. They scooped them up in their hands and wrapped them in leaves. Then they built a fire and roasted the tadpoles.

"This is so good!" said Greg.

"Yeah. They're as good as roasted grub worms," added Rusty. "Let's catch some more."

The boys went to find more tadpoles.

Today Greg will tell you, "That was the life I lived and enjoyed as a child."

Greg was four years old when his parents, Larry and Addie Garman, went to Peru as missionaries. Dr. Larry Garman felt that God had called him to be a missionary to the people in the jungle of Peru. He moved there with his wife and his three children, Rusty, Greg, and Candy.

"Our youngest brother, Tim, was born in Peru," Greg says. "I grew up in a loving and caring Christian home. When it was time to go to school, I attended boarding school. I always knew that Jesus wanted me to be His child. I asked Him more than once to come into my life."

One Christmas when Greg came home from school, he knew that he was not living as Jesus would like. "In our home in the middle of the Amazon jungle near the Marañón River," Greg says, "I knelt beside our couch and asked Jesus to forgive my sin and come into my life. This was one of the greatest Christmas vacations I ever had."

Today Greg is a minister in the Church of the Nazarene. He pastors a church in California. He still loves missions and makes trips each year to Peru to visit the people. He also leads Work & Witness teams to the jungle.

Rev. Greg Garman and his wife, Leslie, have two daughters, Aubree and Spencer. His family loves Peru, just as Greg does, and they have visited the country many times.

One year, Greg and his two daughters took a long bicycle ride in Peru. "We started in the city of Chiclayo [(chee-KLIE-yoh] in northern Peru near the Pacific Ocean," Greg says. "We cycled up and over the Andes Mountains and then down into the jungle. We ended at New Horizon, the Nazarene mission station where my parents have lived for many years. The trip was 300 miles, and it took us five days. The purpose of the bicycle ride was to raise money for two Bible schools in Peru, one of them in the jungle."

"Missions is for everyone," Rev. Garman says. "Nearly every summer our daughters are involved in some type of missions project. I will not stop supporting missions. It is where my heart belongs."

STORY DISCUSSION

Say, Why do you think Rev. Greg Garman's children, Aubree and Spencer, love to go to Peru? Would you like to be a missionary's kid in the jungle of Peru? Why or why not?

After children have given their responses, say, Missionaries must learn to accept the culture of the people they serve. The Garmans accepted the culture of Peru. This made it possible for them to witness to the people about Jesus Christ and lead many to receive Jesus as their Savior.

Use Activity Sheet 7 to help children learn the scripture verse: "You will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth" (Acts 1:8). Before class, write the scripture verse on a large sheet of paper or a piece of poster board.

Say, One of the places in Peru that people like to visit is Machu Picchu. This was one of the homes of the Inca Indians in Peru hundreds of years ago. Machu Picchu was built on the side of a mountain. The people built terraces on which to grow their crops. This made it difficult for outsiders and enemies to get to them.

Hold up the scripture verse and say, This Bible verse contains the words of Jesus. Read the verse aloud. Discuss with the children the meaning of Jerusalem, Judea, Samaria, and the ends of the earth." Have the children read the Bible verse aloud two times. Then invite one or more of the volunteers to say it.

Distribute Activity Sheet 7 and go over the directions with the children before they begin. Encourage the children to take the verse home and memorize it.

PRAYER TIME

Say, People in the jungle of Peru live a long distance from big cities. They often live by themselves. The Inca Indians built Machu Picchu high on a mountain so other people could not get to them. But there is no place that God cannot go. God can hear the prayers of people wherever they are in the world.

Ask, What prayer requests do you have for the people in the jungle of Peru? Guide the children to pray for:

- People to know Jesus as Savior
- The safety of missionaries as they travel and live in the jungle
- Work & Witness teams to help build churches in the jungle of Peru

Lead the children in a time of prayer. Encourage some children to say sentence prayers. Have children write out their prayer requests and add to their prayer kites.

LESSON 8: Ecuador

PURPOSE

To help children discover how God works through prayer to protect and help missionaries in dangerous situations.

BACKGROUND INFORMATION

Fast Facts

- Ecuador is the Spanish word for equator.
- The famous Galapagos Islands, located off the coast of Ecuador, are home to some of the most unique animals in the world.
- The penguins that live off the coast of Ecuador are the only penguins found north of the equator.
- One of the best known Galapagos animals is the Galapagos giant tortoise, for which the islands are named.
- The llama, a cousin to the camel, is raised in Ecuador for transportation, wool production, and guarding livestock.
- Ecuador is called “Middle of the World” because the equator passes through it.

LESSON PRESENTATION

Introduction

On a table, display a colorful Indian blanket. Arrange pictures on it that are typical of Ecuador, such as volcanoes, mountain scenery, jungle flora and fauna, tropical rain forests, and beautiful beach scenes. Title a bulletin board—**EXPLORE ECUADOR**. Display a map of Ecuador on a background of yellow, royal blue, and red—colors of the Ecuadorian flag. Prepare a “treasure chest” for use in one of the lesson activities (use a jewelry box, decorated shoe box, or gift box). Label one corner of your room with a sign—**PRAYER CORNER**. Provide a table and chairs. On the table, place a basket of prayer requests for the children to select when they come to pray. Keep paper and pencils on the table so they can add their own prayer requests to the basket.

Before class, write each of the six Fast Facts on a slip of paper and place each one in an envelope labeled “**EXPLORE ECUADOR**.” Number the envelopes 1 – 6, and pin them on the bulletin board. Write the numbers 1–6 on small slips of paper and put them in the treasure chest.

Ask, **What does the word “explore” mean?** (To search for unknown information; to travel in order to discover something new.) Say, **Today we are going to explore Ecuador. We will learn some interesting things about this country. Let’s look at Ecuador on the world map. Note that Ecuador is located in South America and is bordered by the countries of Colombia and Peru, and by the Pacific Ocean. Point out Quito, the capital city.**

Say, **Ecuador is named for the imaginary line that runs through it. Does anyone know what this imaginary line is called?** (The equator runs around the middle of the earth, dividing it into the Northern and Southern Hemispheres.) **A monument stands on the equator in Ecuador. It is a tourist attraction. If a person stands at the equator at noon, the person will not have a shadow.**

Now, let’s discover a few other treasured facts about Ecuador. Ask six volunteers to draw numbers, one at a time, from the treasure chest. Have each volunteer read the Fast Fact in the envelope with the matching number. Tell children their exploration of Ecuador has just begun.

All of our missionaries are heroes. They go into unknown lands and often unprotected places to follow God’s call. Our hero in this lesson is Don Cox, who was kidnapped while serving in Ecuador. His story is one of endurance and hope and of God’s faithfulness. The community of believers around the world shared the burden of Don’s kidnapping and lifted it as one voice to the Lord in prayer. When a

united effort such as this takes place, the Church is at its best and each individual is forever stronger in the faith. It is because of this faith-building experience that the Don Cox story should be told.

Say, This is a true story about Don Cox, a missionary hero. Don was kidnapped while serving in Quito, Ecuador, in 1995. His story is one of endurance, hope, and courage.

MISSION STORY: Terror on the Mountain

by Bev Borbe

Missionary Don Cox awoke with a startled cry! Something was wrong. He was cold and hungry, and the sound of mosquitoes circled his head. His memory returned in a flash. It was just yesterday that he went downtown to meet someone who called about a car he was selling. Two men and a woman met with him and asked to drive the car before buying it. Don agreed. But when they headed out of town, Don knew he had made a mistake. They picked up two other men along the road, and it became five against one.

Now Don was in a dense, dark rain forest somewhere in the Andes Mountains of Ecuador. He was a long way from his home in Quito, his wife, Cheryl, and his four boys. He remembered walking a long way to get there, stumbling up and down mountains and through heavy underbrush. He was bruised, scratched, and very cold.

Two of the evil-looking men who had kidnapped Don now guarded him. From what he could tell, he was on an old wooden platform with some of his kidnapers sleeping underneath it. He pulled the blanket up around his head to keep out the hungry mosquitoes. His kidnapers had told him that he would be released after his family paid a half-million-dollar ransom. He knew his wife did not have that much money, nor did the Church of the Nazarene pay ransom. He wondered what would happen.

Days passed. Don hoped he would be rescued, but tall trees hid the mountain hideout. During the first week, Don used the only two weapons he had—prayer and his pocket Bible. Every morning, he prayed as loud as he could. During the day, he read entire books of the Bible with a loud, booming voice, so that his kidnapers could hear. The Word of the God filled their ears and thoughts. When the days ended and the cold nights came, Don would curl up with his blanket and say a prayer he learned as a child. “Now I lay me down to sleep, I pray the Lord my soul to keep. If I should die...” He had done his best. His heart was at peace.

There was another weapon being used to help Don—the prayers of millions of Nazarenes around the world. As they prayed, God kept Don’s body from harm—though he was continually cold in the mountain air, hungry, thirsty, and faced possible torture and death. God also helped Cheryl and the boys during this very difficult time. And God helped the authorities to find clues, a negotiator to deal with the kidnapers, and the police to trace a call that led them to the kidnapers. The prayers of God’s people were a mighty force in the rescue of Don Cox!

As soon as the police and investigators knew where Don was being held, they were in their cars and on their way to the mountain hideout to rescue him. Up the mountains they climbed and down steep and dangerous roads and trails they walked. At last, they came to the area where Don’s kidnapers were holding him.

In the mountains, it grows dark early. The kidnapper who was guarding Don had gone to bed already. Within minutes, the police jumped on him, knocking his pistol away. At the same time, police rushed to Don, yelling, “Mr. Cox, we’re the police. You are saved!”

“I’ve been rescued!” thought Don. “I’m not going to die on this mountain!”

It was over. Missionary Don Cox was a free man.

It was Christmas Day, December 25, 1995. The plane carrying hero Don Cox back to the United States landed at O’Hare Airport in Chicago. Don was the first one off the plane. He hurried into the arms of his wife, Cheryl, and their four sons, Phil, Matt, Paul, and Mike. Amazingly, after all that time in the mountains, he still had \$400 cash in his pocket. The kidnapers had never found it. More importantly, he was free, he was warm, and he was home! This was the best Christmas Don had ever had!

STORY DISCUSSION

After reading the Don Cox story to the children, discuss the following questions:

1. During the time that Don Cox was held by his kidnapers, do you think he thought God had forgotten him?

2. What two things did Don do to show he was trusting in God? (Prayed and read the Bible.)
3. What is intercessory prayer? (Prayer that is said on behalf of, or for, another person.)
4. When you have a problem, would it help you to know others are praying for you?
5. Do you know someone who needs help right now? Could you pray for that person? Why would it be a good idea to tell the person you are praying for him or her? (It would encourage the person to let him or her know you are a partner in prayer, to help strengthen the person's faith.)

Take time for intercessory prayer. Tell children they do not have to use specific names of people if it would not be appropriate. Remind them to thank God for answers to prayer and for answering the prayers for Don Cox. Encourage children to pray daily for others.

Tell children they will each make a take-home booklet of the Don Cox story. Distribute Activity Sheet 8. Have children cut the booklet apart from the pictures. Demonstrate how to fold the booklet in thirds, accordion-style, beginning with the left side, in order to form six pages. On the first page (the cover), have children write the title, **TERROR ON THE MOUNTAIN**. On pages 5 and 6, have them number the pages and label them as follows: Rescue, Homecoming. Then let children color the pictures, cut them apart, and glue them on the pages of the booklet in the correct order.

Following are the words that will be used in the booklet:

1. Terror on the Mountain
2. Kidnapping
3. Mountain Hideout
4. Prayer
5. Rescue
6. Homecoming

Encourage children to take their booklets home to share with others and to remind them of the importance of prayer.

PRAYER TIME

Say, It is not often that we hear of missionaries being kidnapped as Don Cox was; but missionary hero stories are being made every day. We should continue to pray for those who are suffering and have to endure difficult situations. Every year, the Church of the Nazarene supports a day of prayer for the persecuted Christians of the world. Everyone is encouraged to participate by praying.

Let's remember the following requests as we pray now for the people of Ecuador:

Prayer Requests

- Pray that all will hear the Gospel.
- Pray that the church will continue to grow.
- Ask God to help the boys and girls in Ecuador in their schools, churches, and homes.
- Pray for the missionaries who serve them.
- Thank God for the blessings we have.

Ask children to write down their prayer requests and glue them on their prayer kites.

LESSON 9: Brazil

PURPOSE

To make children aware of creative ways used to communicate the Gospel.

BACKGROUND INFORMATION

Fast Facts

- Brazil is the fifth largest country in the world. It takes up about half of South America.
- Brazil has won the World Cup football (soccer) tournament more times than any other country.
- In the Amazon rain forest, people sleep in hammocks.
- Brazil has the largest tropical rain forest in the world.
- People who live in the Amazon rain forest are called Amazonians.
- Amazonian children play in the rain forest where there are pink dolphins, razor-toothed piranha [puh-RAH-nuh] (a type of fish), and deadly anaconda snakes.

LESSON PREPARATION

Introduction

Create your own rain forest with real or artificial foliage. As children enter the classroom, play a CD of jungle animal sounds or the sound of rushing or cascading water. On large sheets of paper, sponge yellow, green, and blue paint to create a variety of patterns and textures. After the paint dries, cut out leaf shapes to form the border for a bulletin board. Cover the board with green paper and title it "The Amazon Rain Forest." Display pictures of animals, birds, fish, insects, and flowers that are found in the rain forest. (Google "Amazon rain forest animals" or look up the topic in books in the library for examples.) If possible, display a hammock. Tape blue paper on the floor to represent the Amazon River. Let children sit on the "riverbank" as they participate in the lesson.

Of the 62 cities along the Amazon River, 10 are accessible by road, the other 52 only by water. There are 20,000 communities that have not been reached by the Gospel. Reverend Manuel Lima [LEE-muh], a missionary from Brazil, was a pastor in São Paulo for 24 years and then felt called to the Amazon to evangelize and plant new churches. He dreamed of having a boat that would take him to minister in these communities. In time, enough money to purchase a used riverboat was raised, and half of it came from churches in Brazil. The boat, named *Jesus the Hope*, carries a JESUS Film team and provides a clinic and a radio station that broadcasts to thousands.

Before the lesson, make six cutouts of boats and write the six Fast Facts on them.

Say, On the map you can see how large Brazil is. It takes up almost half of South America. Brazil has the largest rain forest in the world. People who live in the rain forest are called Amazonians. Let's imagine what it would be like to live in the Amazon rain forest.

If you were an Amazonian, you might live in a house made of sticks tied together with vines or built with unpainted planks. Your mother would probably make the bread you eat, and your father would likely hunt with bow and arrows. Your lunch might be a fat monkey cooked in the shell of an armadillo.

Ask, How are you taught your school lessons. Say, If you were an Amazonian child, you might listen to your school lessons on the radio. Then you might play in the rain forest where there are pink dolphins, razor-toothed piranha, and anaconda snakes.

Ask, Where do you go for help when you get sick? Say, In the Amazon jungle, there probably would not be a doctor or clinic nearby. A missionary doctor might come by boat on the Amazon River to provide care and share God's love.

Review the Fast Facts of Brazil by reading them aloud from the six boats.

Make a Rain Stick

Before class, cut out the end circles for each child's tube. Make a sample rain stick. Experiment with the type and amount of filler to get the sound you like.

1. Trace the opening of a paper towel tube on poster board.
2. Draw a circle 1" larger around the first circle.
3. Cut out the larger circle to make a pattern.
4. Using the pattern, cut 2 circles to cover the ends of each tube.
5. Cut 1" slits on the outer edge of each circle, about ½" apart.

Say, In the Amazon rain forest, it rains every day. Today we're going to make rain sticks as a reminder to thank God for the rain forest and to pray for the Amazonians who live there.

Distribute the materials and have children make their rain sticks as follows.

1. Cover one end of the tube with a circle by folding the flaps over the edge and taping them to the tube.
2. Crumple the foil lengthwise and slide it into the tube.
3. Add one-fourth to one-half cup filler (dry beans, rice, peas).
4. Cover the other end of the tube, tape, then decorate.
5. Slowly turn the rain stick upside down to hear the "rain."

MISSION STORY: Set Free

by Carol Anne Eby

Say, Pastor Manuel Lima is a missionary from Brazil. He travels on a riverboat, *Jesus the Hope*, to many small villages along the Black River in the Amazon jungle. This story tells how he helped a family in need of hope.

Thick darkness covered the rain forest as the ministry boat, *Jesus the Hope*, docked along the Black River. São [SOU] Sebastiao [se-BAS-tee-ou] was the destination. Ministry teams had visited here before on the boat that carried the JESUS Film, provided a clinic, and broadcasted the Gospel by radio. The boat brought hope to this isolated area of the Amazon. Lives had been changed and a new church planted.

It was one o'clock in the morning when Pastor Manuel and his team got off the riverboat and into a canoe. As they traveled through the murky waters, they were guided by only one point of light—a flashlight held by those waiting on shore.

"Look, Pastor," one of the team members whispered. "Crocodiles!"

Pastor Manuel saw the croc's eyes just above the surface of the water. They were shining like two fireballs in the night. He breathed a prayer as he and his team made it to land. By flashlight, they walked along the path to the house of Barnabe [BAHR-nuh-bay] and his wife, Sandra, who were serving as their hosts.

"Welcome, Pastor!" Barnabe exclaimed with a joyful smile.

The ministry team entered the small house occupied by the parents and their eight sleeping children.

The next morning, Pastor Manuel awoke to the sounds of the jungle. Monkeys were chattering, and the birds were calling. Sandra gave each member of the team a piece of bread and a cup of milk. She looked at the children and said, "Run along while our visitors eat."

As the children went outside, the team realized that if they did not leave a bit of bread on their plates, the children would not have any.

The pastor observed the family during the day as they worked around the house. His heart was saddened as he looked at the unpainted planks, the bits and pieces of tin used as a roof, and the poor furnishings of the house. The family had a simple lifestyle with no electricity, little water, and practically nothing to eat.

One of the team members commented, "Pastor, they are so poor, yet they seem so happy."

Pastor Manuel answered, "Yes, except for Elcilei [el-si-LAY] and Elcimeire [el-si-may-RAY], two of their young daughters. I wonder why they look so sad."

That night, the family and all of their neighbors gathered in a small Nazarene chapel nearby. During the service, the two young daughters suddenly began to shake and make strange sounds. Several men helped them out of the church.

"Pastor, please help my girls," begged their father. "They behave so strangely. They cry and seem so angry. Please help them!"

Pastor Manuel visited some of the people in the village the next day. He asked, "Why do these young girls act this way? What makes them so sad?"

One of the village leaders said, "We think the prayers of the Nazarene women are to blame. They pray eight hours every day! They're disturbing the souls of the dead people in the cemetery behind the church."

Pastor Manuel realized that the people were afraid of the evil spirits and the power of Satan. He went back to his team and said, "We must fast and pray that God will come to this place in a mighty way and that Satan will be defeated. I believe Satan is using his power to torment these girls. Satan is trying to destroy all of the good work here, but God wants to do a great work in this place."

Pastor Manuel went to the girls and asked to pray with them. At first they were frightened, but they knelt with him as he poured out his heart to God. God answered prayer. The girls were delivered and gave their lives to Jesus Christ. They were set free and now have a strong faith and joy in their hearts. Now Barnabe and Sandra have eight children who are happy and have smiles on their faces. The boat brought Jesus, the Hope, and He will never leave them.

STORY DISCUSSION

Say, To the people of the Amazon, the river is life. Most of the villages along the river can be reached only by boat.

Pastor Manuel Lima felt called to the Amazon to minister to families suffering not only physically, but also spiritually. He dreamed of having a boat that would take him to minister in these villages. In time, there were enough funds raised to purchase a riverboat. It was named *Jesus the Hope*. Jesus also ministered from a boat. Luke 5:3 says, "Then [Jesus] sat down and taught the people from the boat."

The boat, which carries the JESUS Film team, a clinic, and a radio station, provides creative ways of sharing the Gospel. Ask, What are some other ways that the Gospel can be communicated? (Possible answers: television; CD; teaching; preaching; singing; Work & Witness teams; evangelism tools, such as the EvangeCube, Evangelism Ball, etc.)

Distribute Activity Sheet 9 and tell children to connect the dots to complete the picture of the boat, *Jesus the Hope*. Note that the name on the boat is written in Portuguese, which is the national language of Brazil. Then have the children color the boat that takes Pastor Manuel and his team to the Amazon jungle to share the Gospel.

PRAYER TIME

Before class, visit www.worldmissionbroadcast.org and check with your NMI president about the World Mission Broadcast Offering.

Say, You have learned many things about Brazil. One of the most important things you should remember is that Jesus brings hope to people in need. Let's pray for Pastor Manuel and his team as they minister with *Jesus the Hope*. Pray that many more boys and girls and their families will come to know Jesus.

You can make a difference by praying. You can also make a difference by giving. In the next few weeks, you can help fill our "bank" with offerings. The offerings will help World Mission Broadcast to continue sending the Gospel to the Amazon jungle and all over Brazil through radio programs. Radio can go where missionaries can't go, and Jesus can speak to people's hearts.

Glue prayer requests for Pastor Manuel and his team on the prayer kites.

LESSON 10: Bolivia

PURPOSE

To help children understand that the Gospel was meant to be shared with everyone.

BACKGROUND INFORMATION

Fast Facts

- In Bolivia, there are several people groups, including the Aymara [ie-muh-RAH] Indians.
- Many Bolivians believe in nature worship called animism [A-nuh-mi-zuhm].
- Llamas are related to camels, but do not have humps.
- The Andean condor is the national bird of Bolivia. It is the largest flying bird in the Western Hemisphere.
- Bolivia's flat mountainous region of the Andes is called the Altiplano [al-ti-PLAH-noh].
- Bolivia and Peru share the shores of Lake Titicaca [ti-ti-KAH-kah], the highest lake that is also deep enough for boat travel.

LESSON PREPARATION

Introduction

Set up a corner of the room to resemble a radio broadcasting station. Create a booth for two announcers by cutting a "window" in a large box, such as a refrigerator box. Cover the outside of the box with black paper, or use black paint. Inside the booth, place two chairs and two pretend microphones. If possible, borrow old radios to display. Play Christian music as children enter the room. Hang travel posters of Bolivia.

Missionaries to Bolivia minister in a nation where 95 percent of the people claim to be Catholic. However, many mix Catholicism with animistic beliefs and rituals. Animism is the belief that spirits exist in things of nature, such as plants, animals, mountains, and rivers. After participating in a mass, a Bolivian may present an offering to a nature spirit on his or her way home. Others may bring food and drink to a crucifix like they do with their animistic spirit worship.

These people have religion, and yet they are lost. They fear the spirits. They need a saving relationship with God that comes through faith in Christ. This faith is something that must be shared because the Gospel is for everyone.

Say, Bolivia is a country in South America. It shares its borders with five other countries: Paraguay, Argentina, Chile, Peru, and Brazil. Point to these countries on a map.

Say, Bolivia has three very different kinds of landscapes—the dry Andes mountains, featuring the second largest plateau in the world, called the Altiplano; the wet tropical rain forests in the Amazon basin; and a very hot and dry forested lowland area.

Locate Lake Titicaca on the map. Say, Bolivia and Peru border the shores of Lake Titicaca, the largest lake in South America. At nearly 12,000 feet above sea level, it is the highest lake that is also deep enough for boat travel.

Tell children that Bolivia is home to a number of people groups, including the Aymara Indians. Say, Most Aymara live in the Altiplano where conditions are harsh. They grow crops and herd animals. Many people in Bolivia raise their own crops and livestock. The llama, which is related to the camel, is a common animal to raise in Bolivia. Llamas are prized for very soft wool, which is used to make clothes, blankets, and rugs.

Say, The Church of the Nazarene in Bolivia has more than 250 churches with a total of about 12,000 members. There is also a Nazarene seminary in La Paz [lah PAHS], one of Bolivia's two capital cities.

Review the Fast Facts before the mission story.

MISSION STORY: The Curse of the Three Frogs

By Gina Grate Pottenger

Say, Linda Spalding served as a missionary nurse in Bolivia, where she shared her faith in Christ with people who held animistic beliefs.

Rosa walked toward the village water faucet, carrying a bucket and humming a song she had learned at the Nazarene church.

The 16-year-old passed the little grocery store where the owner and his wife gave shots and medicine to people in the village. However, they had no training. Until the Nazarene clinic opened down the dirt road, the store was the only place where villagers could receive medical treatment.

The storeowner's wife came outside to dump a tub of dirty water in the bushes. Rosa smiled, but the woman glared at her.

"Hey," she called to Rosa, "tell that missionary lady to go back where she came from. We don't need another clinic here."

Rosa's smile faded as she hurried away. After filling the bucket with water, she carefully carried it to the Nazarene clinic. As she unlocked the door, Rosa gasped. A large frog lay upside down in the grass with its white belly facing the sky and its throat cut open.

"Oh, no!" Rosa cried.

"What's wrong?" asked a voice behind her.

Rosa turned to see Linda Spalding, the missionary nurse who ran the Nazarene clinic.

"You've been cursed. Señora [sen-YOHR-uh] Linda! The person who sent this frog will send two more. When you receive the third frog, you will die. I think it's the storeowner's wife who has put a curse on you! She doesn't like your clinic. Maybe you should close it."

"It will be OK," Linda said, as she picked up the bucket of water and led Rosa inside. "Do you remember when you asked Jesus to forgive your sins?"

Rosa nodded.

Linda smiled. "Jesus is more powerful than any curse. I know your family and many others believe that spirits live in trees, animals, and other things of nature. But God created everything on earth, including that frog. That means the Lord who has power over everything has power over curses too. He will protect us. Do you believe that is true?"

Rosa took a deep breath and thought for a moment. A peaceful feeling came over her.

"Let's pray together and ask Jesus to protect us from the curse," Linda suggested.

"OK," Rosa said.

"Dear Jesus," Linda began, "Rosa and I know that You are the Master over all the earth. We trust You to protect us from this curse. We also ask You to change the hearts of those who would curse this clinic."

Rosa added, "Jesus, thank You for bringing Señora Linda to us. She has helped many people who were sick. Thank You for protecting us."

"Amen," Linda and Rosa said together.

"I feel much better now, Señora," Rosa said.

"Then let's get to work!" Linda said.

The next morning when Rosa arrived at the clinic, she found another frog upside down next to the door.

When Linda arrived, Rosa began to cry. "It's the second frog! If they bring the third one tomorrow, you will die!"

Linda reminded Rosa of Jesus' promise, and they prayed for the storeowner and his wife to invite Jesus into their lives.

On the third day, Rosa expected to find the last frog by the clinic door. After spending her life fearing the spirits in nature, she still struggled to believe in God's protection. She looked all around the clinic for the last frog.

Someone with a kind voice called out, "What are you doing, Rosa?"

Rosa spun around laughing. "No frog, Señora Linda! No frog! Jesus protected us, just like you said!"

Rosa glanced toward the grocery store where the owner's wife was hanging towels on the fence to dry. She stopped when she saw Rosa and hurried inside.

"Maybe we should invite the owner and his wife to church," Rosa said to Linda.

"That's a great idea," Linda agreed. "Let's stop at the store to say 'hi' after we close the clinic today. Perhaps we can become friends."

After this experience, Rosa's faith in Jesus grew stronger. Linda and her family became friends with the storeowner and his wife. A few years later, Rosa trained as a nurse at a Methodist hospital. She remained friends with Linda, who left Bolivia for another missionary assignment.

STORY DISCUSSION

Lead children in reading aloud Acts 10:34-35. Say, These verses tell us that God wants all people from all nations to have a relationship with Him through His Son, Jesus Christ. Even when Rosa was practicing animistic beliefs, God was concerned about her and wanted her to come to salvation. When people ask Jesus to be their Savior, He accepts them all—no matter who they are or what they have done wrong.

When we share our faith with people we meet, like Rosa, and send missionaries around the world, like Linda Spalding, we make it possible for people to come to Jesus. He sets them free from the fear of evil spirits and curses.

Distribute Activity Sheet 10. Say, Hidden in these numbers is a picture of a man and woman from a Bolivian native people group called the Aymara. This people group lives in the high plains region of the Andes mountains. Aymara clothing is very colorful and fits life in the mountains. It brightens the high plains landscape. Men usually wear striped ponchos over shirts and pants. Knitted wool hats with flaps keeps their ears warm. Felt hats may be worn over the wool hats. Women wear felt rounded hats and shawls for warmth. Their full skirts are brilliant shades of orange, purple, red, and blue.

Tell the children to connect the dots in numerical order, starting with number 1, and coloring the landscape and Aymara clothing.

PRAYER TIME

Remind the children to pray for Nazarene churches in Bolivia, for the missionaries and pastors and leaders who share the Gospel with people who need to be set free from their fear of evil spirits. Let the children write down prayer requests and attach them to their prayer kites.

LESSON 11: Argentina

PURPOSE

To challenge children to pray specifically and consistently for others.

BACKGROUND INFORMATION

Fast Facts

- Buenos Aires, the capital city of Argentina, is known as the “Paris of South America.”
- An herb-based tea called “mate” [MAH-tay] is the national drink of Argentina.
- Gouchos [GOU-chohs] are Argentine “cowboys” who live and work on cattle ranches in the pampas [PAHM-pahs].
- Each year 500,000 Magellan Penguins return to the Atlantic coast of Argentina to breed.
- The remains of some of the world’s oldest known dinosaurs have been found in Argentina. In 1988, the bones of Argentinosaurus were discovered.
- Iguazú [ee-gwuh-SOO] Falls is the second largest waterfall in the world.

LESSON PRESENTATION

Introduction

Argentina is a magnificent country with a great variety of climates and geographical features. It has a lot of European influence, and Spanish is their language. As missionaries pray for their neighbors and friends, acts of kindness and sharing simple gifts speak louder than words. God talks to people’s hearts. Help children discover that they can be part of God’s work as they consistently pray for others.

Decorate the room with tropical décor or a jungle scene with birds and animals (toucans and monkeys) on the north wall, pictures of icebergs on the south wall, a mountain scene on the west wall, and a city scene and a beach scene with penguins and whales on the east wall.

Display food items such as tortillas, taco shells, beans, rice, tea, pasta, beef, Polish sausage, fish, vegetables, thin-crust pizza, French bread, caramel spread. If you live in the northern hemisphere, wear clothing that is opposite the current season. For example, if it is winter where you are, wear summer clothes. Show different kinds of hats, such as cowboy, beret, stocking cap, and sunbonnet. Be sure to include a soccer ball to represent the national sport.

Set chairs, facing south, in rows with three to five seats on either side of a center aisle to represent the seating in a large airplane.

Before the lesson, prepare the “in-flight” snack. Spread caramel on baguette slices. Place the baguette slices and cups of tea on serving trays.

Prepare children for their airplane trip. On a map, point out the country of their destination, Argentina. Have children “board the plane” and take their seats. If you live in the northern hemisphere, tell them it is the opposite season there in Argentina. Say to the passengers, Buen Dia [bwayn DEE-ah]. Explain that these words mean “Good morning” or “Good day.”

Say, Welcome aboard Argentina Airlines Flight 101. I hope you enjoy your trip. To make your travel more enjoyable, I’d like to offer you an “in-flight” snack of bread and caramel with tea. After collecting the cups and leftover snacks, let passengers know you will point out places of interest they can see “out their windows” as they approach their destination.

Note the murals or posters on the walls as you say, As we “fly over Argentina,” you’ll see the Andes mountains out your west windows. Looking behind you to the north, you will see the amazing Iguazú Falls and its surrounding jungle. Now we’re flying directly over the grassland and farmland of Argentina. There is also a dinosaur excavation going on in the middle of the country. Straight ahead, southward, are ice glaciers and the end of the Pan-American Highway. As we descend, you’ll notice the whales and penguins near the eastern shore of the Atlantic

Ocean. Finally, out your northeast window, you'll see the international airport where we will land in Buenos Aires, the capital city. Nearly 13 million people live there.

Thank your passengers for a delightful flight and for their good attention. Wish them well as they tour and learn more about Argentina.

MISSION STORY: My Mom and the Missionary

by Anne Rudeen

Say, this story tells how God brought two families together—one with a need for friends, one with a need for Christ.

My name is Manuel. I was too young to remember our move from Peru to Argentina. But I do remember growing up in the back of the store where we lived. My dad worked in the store, sanding, staining, and selling wooden cabinets, chairs, and tables.

Mom didn't get out much, except to buy groceries. She seemed kind of sad. I don't think she had any friends. I know I didn't. I was lonely and bored most of the time, although I did have two big rottweiler dogs.

One day, a lady with blonde hair, blue eyes, and white skin walked into our shop with a young blonde-haired boy. I peeked out from the back room and heard her ask my dad, "Do you know of a family from Peru with two big dogs and a boy the same age as my son?" My dad told her that we were that family. I'll never forget the smile on her face.

Meeting that lady and her son changed our family's future. They were foreigners to Argentina, just like us. And they needed friends, just like us.

I found out that the lady was a missionary with the Church of the Nazarene. Ana and her son Jordan came to see us often. Sometimes Mom talked to her, but most of the time, she was too shy to say hello. Although Mom still seemed sad, when the missionary came, she smiled more. Somehow they understood each other, even though Ana's Spanish was not very good.

When the missionary invited us to her house for lunch one December day, Mom accepted. The food was different, but I sure liked playing in the little swimming pool with Jordan. In fact, I was excited whenever we were invited to their house. I couldn't understand what Jordan said in English; however, we had no problem playing together.

I remember the day Ana came over with a plate of round, brown things. She said they were chocolate chip cookies. I'd never tasted chocolate chip cookies before. Oh! They were delicious!

When Jordan's family invited us to visit their church, we found it different from the church we had attended. The people raised their hands and sang with smiles on their faces.

Soon after attending Jordan's church, Mom took me to watch a film at a neighbor's house. It told the story of Jesus. I cried when I saw how they put Jesus on a cross and killed Him. After the film, someone invited us to let Jesus forgive our sins and come into our hearts. My mom didn't respond, but I could see the tears in her eyes.

A few days later, Mom went to visit Ana. I wondered why she didn't take me with her. I soon found out.

My mom wasn't sad anymore. She told me that she had accepted Jesus as her Savior. I didn't know what that meant, but I knew she was happy. Mom hugged me and sang to me more, and she often read from a special book.

Whatever had happened, it was good news for me. I went to Sunday School with Jordan most every Sunday. We had fun games, crafts, and stories. I really liked singing and learning about Jesus.

I finally understood why Mom wasn't sad anymore. She liked to share with her friends and family about how God changed her life. And I know He did. He changed my life, too.

If our missionary friend Ana still lived here, she would not find my mom hiding in the back room of our furniture store. Instead, she'd find her managing the store, smiling and ready to give her a hug! I'm so happy Ana and Jordan came searching for friends that day. I'm even happier they prayed for us and shared their chocolate chip cookies. They never stopped praying for us, and God never stopped working in our lives.

STORY DISCUSSION

Ask, What are some simple gifts you could give a new friend or neighbor that might help you become friends and share the Gospel?

Say, Throughout our lesson, we will focus on the importance of praying for others. Sometimes we have to pray a long time for someone to know Jesus. Sometimes we don't have to pray long at all. God wants us to continually pray for others and to know that He will faithfully answer our prayers. To help us remember this, we're going to play a typical Argentine game. You may have played this game and know it by another name. Today we're going to play the game using the words, "Pray, Pray, God Answers."

Have the children sit in a circle. Choose one child to walk around the outside of the circle, touching the shoulder of each child. While walking around the circle, the child repeats the word, "Pray." When the child touches someone's shoulder and says, "God Answers," that child stands up and chases the first child around the outside of the circle, trying to tag him or her before the child sits in the empty spot. The game continues as the one now standing walks around the circle, touching each shoulder and saying the word, "Pray." After the game, have children repeat the words together, "Pray, pray, God answers."

Before class, cut Activity Sheet 11, part "A" apart from part "B."

Ask, What beverage do people most often drink in the country where you live? Let children respond. Say, In Argentina almost everyone drinks mate. This warm herbal tea is the national drink.

To prepare mate, ground-up leaves are poured into a mate cup. Then hot water is poured over them until the tealeaves rise to the top. To drink the flavored water—and not the tea leaves, a special metal straw is used with a strainer on one end. Since the herbal flavor is naturally bitter, many people prefer to add sugar.

Drinking mate is a unique experience. Only one mate cup and one straw are shared among friends. When the cup is empty, it is refilled with water and passed on to the next person. This process is repeated several times. Sitting around, chatting, and drinking mate is a cultural expectation and an expression of friendship to old and new friends.

Say, Mate cups come in all shapes and sizes. They are made from gourds, wood, ceramic, and even cow hoofs. There are many different styles. Show pictures (from the Internet or library books), if possible.

Say, Just like mate cups are different, God has purposefully created each one of us differently. He knows that we all need Him. Wherever we come from, whatever our situation, God wants to meet our needs. God wants us to care about others, too. He wants us to pray for them and reach out to them.

Ask the children to think of two or three people they feel led to pray for consistently until they come to know Jesus personally. Give children Activity Sheet 11A and tell them to write the names of those people on the lines in the mate cup. Give the children a few minutes to decorate their cups and cut them out. Suggest placing the cup in their Bibles or in their rooms as a reminder to pray for others with confidence that God will answer.

To review the Fast Facts about Argentina, hand out Activity Sheet 11B. Have children draw lines to match the facts in the mate cups with pictures on the map.

PRAYER TIME

Say, As we've "traveled" through Argentina, we have learned many interesting things about the country and its people. We've learned that missionaries pray specifically and consistently for the people they serve. And we've seen how the gift of friendship makes it possible to share the Gospel.

Have the children write prayer requests for family and friends and attach them to their prayer kites.

LESSON 12: Paraguay

PURPOSE

To help children understand how important it is for missionaries to communicate the Gospel in the native language of the people they serve.

BACKGROUND INFORMATION

Fast Facts

- Paraguay is sometimes known as the “Heart of South America,” due to its central location in South America.
- Spanish and Guaraní [gwah-ruh-NEE] are the two official languages of Paraguay.
- Capybara [kap-ee-BAIR-uh], the world’s largest rodent, lives in Paraguay and grows up to 4.5 feet long.
- The seventh largest river in the world, the Paraná [pahr-ah-NAH] River, runs along the border between Paraguay and Argentina.
- The Itaipu [ee-tah-POO] hydroelectric power plant is the largest of its kind in the world.
- The “World’s biggest barbecue” was held in Paraguay in 2008. In 6 hours, 30,000 people ate more than 30 tons of barbecue.

LESSON PRESENTATION

Introduction

The anaconda, the largest snake in the world, is commonly found in the jungles of Paraguay. This snake is greenish brown with black rings on its back. To represent this feature of Paraguay, have children make paper chains of green and black construction paper to hang in the room. Since Paraguay is sometimes known as the “Heart of South America,” decorate a bulletin board with a border of hearts. On the board, display a picture of the Paraguayan flag and/or an outline of the country. Have a barbecue recipe cooking in a slow cooker as children enter the room. During the lesson, let children sample the barbecue.

Communicating the Gospel is the most important task of missionaries. In order to do this, they need to understand the culture and the language of the people they serve. The people they serve must also understand them. The experience of volunteer Nazarene missionaries Ted and Sarah Voigt will express the difficulties and joys found in learning another language. This is the first step in telling others about Jesus.

Say, Today’s lesson is about Paraguay. Let’s begin with the Fast Facts about this country. You may print them on heart-shaped paper and let the children read them aloud.

Say, As you learned from the Fast Facts, Guaraní is one of the two official languages of Paraguay. In many countries more than one language is spoken. Therefore, when missionaries go to other countries, it is sometimes necessary for them to learn more than one language so they can do daily tasks and communicate the Gospel.

One’s native language (the language spoken at home) is known as the maternal language, or “mother tongue.” When missionaries go to another country, they speak the language of that country when they are in public. But most likely when they pray, they will speak to God in their “mother tongue” because it is closest to the heart. This has led some to identify their “mother tongue” as their “heart language.”

Let’s learn a few words in the Guaraní language, which is spoken by four out of five Paraguayans. This language is truly the “heart language” for the majority of people living in this country known as the “Heart of South America.”

Hand out Activity Sheet 12. Have children use different colors to follow the lines and match the hearts with words in their own language to the hearts with Guaraní words. Then say each Guaraní word and have the children repeat it after you. Let children practice their new language skills with a partner.

After practicing how to pronounce the Guaraní words, discuss why it is important to communicate to others in a language they understand.

English	(Language Translation)	Guaraní	Pronunciation
Hello	_____	Mga'eichapa	[um-BIE-ee-chah-puh]
Good-bye	_____	Jajohech apeve	[hah-hoy-CHAH pay-vay]
Yes	_____	Hee	[HEH]
No	_____	Nahaniri	[nah-NEE-dree]
Please	_____	Ikatupa	[ee-kah-TOO-pah]
Thank you	_____	Agujjetaite	[Ah-vee-kuh-DIE-tay]

MISSION STORY: All in the Way You Say It
by Matt Price

Say, It is important for missionaries to be understood when sharing the Gospel with people of another culture.

More than 400 years ago, a European priest living in the jungles of Paraguay began to put the Guaraní language into written form. A few years later, another priest put together a dictionary, grammar book, and a discipleship manual in the same language; these tools are still used today. They have helped Christianity to take root in Paraguay.

In 1968, the ministry of the Church of the Nazarene began a small house church. Juan Garcia gave his heart to Christ and his life to ministry as one of the first Nazarene pastors from Paraguay. From then until now, the Church of the Nazarene in Paraguay has been communicating the Gospel to the next generation.

God has used missionaries to communicate the good news of Jesus Christ. The first missionaries arrived in the 1980s—one from England and several from the United States. In the 1990s, Ramón and Blanca Sierra arrived from Puerto Rico as missionaries to Paraguay.

Ted and Sarah Voigt learned just how difficult it is to communicate in a new language while still learning it. Once Ted tried to explain to a friend how he made the refried beans served for dinner. He told her that he cooked and mashed the beans before adding a little bit of “siete” [see-EH-tay]. She asked him to repeat what he had said. When he did, she started giggling, as did the others around the table. Instead of saying he added a little “aciete [ah-se-EH-tay], meaning “cooking oil,” he had said he added a little “siete,” meaning “seven.” His friends kidded him the rest of the night, suggesting the food would be better if the food contained a little more “ocho” [OH-choh] meaning “eight,” or “nueve,” [new-EH-vay], meaning “nine.”

Another time, Sarah was teaching a lesson on Christian love to a group of children. She spoke Spanish while someone translated her words into Guaraní. When she spoke about love, the children looked unconcerned and confused. They did not understand the Spanish word for love, which is “amor” [ah-MOR]. She had to try several other words before they understood the meaning she was trying to explain.

Ted and Sarah knew only a few words in Spanish before going to Paraguay. They had a tutor helping them to learn the new language. They discovered that it is necessary to practice speaking the language while trying to learn it. They also learned that it meant sometimes people would laugh at them. They made mistakes, but kept on trying until they said the right thing.

Missionaries need to be understood, not only to accomplish everyday tasks, but also to tell others about Jesus. Missionaries have a single purpose—to communicate the love and good news of Jesus. Ted and Sarah Voigt learned this lesson firsthand as new volunteer missionaries in Paraguay.

Misunderstandings occur when missionaries try to learn the “heart language” of another people. But it is the best way to share the good news of salvation through Jesus Christ with the people they serve.