

CHILDREN'S CURRICULUM

LESSON 1: AFRICA

PURPOSE

To help children understand that Africa is a diverse continent with many young people who have needs similar to their own.

BACKGROUND INFORMATION

Fast Facts

- Africa is the second largest continent in the world with more than 50 countries.
- Mount Kilimanjaro is the highest point in Africa and always has snow on its peak.
- The Sahara Desert is the largest in the world, and it is expanding southward at an average of one-half mile (.8 kilometer) a month.
- Four of the five fastest animals in the world live in Africa: The cheetah, wildebeest (gnu), lion, and Thompson's gazelle.
- There is a thriving penguin colony on the west coast of South Africa.
- The African elephant is the largest land mammal in the world and can actually turn the pages of a book with its trunk.

LESSON PRESENTATION

Introduction

To set up the room, display magazines, books, and posters to show the diversity of Africa. Include rural, modern, and traditional scenes. Decorate with African-looking fabrics, paper, and baskets. Set up a canopy or tent to represent a thatch-roof hut. Have children sit on woven mats. Consider a safari theme. Use animal-print plates and napkins for snacks. Play African music. Note: Tigers and bears are not native to Africa.

The focus of this lesson is an overview of Africa that provides glimpses into its culture and how the Gospel affects the children who live there. Emphasize the scripture: "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life..." (John 8:12, NIV).

When children think of Africa, they may think only of animals and a primitive culture. It is important to help children understand the modern aspects of Africa as well. While tragedies in Africa may make sensational news reports, the common, human stories of the African people also should be told.

This lesson provides a foundation on which we will build. Each lesson will give a snapshot view of a vastly different and ever-changing continent. Africa is a land of contrasts and similarities. It is a place where God's plan of salvation is taking away the darkness and despair as Christians share the Gospel of hope through Jesus Christ.

Ask, **What do you think of when you hear the name Africa?** Encourage everyone to participate. Record all of the children's responses, regardless of whether they are correct.

After the children have shared their thoughts about Africa read the Fast Facts found in the first part of this lesson. Tell children they will learn many more interesting and surprising facts about Africa during the year.

Display a world map and discuss the location of Africa. Ask volunteers to tell how many miles (kilometers) in Africa they think it is from north to south and east to west. Say, **Africa is about 5,000 miles (8,047 kilometers) from north to south and about 4,700 miles (7,564 kilometers) from east to west at the furthest points. It is the**

second largest continent in the world with nearly 12 million square miles (19,312,128 square kilometers).
Compare the size of your country to this.

MISSION STORY: Light Shines on Happiness and Blessing
by Marilyn Willis Grider

Through the following interview, learn about the daily lives of two African children.

INTERVIEWER: More than half of the people who live in Africa are children under the age of 15. Today you will meet two children who will help you learn about life in Africa. Their daily routines are often different from yours.

BLESSING: Hi. African parents love their children very much, and they give them names to show their importance to the family. My parents felt so blessed to have a son, they named me Blessing. I live with my family in a village. My grandparents, aunts, uncles, and cousins live nearby. It's helpful to have a large family, because there are many chores.

My cousins and I take the family's cows and goats to graze during the day. We don't go to school. There's no school close nearby, and there's too much work to do. We like our job, though. We play games while the animals are eating. Yet, we have to watch the animals so they don't wander away or get stolen.

We also have to watch for wild animals. One of the girls barely escaped from a hippo last year when she was getting water from the river. That was really scary!

HAPPINESS: Hi. My family was so happy when I was born, they called me Happiness. We live in a town. Although children don't have to go to school, I do. It's a privilege to attend school. The school is expensive, and students must study very hard.

I work hard at home too. I take care of the younger children, help to prepare meals, work in the vegetable garden, and boil the water to make sure it is safe to drink. But I also enjoy playing with my friends and singing in the choir at church.

INTERVIEWER: Blessing and Happiness live in different places, and their daily activities are different. But they have some things in common. They fear the dark. Blessing, tell us why you are afraid of the dark.

BLESSING: Sometimes a cow or a goat will wander off. Before we can find the cow or goat, it may become dark. It's easy to get lost in the dark. And, there may be a wild animal or a thief. (*He shudders.*) I'm always glad to see the fire by our hut.

HAPPINESS: Blessing is right. It's scary to be alone in the dark. I used to be afraid of the dark, but my grandmother told me an African story about Jesus and the light. Now I'm not as afraid of the dark anymore.

BLESSING: Oh, please tell me that story.

HAPPINESS: My grandmother told me every person is born with something like a candle inside of them, but it's not lit. All people must find a way to light the wick of their candle while they are alive. Then, after they die, they can see the light.

BLESSING: Yes, I've heard a story like that.

HAPPINESS: My grandmother said the Bible tells us about a light we need. In John 8:12, Jesus said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." When we ask Jesus to forgive our sins, He takes away the darkness of sin and guilt and brings light and peace to our lives.

BLESSING: I see. When I have Jesus as my special Friend, I'm never alone in the dark.

INTERVIEWER: That's right. Of course, you still must be careful when you go places at night, but you don't have to be afraid of the dark. Jesus will be with you everywhere you go.

STORY DISCUSSION

Have children compare the lives of Blessing and Happiness to their own. Include school, church, chores, family, and fears. Discuss how the Gospel made a difference in the lives of the African children and how it can make a difference in their own lives.

Invite two young teenagers to depict Blessing (a boy) and Happiness (a girl) and an adult to interview them. Ask these people to wear traditional African-style clothing, if possible.

Say, **John 8:12 tells us Jesus is the light of the world, and those who follow the light will not walk in darkness. One African saying goes: “If you face the light, the shadows are always behind you.” Today, we’re going to make a picture to remind us that when Jesus is in our lives, the shadows are behind us.**

Have children take turns casting a shadow by sitting on a chair located between a lamp and the wall. For each child, tape a piece of paper to the wall and draw an outline of the child’s head. Have the children decorate their pages. Encourage older children to add the scripture verse found in John 8:12. You will need large-sized white construction paper, a lamp, drawing pencil(s), crayons or markers, and Bibles.

Make an African prayer journal to use with each of the lessons on Africa. You will need: white construction paper (three-hole punched; 12 per child), yarn cut in 12” pieces (3 per child), scissors, glue, crayons or markers. Make copies of a map of Africa. Distribute construction paper, yarn, and the Africa map patterns to the children. Have each child color the map of Africa, cut it out, and glue it to a piece of white construction paper. Tell children to write the title, *Africa*, at the top to complete the cover page of their prayer journals. Give children the option of including John 8:12 on the bottom of the cover page.

Show students how to place all 12 pages together, thread yarn through each of the holes, and tie each piece of yarn. Be sure to have students write their names on their journals. (Note: You could secure the papers by using paper fasteners instead of yarn.)

Discuss ways students can add to their prayer journals if they take them home. Or explain how the journals will be used in class for all of the lessons on Africa. Give students the opportunity to pray for the children of Africa. Say, **Let’s pray that the children of Africa will know about God’s love and about Jesus who died so they can be forgiven of their sins.**

Distribute Activity Sheet 1, “The Many Faces of Africa.” Give children several minutes to locate and circle all the faces of Blessing (boy) and Happiness (girl). Or, have the boys look for Blessing and the girls look for Happiness. Tell students they will find the two children wearing different clothing, depending on their location in the picture. Have students tell the number of times they find Blessing (answer: 5) and Happiness (answer: 5).

Discuss the various scenes of Africa—the modern versus the traditional; the rural versus the urban; the animals, people, houses, and transportation. Compare the scenes with those where your students live. Let children color the many scenes of Africa.

PRAYER TIME

Encourage children to use their prayer journals as a guide during prayer time. Let volunteers share prayer requests for the people of Africa.

Suggested Prayer: **Heavenly Father, thank You for helping people who have lived in spiritual darkness receive the light of the Gospel. We pray that the children of Africa will experience the light of salvation and then share the news about Jesus with others in Africa.**

LESSON 2: CAPE VERDE

PURPOSE

To help children understand that God calls people from other countries to serve as missionaries.

BACKGROUND INFORMATION

Fast Facts

- Cape Verde was the first country in Africa to have a Church of the Nazarene.
- Salt and fish are two important natural resources in Cape Verde.

- Cape Verde consists of 10 large and 8 small islands. The small islands are so tiny, they often do not appear on maps.
- The Cape Verde islands are located in the Atlantic Ocean about 400 miles (644 kilometers) west of the African mainland. There are active volcanoes on these islands.
- The main language of Cape Verde is Portuguese.
- The island of Brava is said to be shaped like a heart.

LESSON PRESENTATION

Introduction

Decorate the classroom with a fishing motif. Hang fishnet around the room, or use it to decorate a bulletin board. Add fish and shells. Use blue paper or fabric to create a makeshift lake.

The focus of this lesson is the story of Eugénio [yew-JEEN-ee-oh] Duarte [dwahrt] and how God called him as a young African boy and then led him to become a missionary leader on the Africa Region and then a general superintendent.

Use the following scripture: “‘Come, follow me,’ Jesus said, ‘and I will make you fishers of men’” (Matthew 4:19, NIV).

Eugénio Duarte, a Cape Verdean, became a Christian when he was a child. He received his call to preach when a missionary visited his home church. Eugénio prepared to serve God by attending a Bible college. He became a pastor, a missionary, a regional director, and eventually became a general superintendent.

Eugénio often wondered why God called him, an African boy, to be a missionary, while most missionaries were sent only from Europe or America. Eugénio is a good example of how God guides children who are obedient to His call.

Make six copies of a fish pattern. Write a Fast Fact (in Background Information) about Cape Verde on one side of each fish and place a magnet on the other side. Tie a piece of yarn to the end of a stick or dowel rod and attach a magnet to create fishing poles. Before the children arrive, place all the fish, fact side down, in the makeshift lake (created out of blue cloth or paper.) If magnets are not available, use paper clips on the fishing poles and have a leader stand behind a wall or curtain to attach the fish.

In order for more children to participate: Separate some of the Fast Facts, make fish with duplicate facts, have children throw their fish back after they read the Fast Fact, or have some children catch the fish, but let others read the Fast Facts.

Say, **During this lesson, we’re going to learn about an island country of Africa. It is located in the Atlantic Ocean about 400 miles (644 kilometers) west of the African mainland. The country is called Cape Verde, which means “green cape.” Fishing is very important to the people in this country made up of islands. Today we’re going to “fish for facts” about Cape Verde.**

Demonstrate how children should use their fishing poles. After each fish is caught, let a child read aloud the Fast Fact.

Say, **Today our story tells about a fun way teachers take attendance in Cape Verde. We’re going to be like Cape Verdeans. When I call your name, recite one of your favorite memory verses. For example, if my name were called, instead of saying “here,” I would say, “In the beginning God created the heavens and the earth” (Genesis 1:1, NIV). If you can’t think of a verse, you may say the title of your favorite song.**

Make sure children understand the directions before taking attendance. Ask a volunteer to demonstrate how to respond. You’ll need an attendance book. Write out favorite verses and place them on the walls. Encourage each child to say a different verse, let children suggest verses for others to say, or say them say their verses with a partner.

MISSION STORY: A Missionary from Africa

by Marilyn Willis Grider

Say, Today we're going to learn about Eugénio Duarte. When he was a young African boy in Cape Verde, he was obedient and said yes to God's call to serve Him.

"Eugénio, come on!" his sister called, running toward the beach.

"What do you want?" he replied, as he threw his fishing net toward the water.

"It's time to go to Sunday School," Madalena [mah-duh-LAY-nuh] told him. Several months ago, for the first time, she had taken Eugénio to Sunday School at Central Church of the Nazarene. He had enjoyed going, but he was often so busy playing with his friends that he forgot the time.

"Is it time already? Thanks for calling me. I don't want to be late," Eugénio said. "Let's go!" he called to his friends. "I have a great verse this week!" The boys brushed the sand off their clothes and headed for the church.

Their teacher, Don [DOHN] Antonio, had a fun way of taking attendance each week. Instead of saying "here" when he called their names, the children responded with verses they had learned during the week.

Eugénio could hardly wait for his turn. Finally, Don Antonio said, "Eugénio?"

Eugénio replied, "'Come, follow me,' Jesus said, 'and I will make you fishers of men'" (Matthew 4:19).

After roll call, Don Antonio asked Eugénio to tell why his verse was special to him.

"It sounds like the verse was written especially for people who live in Cape Verde," Eugénio explained. "We know all about fishing, just like the disciples. But Jesus called them to be fishers of men instead of fishers of fish.

"We are like the disciples when we invite our friends to Sunday School and tell them about Jesus. Isn't that what Jesus meant when He said to be fishers of men?"

"That's right, Eugénio," his teacher replied. "Jesus wants us to tell other people about Him. That reminds me that I have exciting news to share with you. What do we call a person who goes to another country to tell others about God and His Son, Jesus?"

Daniel waved his hand. "I know!" he exclaimed.

"Tell us, Daniel," Don Antonio said.

"A missionary!" Daniel shouted.

"That's correct." Don Antonio smiled. "Next week a missionary will visit our church. So invite your friends to come."

The following Sunday, the boys sat together and listened to the missionary. He explained how a person can ask God for forgiveness of sins.

Eugénio felt miserable. He had never asked God to forgive his sins. Yet he felt God was calling him to preach the Good News to others.

Although Eugénio was confused, he decided he did not need to understand everything to be saved. "I need to ask God to forgive my sins right now," he thought.

Eugénio prayed, and he became a Christian. However, he did not tell anyone about his call. He decided to wait until he understood what God wanted. It was many years before Eugénio understood his call. During those years, Eugénio served God in many ways. And God prepared him for what was to come.

One day, as Eugénio prayed about becoming an engineer, he heard a voice saying, "I don't want you to be an engineer. I want you to be a minister."

Eugénio listened and obeyed God. He enrolled in the Bible college to prepare for the ministry. Eventually, he became a pastor, a district superintendent, and later a missionary leader on the Africa Region. In 2009, he was the first general superintendent elected from outside the United States and Canada.

STORY DISCUSSION

Ask children if they have ever felt God was speaking to them. Discuss the response we should give when God wants us to do something that we don't think we can do. Have children tell of ways they can serve God.

Distribute Activity Sheet 2 to children for a game of Island Detectives. Point out the 10 Cape Verde islands identified only by a picture clue. Read the directions and review the list of island names. Ask volunteers to read the

Bible verses. Help children find the key words, and discuss how they are used as clues. Have children match each island with its name, and then write the name of the island on the line beside it. Allow children to color their maps.

Key Words

1. Boa Vista [BOH-uh-VEE-shtuh]. **Answer—Fishing with a net at the beach.** This is a common way of fishing throughout the country. “As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen” (Matthew 4:18).
2. Brava [BRAH-vuh]. **Answer—Heart.** Brava is said to be shaped like a heart. “For where your treasure is, there your heart will be also” (Luke 12:34).
3. Fogo [FOH-goh]. **Answer—Mountain.** Mount Fogo is the highest point in Cape Verde. “How beautiful on the mountains are the feet of those who bring good news, who proclaim peace, who bring good tidings, who proclaim salvation, who say to Zion, Your God reigns!” (Isaiah 52:7).
4. Maio [MY-yuh]. **Answer—Seed.** Corn is one of the most common foods grown in Cape Verde. “But the one who received the seed that fell on good soil is the man who hears the word and understands it. He produces a crop, yielding a hundred, sixty or thirty times what was sown” (Matthew 13:23).
5. Sal [SAHL]. **Answer—Salt.** Sal means salt, which is mined on the island. “You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men” (Matthew 5:13).
6. Santo Antão [SAHN-tow AN-toung]. **Answer—Fruit.** Bananas are a fruit commonly grown in Cape Verde. “By their fruit you will recognize them. Do people pick grapes from thornbushes, or figs from thistles?” (Matthew 7:16).
7. Santa Luzia [SAHN-tuh LOO-zee-uh]. **Answer—Light.** Lighthouses are important fixtures on the islands. “No one lights a lamp and hides it in a jar or puts it under a bed. Instead, he puts it on a stand, so that those who come in can see the light” (Luke 8:16).
8. Santiago [sun-TEE-ah-goh]. **Answer—Government.** Praia [PREE-uh], the capital city of Cape Verde, is located on Santiago. “I urge you, then, first of all, that requests, prayers, intercession and thanksgiving be made for everyone—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness” (1 Timothy 2:1-2).

PRAYER TIME

Ask the children to write “Cape Verde” on the first inside page of their prayer journals, and encourage them to decorate the page with a fish because so many Cape Verdeans earn their living by fishing. Then have them write one or two prayer requests for Cape Verde on the page. Ask volunteers to share prayer requests. Encourage each child to say a sentence prayer for missionaries like Eugénio Duarte. Ask students to pray that children in Cape Verde will learn about God’s plan of salvation and be obedient to His call.

LESSON 3: SWAZILAND

PURPOSE

To help students realize that God gives all children unique talents and abilities.

BACKGROUND INFORMATION

Fast Facts

- Summer in Swaziland lasts from October to February.

- English is the primary language of government and education.
- People stand close together when they talk. Personal privacy is not considered very important.
- Children wear uniforms with specific colors to represent their school.
- Using the left hand to eat, greet, or receive a gift is extremely rude.
- The traditional beehive hut found in Swaziland is made by bending bunched sticks to form a large dome and then covering it with woven grass mats.

LESSON PRESENTATION

Introduction

Create a school classroom setting by placing the chairs and tables in rows. Display educational posters (math, history, science, the alphabet, etc.) around the room. Or use poster board to create your own posters. Have a marker board or chalkboard available, or create one by hanging a large piece of black or green paper on the wall. Place a stack of firewood in a visible place. Some school children in Swaziland have to bring wood to school each week. The wood is used as a source of energy to cook lunch in the kitchen.

Education is not taken for granted in Swaziland. The Church of the Nazarene operates many schools in order to educate and share the Gospel with children. The Swazi people understand education leads to a better life. Yet many children who are eligible do not attend school because it is not required, and it is not free. At schools started by the Church of the Nazarene, children learn how to read, write, and think, but they also hear the Gospel. Christian teachers help students realize that God created them as unique individuals.

Scripture: “You created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well” (Psalm 139:13-14, NIV).

Write “True” on one piece of the poster board and “False” on another piece. Label each half of the room by posting the “True” and “False” signs on the wall.

Say, **Today, I want to find out how much you know about Swaziland and its schools. When I read a statement, decide if the statement is true or false. If you think the statement is true, stand by the sign that says “True.” If you think the statement is false, stand by the sign that says “False.”**

Statements:

1. Swaziland is located in the southern part of Africa and is bordered by South Africa and Mozambique. (**TRUE**)
2. Using the left hand to eat, greet, or receive a gift is extremely rude in Swaziland. (**TRUE**)
3. Summer in Swaziland lasts from June to August. (**FALSE**—It is from October to February.)
4. English is the primary language of government and education. (**TRUE**)
5. School children wear uniforms with specific colors to represent their schools. (**TRUE**)
6. Traditional huts in Swaziland are called beehive huts. (**TRUE**)
7. Most children live close to a school in Swaziland. (**FALSE**—Many children have to walk several miles [kilometers] each day.)
8. Some schools require children to bring firewood to school each week. (**TRUE**—The wood is used for cooking food in the school kitchen.)
9. Education is free in Swaziland. (**FALSE**)
10. People stand close together when they talk. (**TRUE**)

Before class, hide the following school supplies: pencils, crayons, rulers, pencil sharpeners, erasers, paper clips, rubber bands, and small firewood logs.

Say, **School in Swaziland can be very different from your school. Many students must pay to attend school. Some families choose to pay with cabbages, eggs, chickens, squash, or corn. The food is used for**

lunches for the students and teachers. All Swazi schools require students to wear uniforms and learn English. And most schools allow students to sing Christian songs.

While there are some differences, there are also some similarities. Swazi children take tests, walk to school, and have a spring break (usually in September or October). Swazi children also need school supplies. Many of these supplies are like the ones you use at school.

Divide the class into teams. Tell them they have five minutes to find school supplies that are hidden in the room. When the five-minute timeframe is complete, let each group show what they found. If the class did not do the previous activity, explain the need for firewood as a school supply. Discuss other school supplies used by your students (computers, calculators, hole punch, stapler, scissors, markers, glue).

MISSION STORY: Sipho

by Jo Doerr

Say, Today's story tells how a young African boy sees himself for the first time as a unique creation of God on the outside, as well as the inside.

It was still dark when Sipho [SEE-poe], a common Swazi name for a boy or man meaning "Gift," rolled up his blanket and grass sleeping mat. He placed them next to the wall of the mud hut where he lived in Swaziland, a country in Africa. Sipho would have to hurry to arrive on time at Endzingeni [en-zing-AY-nee] Nazarene High School.

The walk over mountain paths would take two hours. But Sipho loved going to school. He learned about being a Christian and how to serve Jesus.

Two weeks ago, the missionary English teacher gave Sipho's class a writing assignment—an essay about something important they had seen. But what Sipho saw in his small village was the same day after day. Women cooked mealies (cracked corn, a common food for Swazis), went to the river to get water, started cooking fires, and carried babies on their backs. Some men hunted with bows and arrows, and some men had jobs. In the evening, everyone gathered around village fires to discuss the events of the day. There was nothing important to write about. After days of praying and thinking, Sipho began to worry. His assignment was due in two days.

On Saturday, everything changed. Sipho's father had planned to walk to the bus stop and take the bus to Mbabane [em-buh-BAH-nay], the largest city in Swaziland. He had been saving money for almost a year to buy supplies for his family. The long journey would take an entire day. But on Saturday morning, Sipho's father woke up feeling sick. To Sipho's surprise, his father asked him to go to the city instead! Sipho gladly accepted the responsibility. After all, he was 18 years old and graduating from high school at the end of the year. Maybe along the way, he would see something to write about. If he was really fortunate, he might even see the king.

Sipho's father told him what to buy, reminded him to be careful, and gave him the money. When Sipho was ready, he walked down the long road to catch the bus. It was so crowded that some passengers had to stand. Sipho pushed his way down the aisle and stood alongside the others.

The bus ride was so exciting and bumpy! Sipho saw tall, beautiful Swazi mountains, swift rivers, wild and domestic animals, cars, and lorries (trucks)! There were so many people. They were walking, working, playing, and riding bikes and motorcycles.

"Maybe I can write an essay about these things," Sipho thought. "No. I'll keep looking for something more important."

Finally the bus reached the city of Mbabane. Instead of mud huts, there was street after street of shops full of good things for Swazi families. Sipho went from shop to shop purchasing the supplies and goods his family needed.

"Can I write an essay about the shops?" Sipho wondered. "No. I'll keep looking for something more important. Most Swazis know about these things."

Soon it was time to carry the heavy load of supplies back to the bus stop. Sadly, Sipho realized he had not found anything to write about. But he wanted to remember everything he had seen. As he turned to look at the city one last time, he saw a strange reflection in a shop window. The window was large, starting at sidewalk level and reaching to the top of the roof. The reflection was his own!

Sipho's family did not have glass windows or mirrors in their hut. For the first time in his life, he saw his full reflection from his shoes to the top of his head. He put his heavy load down on the sidewalk and turned from side to side. He looked at his reflection in the shop window for a long time.

"I know what to write in my essay!" Sipho exclaimed. "I'll write about myself." Sipho felt proud. He was a Christian on the inside and a handsome Swazi man on the outside.

Sipho described every detail about himself in his essay. He titled it "Sipho."

STORY DISCUSSION

Say, **Sipho wrote a story about something he saw that had a great impact on him. There are many things in our world that influence the way we feel and think, including books, movies, music, television, Internet, parents, friends, and video games. Think about something you have seen or heard that has changed your thinking or the way you feel.**

Give children time to discuss. If possible, share a personal experience of your own (an important event, an achievement, an answer to prayer, or a traumatic experience).

Have children write short stories or draw pictures to illustrate their reflections. Remind children to thank God for the good influences in their lives. Ask them to pray for students in Swaziland to learn more about God and how they are created in His image.

Read Psalm 139:13-14 to the class. Say, **God made each of us special and unique. We're going to draw an outline of each of you as a reminder that God loves you and has given you wonderful talents and abilities. It will provide an opportunity to thank God for the way He made you.**

Lay pieces of butcher paper (large brown paper) on the floor large enough for a child to lie on. One at a time, have the children take turns lying on their own piece of butcher paper. Trace the outline of each body with a crayon.

Have children write Psalm 139:14 in the middle of their outlines. Then tell the children to write or draw inside their outlines things they like about themselves and things they do well.

As the children describe themselves with words and pictures, add your comments to each child's outline. Encourage the children by pointing out the qualities that make them unique individuals. After the children are finished, allow them to tell about the things they have on their outlines. Display the outlines to reinforce how God created us.

Say, **Whether you are in Swaziland or any other country of the world, God loves you and wants you to be a part of His family.**

Say, **Since we are learning about schools in Swaziland, I'm going to give you a language test. It is just for fun! The test includes 10 SiSwati words. SiSwati is one of the official languages of Swaziland. Try to guess the correct meaning to each of the SiSwati words or phrases.**

Distribute Activity Sheet 3. Allow children to check their answers with a partner before giving students the following answers:

1. Sawubona [sow-BOH-nuh]; **a, hello**
2. Yebo [YAY-boh]; **b, yes**
3. Unjani? [oon-JAH-nee]; **b, How are you?**
4. Cha [click-AH] This click is hard, made with your tongue at the top of your mouth; **a, no**
5. Gogo [GOH-GOH]; **a, grandmother**
6. Ngiyacela [Ngee-yah-click-AY-lah] This click is soft, made with your tongue at the front of your teeth; **b, please**
7. Ngiyakutsandza [ngee-yah-koo-TSAHN-zah]; **a, I love you**
8. Kunye [GOON-yay]; **b, 1**
9. Ngikhona [ngee-KOH-nah]; **a, I am fine**
10. Sala kahle [sah-lah-GAH-thlay] (Make the TH sound by relaxing your tongue on the bottom of your mouth. Then, blow air through your teeth); **a, Good-bye**

Discuss some of the challenges of learning a new language. Remind students that missionaries face these challenges in countries where they serve.

PRAYER TIME

Ask the children to write “Swaziland” on the second inside page of their prayer journals, and encourage them to decorate the page with a beehive hut described in the lesson. Then have the children write one or two prayer requests for Swaziland on the page. Let volunteers pray for each of the requests.

LESSON 4: ZAMBIA

PURPOSE

To inform children of ways Nazarene Compassionate Ministries helps orphans in Zambia who suffer from AIDS.

BACKGROUND INFORMATION

Fast Facts

- Zambia is called the “African butterfly” because of its shape.
- There are at least 27 species of snakes and several hundred species of butterflies in Zambia.
- Crocodile farming is common in Zambia because of the demand for its meat and skin.
- The magnificent Victoria Falls is one of the seven natural wonders of the world and is nearly one mile (1.6 kilometers) wide.
- Zambia is one of the largest producers of copper in the world.
- One of the first Europeans to explore Zambia was the Scottish missionary, David Livingstone.

LESSON PRESENTATION

Introduction

In Zambia, peanuts are called groundnuts because they grow underground. The groundnuts are an excellent source of protein, and children love to eat them. Sometimes the children make homemade peanut butter by mashing the groundnuts.

When the children arrive in your classroom, have a large bowl of peanuts-in-the-shell ready for them to enjoy.

Note: Be sure to check with parents about food allergies.

Nazarene Compassionate Ministries is helping hundreds of orphaned children and their caregivers throughout Africa in the ongoing crisis brought on by the AIDS pandemic. Although AIDS affects people around the world, the problem is catastrophic in Africa. Many mothers and fathers die from AIDS, leaving their children without parents, homes, and food. These children are called orphans. Orphaned children are fed and clothed by caregivers.

Nazarene Compassionate Ministries (NCM) works to help those who are suffering. NCM provides support to caregivers through gifts of food, garden tools, and seeds for planting. NCM also provides sewing machines and livestock when needed. Statistics show that NCM has helped thousands of caregivers and orphans.

Scripture: “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these” (Matthew 19:14, NIV).

Write the Fast Facts (in the Background Information) on small cards. Make two or more copies of each card. Before students arrive, hide the cards in the classroom.

Tell the children that they will learn about the country of Zambia, beginning with some Fast Fact cards located in the room. Tell each child to find one card, then find other students who have the same Fast Fact on their cards. Ask a volunteer from each group to read the fact. Discuss the facts as they are read.

1. Have a child locate Zambia on a map of Africa. Note the shape of Zambia—like a butterfly.
2. Ask volunteers to share their experiences with snakes or butterflies. Some children may have pet snakes or collect butterflies.
3. Ask children if they have ever seen a crocodile, eaten crocodile meat, or seen clothing made from its skin. (Crocodiles are found in Africa. Alligators are found in the Americas.)
4. Tell students that Victoria Falls is located on the southern border of Zambia. Note the other six natural wonders of the world: Mount Everest in Nepal, Grand Canyon in Arizona, Great Barrier Reef in Australia, Northern Lights, Paricutin volcano in Mexico, Harbor of Rio de Janeiro in Brazil.
5. Ask students to tell what items are made from copper (jewelry, pennies, kettles, the bottom of cookware, and pipes that carry water).

Say, **Lusaka is the capital city of Zambia. Edwin K. Wissbroeker and his family were the first Nazarene missionaries for the Church of the Nazarene in Zambia in 1958. Today we have many Nazarenes throughout the country.**

MISSION STORY: Nomsa

by Joanie Doerr

Say, **Nazarene Compassionate Ministries helped a pastor and his wife care for Nomsa [NOHM-suh], an orphan who lived in Zambia.**

“Congratulations, Nomsa!” exclaimed the principal. “You have achieved the highest scores in math.”

It was awards night at Kaundra Primary School. The ceremony was always held on the last day of school in December. In Zambia, the school year begins in January and ends in December.

When Nomsa stepped forward to receive her certificate of achievement, the audience applauded. Nomsa smiled and gave a quick wave to Pastor Matongo [muh-TOHN-goh] and his wife, Auntie Mary.

As Nomsa sat down, she heard her sister’s name called; and later in the program, two of her brothers received awards for their work in geography and science. It was a night for celebration for Nomsa, her four brothers, three sisters, and Pastor Matongo and Auntie Mary.

When they arrived at home, the brothers built a small fire in the yard. Auntie Mary brought out a huge pan of groundnuts. Pastor Matongo gave Cokes to everyone. The family sat around the fire visiting.

“Pastor Matongo, please tell me again about my mother and my father,” said Nomsa. Her eyes were shining in the light of the fire. “I love to hear that story.”

Eleven-year-old Nomsa had been part of the Matongo family for seven years. Her father had died of pneumonia when Nomsa was a year old. Six months later, Nomsa’s mother died from AIDS.

Nomsa and her two brothers went to live with their grandmother, who was a Christian. She told the children stories about Jesus. Every Sunday they attended the Church of the Nazarene in her town. Pastor Matongo and Auntie Mary often visited the children and their grandmother.

The Matongos became concerned about the children when they realized the grandmother was too old to care for them. And the grandmother never had enough food in her small garden to feed them. Pastor Matongo and his wife began to pray for Nomsa and her two brothers.

One day, Pastor Matongo had a visitor from Nazarene Compassionate Ministries. The visitor told Pastor Matongo how the church could help Nomsa, her brothers, and others like them who had no parents. He explained that Nazarene Compassionate Ministries could provide garden seeds and tools for a large garden full of vegetables. The visitor also promised to help the pastor buy chickens and a few goats.

Soon after that, Pastor Matongo and his wife invited Nomsa and her two brothers to become a part of their family.

During the past seven years, the church family had helped to tend the large garden which fed the Matongo family. They often took gifts of food and clothes to the Matongos as well. The children were dearly loved and supported by the church family and by Pastor Matongo and Auntie Mary.

Pastor Matongo looked at Nomsa as he began to tell her story. "Your daddy worked in the copper mine in Chingola. One day, I met him as he arrived home from work. I was inviting people to come to church. Your two brothers ran out of the house first. Your daddy reached out and picked up both boys in his arms. Then you appeared, Nomsa. Your daddy put the boys down, scooped you up, and held you high in the air. You giggled with joy. Your daddy loved you and your brothers."

Pastor Matongo paused, then added, "From that day on, your daddy was my closest friend."

For a moment, it was quiet. Then Auntie Mary said, "It's time for bed." The announcement sent the children scampering toward the house.

But before Nomsa left the fire, she turned to Pastor Matongo and softly said, "Thank you for telling the story. And thank you for letting me live here with you and Auntie Mary."

STORY DISCUSSION

Have children tell how NCM helped Pastor Matongo and Auntie Mary as caregivers. (NCM provided food, garden tools, seeds, chickens, and goats.) How did NCM help Nomsa as an orphan? (NCM helped to provide a home, food, clothes, and people who love her.)

Say, **Many children in Zambia lose their parents due to an incurable disease called AIDS. Other family members or friends become their caregivers, sometimes without much to give. Nazarene Compassionate Ministries helps the caregivers by supplying some of their daily needs and teaching them how to grow their own food. You can help children like Nomsa by supporting NCM.**

Distribute Activity Sheet 4. Tell children that cards with "NCM" in the background show items they supply to caregivers, and cards with "YOU" in the background show ways children can support NCM. Have the children cut apart the cards, scramble them, and lay them facedown on a table or floor. Let the children find the matching cards.

Say, **Let's play this matching card game to help us remember the needs of children in Zambia, ways NCM helps caregivers, and ways we can support NCM.**

PRAYER TIME

Ask the children to write "Zambia" on the third inside page of their prayer journals, and encourage them to decorate the page with a butterfly since there are so many butterflies in Zambia. Review the Fast Facts about Zambia and the way Nazarene Compassionate Ministries helps orphaned children and their caregivers. Have the children write one or two prayer requests for Zambia, orphaned children, and their caregivers on the page.

Read Matthew 19:14. "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Close with prayer for the children of Zambia.

LESSON 5: KENYA

PURPOSE

To help children know God has a plan for their lives and may call some of them to serve as missionaries.

BACKGROUND INFORMATION

Fast Facts

- A person can stand with each foot on the opposite sides of the equator in Kenya.
- Most Kenyans do not live in the country in grass huts. They live in cities.
- In Kenya, people can enjoy a wildlife safari, big game hunting, bird watching, mountain climbing, and scuba diving.
- Kenya is home to more elephants, giraffes, antelopes, and zebras than any other place on earth.
- Elephants cannot jump.
- A crocodile cannot stick out its tongue. It doesn't have one.

LESSON PRESENTATION

Introduction

Create a jungle scene. Construct a palm tree using a cardboard rug roll (or pole) for the trunk. Cover the trunk with brown crepe paper. Attach an umbrella to the top and cover it with green-fringed paper fronds to represent leaves. Decorate the walls with branches from real trees and with pictures of African animals, people, or scenes of the country. Display African artifacts for children to touch, hold, and examine. Somewhere in the room, hang a large sign with the Bible verse, Jeremiah 29:11. Make palm fronds by cutting long ovals and fringing the edges. Print one Fast Fact on each palm frond. Also find out how long it would take to fly from where you live to Kenya.

Teach children the scripture verse: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future" (Jeremiah 29:11).

The focus of the lesson is on Tim Eby, a missionary in Africa, who was called by God to serve others in a unique way. God not only calls adults to mission service, He calls children too. Young boys and girls who have answered God's call to serve Him have remained true to the call throughout their lives.

As you teach children about the beautiful country of Kenya and its people, help children be glad for those who have been called to serve as missionaries. Encourage the children to seek God's will for their lives and to be obedient to His call to serve Him.

Say, **Jambo! That's how people in Kenya say hello. Say it with me. Jambo! Today we're going to take a make-believe trip to a country that has many missionaries. The country is Kenya. It is located on the continent of Africa.**

Point out Kenya on the world map, and note the distance between Kenya and where the children live. Ask, **How many hours do you think it would take to travel there? Count the hours of flying time with me.** Move the hands on the clock as you count each hour with the children.

Say, **Let's learn some facts about Kenya.** Give the palm fronds to volunteers, and have them read the Fast Facts. Tell children that the matatu (Swahili word for bus) is a type of public transportation. Matatus usually carry 10-30 passengers. They are painted with colorful pictures of anything that is popular at the time. "There is always room for one more" is the matatu driver's motto. The drivers are famous for squeezing towers of luggage, food, animals, and people into their matatus.

MISSION STORY: I'm Listening, Lord

by Tim Eby

Say, **Today's story tells how missionary Tim Eby was called to serve God as a missionary pilot in East Africa.**

As the small airplane came to the end of the grassy strip, I shouted to my sister, "This is going to be great!" I was so excited. My missionary parents, my sister, and I were going to the coast for a vacation. I was 6 years old, and this was my first airplane ride.

I looked over the pilot's shoulder and watched him flip one switch after the other as he prepared for takeoff. Suddenly, the captain released the brake, and we went bouncing down the airstrip at Kudjip [KOO-jip], Papua New Guinea.

My stomach sank as we climbed above the trees, then above the mission station where my family lived, and then up over the valley. The cars and people looked like little ants running around. We crossed the beautiful mountains, soared above the clouds, and safely landed at our destination.

"What a ride!" I exclaimed.

When I was 9 years old, I had another great experience. I accepted Jesus as my Savior at the Kudjip Nazarene Church. Two weeks later, I was baptized in the river near our mission station. It wasn't long before I felt God calling me to serve Him.

With my dad's permission, I taught a Sunday School class for kids who were slightly younger than me. Sometimes I played my guitar, and they sang choruses. Most of the kids couldn't read. So I told them Bible stories, using pictures my mom drew. Since I had been born in Papua New Guinea, I spoke their language. That made it easy and fun for me to teach. And I wanted the kids to know about God's love and His Son, Jesus.

When I was 12, my family returned to the United States for a year's furlough. As part of the youth group in Covington, Kentucky, I learned more about God's love and made new friends. Dave, Frank, and I played together and prayed together. One night I told God I was ready to serve Him anywhere and do whatever He wanted me to do. He filled me with His Holy Spirit that night.

As a high school student, I began to think more about my future. I loved God, and I really loved to fly! "I could serve the Lord as a pilot," I thought. "That would be the greatest job I could ever have." God began to show me that someday I would be a missionary pilot.

To prepare for this job, I enrolled in the flight-training program at LeTourneau University in Longview, Texas. I worked hard, and God helped me to complete my training.

When I met Michelle Buess, I learned God had also called her to be a missionary. I married Michelle, and we asked God to help us prepare for mission work together. God answered our prayers.

For nine years, I flew as a commercial pilot and worked as a mechanic. Then my wife and I and our four children moved to Africa. I became a pilot with the Church of the Nazarene in East Africa. I was so excited to begin the work for Nazarene Mission Aviation in Nairobi, Kenya.

I flew to the most remote areas of East Africa to share God's love. It wasn't easy, but God gave me a promise: "...Those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint" (Isaiah 40:31).

God helped me through storms, in difficult landings, and every time I was challenged by government authorities. I'm thankful I listened to God and obeyed Him. He had a wonderful plan for me.

Say, Today Tim Eby and his wife are missionaries in Senegal on the Africa Region. He is no longer a missionary pilot, because the Church of the Nazarene no longer has an aviation ministry. However, God is still using Tim Eby to teach people about God's love, Jesus' sacrifice, and the Holy Spirit.

STORY DISCUSSION

Tell children God has plans for each person's life, and He uses important steps in calling someone to be a missionary. Say, **When Tim Eby was a young boy, he had no idea God was going to call him to be a missionary.** Display the following six poster board strips listing ways God prepared Tim for mission service:

1. As a young boy, Tim accepted Jesus as his Savior.
2. Tim was obedient to God.
3. God gave Tim a desire to serve Him and a love for others.
4. God gave Tim an interest in flying.
5. God helped Tim prepare to become a pilot.
6. God made it possible for Tim to serve as a missionary pilot in Africa.

Say, **God had the best plans for Tim's life, and He has plans for you too. The things you do today will help you serve God in the future.**

Children love to draw airplanes. Distribute paper, and ask children to draw a picture of Tim's trip to Kenya. On the board, write a list of the things to include in their pictures. (Airport, Tim's plane, earth, sky, trees, flowers, an outline of Kenya on one side of the picture)

Have the older students make a timeline at the bottom of their pictures using the six steps listed on poster board: salvation, obedience, a desire to serve God and a love for others, an interest in flying, preparation, missionary pilot in Africa.

Encourage children to listen and follow God's plans for their lives. Children often want to do something for God, but they might not know what to do or how to do it. This activity provides an opportunity for students to participate in a service project.

Ask, **Have you wanted to do a grown-up activity, but thought you were too young? Remember, Tim Eby wanted to do something "grown-up" for God. When he asked his dad if he could teach Sunday School, his dad said, "Yes." Can you think of something you could do for God? Could you take cookies to a new neighbor or weed an elderly person's lawn? Ask your parents to help with the transportation.**

With the students' input, make a list of ways children can help others. Ask each child to choose one of the ideas as a project. Distribute Activity Sheet 5. Read and discuss it, and then have students fill in the project ideas they selected.

Remind students how Tim Eby's experiences, such as working with children in Sunday School, helped him later on the mission field. Tell children the things they do today will help them serve God in their future. Have the children look up Jeremiah 29:11 and read the verse together.

PRAYER TIME

Ask the children to write "Kenya" on the fourth inside page of their prayer journals, and encourage them to decorate the page with a mutatu because Kenyans travel by mutatu so much. Have the children write one or two prayer requests for Kenya and for Tim Eby and his family. Remind children that God works through our missionaries to help people in Kenya who are lost and in need. Pray especially for the children in Kenya and that the people of Kenya will know God's love in their lives.

Encourage children to listen as they pray, let God lead them according to His will, and answer His call to serve Him.

LESSON 6: ETHIOPIA

PURPOSE

To make children aware that most missionaries must have language training in order to serve in other countries.

BACKGROUND INFORMATION

Fast Facts

- Ethiopia is a country located in what is often called the Horn of Africa.
- You will find pizzas, hamburgers, and Pepsi-Cola for sale in the capital city of Addis Ababa.
- In Addis Ababa, you can shop at one of the largest outdoor markets in Africa, where you will find jewelry, clothing, fruits, vegetables, and much more.
- The Great Rift Valley in Ethiopia is home to over 850 different kinds of birds.
- There are more than 80 languages spoken in Ethiopia.

- Although Ethiopia is one of the oldest Christian countries in the world, more than half of the people today are Muslim.

LESSON PRESENTATION

Introduction

Language training can be challenging and difficult for the missionary family and sometimes affects the way they live in another country. People who come from one country to live in another may experience isolation until they learn to speak the language of the place to where they have moved. Missionaries face a similar situation when they move to another country. Sometimes it takes several years to adapt to a different culture and learn a new language. This lesson focuses on how missionaries and their children face the challenge of learning the language of a different culture.

Tell children that Ethiopia is a beautiful, mountainous country located in eastern Africa. Explain that Ethiopia is one of the oldest Christian countries in the world, yet more than half of its population is Muslim.

Read the other Fast Facts. Say, **Missionaries go to countries like Ethiopia, knowing some things about the culture. Because they can't know everything, there are some things they must learn. Learning the language is one of the biggest challenges missionaries face. It takes time, effort, and patience to be able to speak comfortably with the people.**

To help us understand how missionaries learn a new language, we're going to learn to count in Arabic, one of the languages Ethiopians use.

As you say the numbers in your language, write the Arabic words on the board. Have children repeat the words after you say them: **One**—Wahid; **Two**—Ithinin; **Three**—Thalatha; **Four**—Arba'a; **Five**—Kamisa; **Six**—Sita; **Seven**—Saba'a; **Eight**—Thamania; **Nine**—Tisa'a; **Ten**—Ashara.

Give children Activity Sheet 6, and instruct them to cut out the words in their language and in Arabic. Have children mix up their words, then match them to the Arabic. After completing that activity, erase the words from the board and have students mix and match their words again. Ask what methods they used to remember.

MISSION STORY: Talking About Jesus

by LeCrecia M. Ali

Say, **This story is about a missionary family and how learning a new language affected their lives.**

"Why do we have to move to a country halfway around the world?" complained Grant, my eight-year-old brother. I had to admit, even though I was older and excited about being an MK (missionary kid), I was a little scared.

"Well," began Dad, "we're moving to a place where people don't know about God's Son, Jesus. They don't know Jesus came to forgive our sins and to tell people about God's love."

Grant perked up. "So we're going to tell them about Jesus?"

"Yes," Mom answered.

"I love to talk about Jesus. It's my favorite thing to do," I replied.

"Emma, we'll have to choose our words carefully," continued Mom, "because some people won't like for us to talk about Jesus. We'll share God's love through our actions more than our words until He sends someone who will listen. God will help us."

I wasn't sure about choosing the right words. But I soon forgot my worries. And before I knew it, we were on our way.

After a long trip, we arrived in a city filled with many different smells, sights, and sounds. Grant and I quickly realized we couldn't understand the people!

As we rode in the taxi to our new house, Grant asked, "What were those people saying?"

"I'm not sure," Mom replied. "The people here speak Arabic. We must learn their language."

"What!" Grant and I exclaimed.

Dad laughed at our scrunched-up faces. "Many people here do not speak English. We'll learn their language so we can talk with them."

"And tell them about Jesus," I whispered to Grant. But I whispered too loudly.

A deep voice from the driver's seat asked, "Do you know about Jesus?"

I panicked as I remembered what Mom had told us about choosing our words carefully. Grant and I looked nervously at each other.

Dad answered calmly, "Yes. We do."

The driver was silent. Then he said, "My name is Khalid [kah-LEED]. Welcome to my country!"

I let out a big sigh. Khalid spoke English very well. He offered to teach Dad Arabic. Soon they were talking together like old friends.

When we arrived at our new house, Khalid said, "Tomorrow I'll show you the city. You will meet my wife, Amina, and my children. And you will eat with us."

"I sure hope he has a boy my age who likes to play soccer," Grant said, as he waved good-bye to Khalid.

That night, Dad prayed, "Lord, thank You for a safe trip and for a friend to help us in an unfamiliar place. Help us to learn the Arabic language so we can tell people about Jesus. Give us wisdom to choose the right words and know when to speak them."

With laughter, hugs, and kisses, we said good-night and went to sleep in our new house, knowing God would take care of us.

The next morning, Khalid took us on a tour of the city, and then he took us to his house for lunch.

Grant was excited when he learned that Khalid had three sons, not just one, who loved to play soccer. Grant couldn't understand what they were saying, but soon they were playing soccer in the backyard.

One of Khalid's daughters, Leila, was my age. We quickly became friends.

Mom helped Amina prepare lunch. Amina spread a cloth over the beautiful rug in their living room. Everyone sat down on the floor to eat.

"This is like a picnic," Grant said.

I agreed. "It's like Jesus' feeding the 5,000. Oh, no!" I gasped. I knew I hadn't chosen my words carefully.

Khalid looked at Amina and nodded.

Amina said, "I had a dream. In my dream, a young girl came to tell me about the Jesus I've been longing to know."

Khalid leaned toward Dad. "Please tell us about Jesus! We've been waiting so long for someone to come and tell us the truth about Him."

STORY DISCUSSION

Ask the following questions:

1. If you could take any three things with you to visit a country where you don't understand the language, what would you take? (A language dictionary, a friend who knew the language, a picture book with names of items under the pictures)
2. Pretend you are in a place where people speak another language. Give directions to your house without talking. How does it make you feel to use gestures instead of words?

Say, If you were going to a new country, what would you fear most? Finding a place to stay? Finding your way around the country? Learning how and where to buy food? Knowing how to call for a taxi? All of these things depend on a person's ability to speak the language. This is why language training is so important. Missionaries cannot tell people about Jesus unless they can speak their language.

Tell children, **As missionaries begin to learn a new language, they practice by talking with people and making friends. Activities, such as inviting neighbors home for dinner, playing games, eating at restaurants, and going shopping, give missionaries the opportunity to talk personally with the people.**

PRAYER TIME

Remind children that it is important for missionaries to learn the language of the people they serve. Language is the channel for sharing God's love.

Ask the children to write "Ethiopia" on the fifth inside page of their prayer journals, and encourage them to decorate the page with an Ethiopian cross (you may have to look up what they look like) and remind them that Christianity has been in Ethiopia for a long time. Have the children write one or two prayer requests for Ethiopia. Ask volunteers to pray for missionaries who learn new languages so they can tell people about Jesus.

LESSON 7: UGANDA

PURPOSE

To help children understand the importance of working together, sharing what God has given to them, and serving others.

BACKGROUND INFORMATION

Fast Facts

- A typical breakfast may include tea, bread, eggs, and fried bananas!
- A popular delicacy in Uganda are de-winged, salted, and fried white ants or grasshoppers.
- Uganda is famous for gorillas that live in the Bwindi [BWIN-dee] Impenetrable Forest Gorilla Sanctuary.
- Approximately 1 million Ugandans live as refugees. That's enough to fill 10 of the largest professional soccer stadiums in the world.
- Instead of using their hands to point, sometimes Ugandans will point with their lips.
- Uganda is called the Pearl of Africa because of its history, geography, and people.

LESSON PRESENTATION

Introduction

Prepare the room by creating a refugee camp atmosphere. Place large cardboard boxes in the room to represent shelters or huts for refugee families. Position the boxes close together and on their sides so the opening faces out. Lay plastic tarps over the tops of the boxes to "rainproof" them. Clutter the room with items, such as buckets, tools, and chairs. Give the room a crowded, cramped look.

Approximately 1 million people have been forced from their homes and live as refugees in Uganda. These people cannot lead lives like most of us.

Most refugees live on the food and water brought to the camps by relief trucks. Survival is the refugees' major concern. Men leave camp each day looking for odd jobs, women gather wood for cooking, and older children take care of the younger ones.

Currently, there are Nazarene churches in Uganda, along with missionaries, providing spiritual and material aid to Ugandan refugees.

Christians are called to model true community life by sharing, caring, serving, and loving those around them.

Say, **Refugees are people who are forced to leave their homes due to war or violence. They often only have time to gather only a few things to take with them. Often refugees travel to refugee camps, places where they can live until they are allowed to return to their homes.**

When refugees settle in a camp, they must immediately build their own homes. The refugees build small homes right next to other refugees, using whatever materials they can find. Relief organizations provide plastic to cover the roofs to keep them waterproof.

If you have decorated the room like a refugee camp, divide the class into groups. Let them build a home for their “family” group, using supplies they find around the room. Tell children their groups must work together to accomplish the task.

When children finish building their “homes,” discuss the fears and challenges refugees have. (Finding food, water, and supplies; working and living with others; uncertain future) Tell the children that many refugees must live in camps for months, sometimes years, before returning home. Ask, **What do you think it would be like to live away from home for a long time?**

MISSION STORY: Living in a Refugee Camp in Uganda

by Barbara Messer

Paulo and Lukio, two refugee children, model community life as described in Acts 2:44-47.

“Paulo, are you going to the water hole?” called Lukio [lew-KEE-oh].

“Yes,” replied Paulo. “Come on!”

Paulo and Lukio were from the Democratic Republic of Congo. When the government began fighting rebel soldiers near their village, the boys’ families fled for their lives to a refugee camp in nearby Uganda.

Each family had built a two-room mud house with a grass roof. Relief organizations donated plastic tarps to place over the roofs. When it rained, the heavy plastic caught runoff water to use for cooking and drinking. Living in the camp was hard, but it was better than sleeping in the open fields.

Paulo and Lukio each carried a bucket to get their family’s daily water supply.

“I’m thirsty,” Lukio said. “I brought my tin cup. I hope I can get some extra water to drink on the way back.”

“Me too,” replied Paulo. “I’ll be glad when the rains come again. Then we can get more than one bucket of water a day.”

As Paulo and Lukio walked down the dusty path to the water hole, they met another boy. He had a “soccer” ball made from pieces of rags and strings tied together. The boys kicked the ball back and forth, pretending to be famous soccer players.

Paulo and Lukio walked an hour and a half before reaching the water hole. While they waited in line, someone began singing, “Hallelujah! Jesus saves me.” The boys joined in.

“I like that song!” exclaimed Paulo. “I’m glad Pastor Otieno [oh-tee-EN-oh] comes to our camp every week for a service. I can’t wait to hear the Bible story tomorrow.”

After an hour of waiting, Paulo and Lukio each received a full bucket of water. But there was no extra water to drink. The boys walked home carefully, trying not to spill one drop of the precious water. Finally, they reached Lukio’s house.

“Paulo, do you want to visit Yusufa [yew-SOO-fuh] later?” asked Lukio.

“Sure,” answered Paulo. “I’ll come back for you as soon as I see if Mother found maize (cornmeal) and my sister found firewood.”

Paulo and his sister arrived home at the same time. “Look what I found only three miles (almost five kilometers) from here!” Provia [proh-VEE-uh] called. She was carrying a load of firewood on her head.

“Good,” replied Paulo. “I hope Mother returns soon. I’m hungry and thirsty.” It had been more than 24 hours since the family had food to eat and water to drink.

Finally, Mother arrived. “I waited all afternoon for the food trucks to come. I received maize and beans. We’ll eat well tonight. Thank you for bringing the water.”

“Mother, may I go visit Yusufa while you and Provia prepare our food?”

“Yes, Paulo. Please take my cup of water to Yusufa. I know he gets thirsty.”

Paulo decided he would share his cup with Mother later.

Paulo and Lukio quickly ran to Yusufa’s house. Yusufa had been their friend before they fled their country. When the rebels came, they found Yusufa in the trees near their village. Since the rebels knew that many young boys fought in the army, they thought Yusufa must be one of them. They decided to make an example of him so other boys would not join the army. They cut off his ears and nose. Then they cut off his fingers and thumbs so he could never fire a gun again, even though he had never served in the army.

Paulo and Lukio felt sad about what happened to Yusufa. They were happy to share their water with him. Paulo held the cup of water to Yusufa’s mouth and helped him drink.

“Thank you, Paulo.”

“Will you go to the service with us tomorrow?” asked Lukio.

“Please come, Yusufa. We miss you,” begged Paulo.

“But I look horrible. People will make fun of me,” replied Yusufa.

“We’ll stay with you,” promised Paulo. “Please come.”

“I have missed the Bible stories and the songs.”

“OK,” said Paulo. “Lukio and I will come for you when we hear the bell ring. Good-bye. Sleep well.”

STORY DISCUSSION

Ask the children to tell how Paulo and Lukio modeled the Christian life.

Before class, prepare an obstacle course using cones to walk around, bags to step over, things to walk under, and other items that can be traversed while carrying a pie tin full of water.

Say, **Water is a valuable resource, especially at a refugee camp. People must get water from wells, relief organizations, or collect rainwater when it rains. Refugees do not waste a drop of water. Remember how carefully Paulo and Lukio carried their buckets of water back to the camp. It was the only water they would have for their families until the next day.**

Today, I’m going to divide the class into teams and give each team a pie tin filled with water. This will be the only water you’ll receive during class. But before your team can drink the water, the team must travel together through an obstacle course. You may drink the water you have left in your pan.

Discuss the following rules, then proceed to the obstacle course:

1. Each member of the team must have at least one hand on the pie tin at all times.
2. Groups must complete the course within a set amount of time.
3. Groups must complete every obstacle.
4. Divide the class into groups, distribute the pie tins, and fill each team’s pie tin with water. Let the group take turns completing the course.

When the activity is complete, give each child in the groups a cup and divide the water among them and allow them to drink it.

Say, **When people are forced from their homes because of violence and war in their country, they become refugees. Most refugees are forced to leave with little or no time to gather their belongings or valuables. They begin a long search for a new place to call home. Sometimes they must travel hundreds of miles (kilometers) away from home to stay safe. During their journey, they must find places to sleep, food to eat, and shelter from the heat, rain, and wild animals. When they live in a refugee camp, their struggle to survive continues.**

Distribute Activity Sheet 7 and have students complete the maze. Ask, **If you were forced to leave your house and could take only one item with you, what would it be? What do you think refugee children miss the most?**

PRAYER TIME

Say, **We have learned many facts about Uganda—some fun facts and some disturbing facts. As we pray for Uganda, remember to pray for the people who have been forced to leave their homes and become refugees.**

Ask the children to write “Uganda” on the sixth inside page of their prayer journals, and encourage them to decorate the page with a gorilla, since Uganda is famous for gorillas living in that country. Have the children write one or two prayer requests for Uganda. Ask for volunteers to pray for Uganda and people living in refugee camps so they will learn about Jesus.

LESSON 8: CÔTE D’IVOIRE

PURPOSE

To help children understand the importance of telling people about Jesus and showing His love.

BACKGROUND INFORMATION

Fast Facts

- Côte d’Ivoire is located on the western coast of the “hump” of Africa.
- Abidjan is a major port city for all of West Africa and is filled with skyscraper buildings.
- Hunting elephants and selling the ivory from their tusks is now illegal in Côte d’Ivoire.
- Côte d’Ivoire is one of the world’s leading producers of coffee and cocoa.
- Almost half of the people are 14 years old or younger. The people’s life expectancy is only 55.
- The first Christian missionary, a Catholic priest, arrived on the shores of Côte d’Ivoire just over 100 years ago; the first Nazarene missionaries arrived in 1987.

LESSON PRESENTATION

Introduction

Create a “clinic” atmosphere. Tape a sign on the door to the classroom that says: “WELCOME” “Dr. Ron Farris Memorial Health Center.” Arrange chairs in rows as in a waiting room. Place a pencil and “sign in” sheet on a small table near the door. If possible, have a cot set up with a small blanket folded at the end. To add to the effect, it would be helpful if the person giving the lesson could wear a white coat or other accessories that would look doctor-like. As the children enter, have them sign in and be seated in the “waiting room.”

Nazarenes in Côte d’Ivoire show God’s love as they tell people about Jesus at the Nazarene health center. First John 3:18 tells us that we should love with our actions not just with our words. If siblings say they love each other, but constantly argue, or if children say they love their parents, but disobey them, they are showing love with words *instead* of actions. We must be careful to show love through our actions when we tell people about Jesus. Many times missionaries share God’s love through their actions first, then with words.

MISSION STORY: Love Passed On!

by Linda Seaman

Say, Nazarenes want to preach and tell people about Jesus, but we also know we must *show* His love. Today our story is about the African Nazarene doctor Helene Kra.

"It is so hot!" Dr. Helene Kra thought to herself as she climbed the steps of the Dr. Ron Farris Memorial Health Center. The center is found in the beautiful city of Abidjan, a city located in the country of Côte d'Ivoire [COAT deev-WHAR].

Pastor Maloula [muh-LOO-lah] was at the health center and had already unlocked and rolled up the heavy, wide, metal "shade" that protected the entrance.

Dr. Kra greeted the rest of the staff with a friendly "Bonjour!" She thanked God again for all the Nazarenes from other countries who had given their money, time, and skills to build and supply the equipment for the center. How grateful she was to be a part of the Nazarene family!

Pastor Taki [TAH-kee] was the pastor of the church next door to the center. He was also an experienced nurse and had worked faithfully at the health center since its beginning days.

Dr. Kra finished adjusting the instruments near the examining table. She briefly prayed, asking God for special strength and wisdom. She could hear Pastor Maloula, leader of a Nazarene church across town and the center's business manager, beginning to share the story of Jesus with the patients who were waiting to see her. She knew that even in this modern city of more than 5 million people, more than half of the people knew little or nothing about Jesus. On busy days like this one, she was glad to know that patients in the waiting room would be hearing about God's love.

She turned toward the door when she heard a baby's sobs and saw the fear on the mother's face. She knew right away that this baby needed immediate help.

The most deadly animal in Africa is the tiny mosquito. In Africa, thousands of children and adults die every day from malaria. You get malaria from the bite of a mosquito.

Thankfully, this mother, Fatou [FAH-too], had been to the health center before. She knew the signs of malaria and had brought her son Baya [BIE-yuh] to Dr. Kra right away. As the doctor gently examined him, she felt the heat from his high fever. She knew he was also in danger of dehydration, which means a dangerously low level of fluids in the body.

Dr. Kra wrote out a prescription and walked Fatou over to the center's pharmacy to get the malaria medicine. Baya would be feeling better soon. As she started back to her office, she felt Fatou touch her arm.

"Merci beaucoup [mair-SEE boh-koo] (thank you), Dr. Kra, for helping Baya! I think I will come to your church next Sunday. If Jesus is like you, I want to learn more about Him. I will leave Baya with my mother, but can my other children come with me?"

"Mais oui [MAY-WEE] (of course), Fatou! We have classes for the children during our worship, and they will love the singing! I will be watching for you. You can sit with me!"

Dr. Kra rejoiced as she returned to her office. Then she thought about the way God had worked in her life: A friend told her about Jesus, Dr. Farris supported her dream of becoming a doctor, and members of the Nazarene family paid for her last year of medical school when funds had run out. She had been *told* about Jesus, and she had been *shown* His love in many ways by many different people. Dr. Kra said to herself, "This is why we are here!"

STORY DISCUSSION

Copy Activity Sheet 8 (enough for one per child), and distribute the sheets to the children. Have the children cut apart the cards and take turns selecting one card and telling how the person or object relates to the story. (The answers are on the cards.) Store the cards in envelopes or small bags. Encourage the children to take home the cards and use them to tell their family about the story.

Point out that the health center brought two kinds of hope. The people received medical care and the hope of a healthy life. They also learned about Jesus and the way to have a right relationship with God. This brings the hope of eternal life.

PRAYER TIME

Ask the children to write “Côte d’Ivoire” on the seventh inside page of their prayer journals, and encourage them to decorate the page with an elephant. The country’s name is French for Ivory Coast. Ivory came from the tusks of elephants and was used for trading purposes.

Ask, **How did the people in our story show love through their actions?** Let the children respond. **What are some of the ways we can put our love into action?** Let the children respond. Say, **One of the ways we can show our love for others is to pray for them.** Ask, **How should we pray for our Nazarene brothers and sisters in Côte d’Ivoire?** Have the children write requests in the prayer journal. **How should we pray for those around us?** Have the children write requests in the prayer journal. Stand in a circle and pray together as a group. Use sentence prayers and encourage everyone to participate. Before leaving, repeat 1 John 3:18.

LESSON 9: BENIN

PURPOSE

To help children learn how Nazarenes start churches in other countries.

BACKGROUND INFORMATION

Fast Facts

- Benin is a finger-shaped country.
- The Church of the Nazarene began in Benin in 1998.
- There are only a few television stations in Benin.
- Benin is the birthplace of voodoo, a religion that worships evil spirits.
- There are only 870 miles (1,400 kilometers) of paved roads in Benin.
- Fewer than 3 people out of 10 call themselves Christians in Benin.

LESSON PREPARATION

Introduction

Often in planting churches in West Africa, tents are initially used. Children love making tents. Have some sheets or blankets available, and let the children be creative. Find some simple drums the children can use to tap out the rhythms of the songs you sing. Nazarenes in Benin often march around in a circle at the front of the church when they sing, waving white handkerchiefs. Since there are so many different languages, the leader usually sings a line of the song, and then the people repeat it. The “Victory Chant” would adapt nicely to this if you would like to incorporate music “West-African style” into your worship time.

Scripture: “The gospel must first be preached to all nations” (Mark 13:10).

Have the children repeat the scripture after you.

Missionaries and African Nazarenes worked together to “plant” the Church of the Nazarene in the country of Benin. Say, **In our Bible verse today, Jesus is speaking to His disciples. He is telling them that He *will* return**

to earth some day. Before He comes again, “The gospel must first be preached to all nations.” The Church of the Nazarene is working very hard to take the message of Jesus to “all nations.”

Show a map of Africa. Have the children locate Benin. Say, **Today we are going to learn about how the Church of the Nazarene began in the West African country of Benin** (buh-NEEN).

Ask, **Did you know there are thousands of towns and villages “all across the world” where there are no Christian churches? There are even some *countries* where not even one church can be found that preaches about Jesus. In some countries, the government will not allow the preaching of the Gospel. If government officials find someone sharing about Jesus, that person can be put in prison or even killed.**

Let’s repeat our Bible verse again. Did you hear Jesus’ words about “all nations”? Do you think He meant that the Gospel must be preached even in countries where it is against the law?

MISSION STORY: How to ‘Plant’ a Church

by Linda Seaman

Say, People who go to new places to start a church are often called “church-planters.” Today we are going to learn the way the Church of the Nazarene was “planted” in the country of Benin, West Africa.

Moise [moh-EEZ] dug his long fingers into the damp earth and felt its warmth. The moist soil felt ready to receive the new seeds he was planting that day.

He laughed softly to himself as he thought about how much starting the Church of the Nazarene in Benin was like working in his garden. No wonder they called it “church-planting”! As he gently buried the seeds, his mind wandered back to the day he had given his heart to Jesus.

A few years earlier, Moise had moved from his home in Benin to the neighboring country of Côte d’Ivoire [COAT deev-WHAR] to find a job. He settled in the small rural village of Amanikro [ah-MAH-nee-kro], about 25 miles (40 kilometers) from the big city of Abidjan [ah-BEE-john]. One Sunday Moise was invited to a small Nazarene church. Jesus had forgiven his sins! His new Nazarene family welcomed him, just as the warm soil welcomed the tiny seeds he was planting. His pastor taught him God’s Word. Moise began to grow into a strong and healthy Christian.

It wasn’t long until he met the Laly [LAH-lee] brothers who were also from Benin. They began to talk about how much their families in Benin needed to hear about Jesus. They had also heard that the president, who was a Christian, had asked churches to come and help. The brothers began to pray that the Church of the Nazarene could go to Benin.

Two missionaries and a church leader from Côte d’Ivoire received an hour’s audience with President Kerekou [kair-ah-KOO]! The President granted permission for the Church of the Nazarene to enter Benin! It was the beginning of many months of prayer, planning, and preparation.

The first “church” in Benin met in the Lalys’ house in the city of Cotonou [COH-toh-new]. Soon family and friends in a village outside the town asked for the church to come there. By this time, God had called Moise and his friend Felix to be pastors. They traveled for more than an hour on their small motobécans [moh-toh-BAY-kahn] to take the message of Jesus to the village. Motobécans are small, motorized bikes used for transportation.

Soon word came that another village wanted to hear about Jesus. The group of Nazarenes in the second village grew so quickly that the very first church building was built there. Money to build this church came from Alabaster offerings.

Moise was now responsible for 12 churches in this part of Benin. He knew from experience that it was only a matter of time before these churches would grow strong and provide new church “plants” in the towns and villages in the East and West.

Moise looked forward to the day when the church would also be planted in the countries in the North. He knew some governments would not allow the message of Jesus to be preached. But Moise wasn’t worried. He had seen God answer prayer for Benin. He knew that God would make it possible some day for the people in every nation to hear the good news of Jesus’ love!

STORY DISCUSSION

Hand out Activity Sheet 9 and crayons or markers. Instruct the students to place the sheet in front of them with the title of the page at the top and let them know that this is a diagram of Benin's flag. Have the students color the flag of Benin as follows: The rectangle on the left is green, representing hope and revival. The top rectangle on the right is yellow, representing conservation of the country's resources. The bottom rectangle on the right is red, representing courage of the ancestors. Optional: Cut out pieces of green, yellow, and red felt, and have the students glue them to the activity sheets.

Say, **People take pride in their flag and their country. The people of Benin are proud to say they are part of that country. We also want the people of Benin to know about God's love and forgiveness. We want those who have accepted God's love and forgiveness to be proud to be called a Christian.**

Say, **Most of the people in Benin cannot afford to buy a car, so they get around on small motorized bikes called "motobécanes." The drivers carry other people as well their belongings.**

Sometimes there will be a person sitting on the handlebars, on the driver's lap, and/or behind the driver. Each person will be carrying or holding something in their arms or on their backs. If you are in a car and stop at a stoplight in town, you are immediately surrounded by hundreds of motobécanes. As soon as the light changes to green, the motobécanes race to the next light! The drivers never lose their balance or lose anything or anyone they are carrying with them. Let's see if you are as good at moto-peddling as they are!

Divide your class into teams, each with a tricycle and lots of lightweight items to load on their "motos." Have team members choose a driver and load on as many items as they can, using the bungee cords or string. When everyone is ready, blow a whistle and have the "drivers" peddle to the "finish line" without tipping over or losing anything they are carrying.

Say, **Churches around the world can be as different as cars and motobécanes. The one thing that stays the same is our love for God and our gratitude for His willingness to forgive our sins.**

PRAYER TIME

If the children made a tent when they first arrived, gather inside the tent for a time of reflection and prayer. Say, **The Church of the Nazarene now has churches in more than 155 world areas. Does that mean we can stop now? Why?** (Let children respond.) Say, **Let's repeat Mark 13:10 together. We know that Jesus calls us to go to all nations. How would you feel if you were one of those asked to "plant" a church somewhere? Would you be excited or scared? Our verse reminds us that we must keep working together until the people of all nations have heard that Jesus loves them.**

Ask the children to write "Benin" on the eighth inside page of their prayer journals, and encourage them to decorate the page with a person on a motorscooter, since that is how many people in Benin travel. Have the children write one or two prayer requests for Benin. Say, **God still needs "church-planters" in our own country and all across the world. It is important that we be willing to do whatever God asks us to do.** Let volunteers pray for Benin, church planters, and boys, girls, men, and women who will carry the good news about Jesus to others.

LESSON 10: SOUTH AFRICA

PURPOSE

To help children understand that it is good to build friendships with people from other cultures.

BACKGROUND INFORMATION

Fast Facts

- South Africa is called the "rainbow nation" because of all the cultures in the country.

- Johannesburg is called the City of Gold because of the gold mines that are found there.
- In 1867, a child found “a pretty pebble”—the beginning of an enormous diamond mining operation still in existence today.
- The best place to see a wide variety of African wildlife is in Kruger National Park.
- Cape Agulhas, the southernmost tip of Africa, is where the Atlantic Ocean and the Indian Ocean meet.
- Early missionaries to South Africa rode on enormous ships that first docked in Cape Town.

LESSON PREPARATION

Introduction

Find a large map of Africa and hang it on the bulletin board. Have pushpins with tags on them to locate key places in South Africa. Tags should be made before class. Tags should include: Atlantic Ocean, Indian Ocean, Cape Town, Cape Agulhas, Durban, Johannesburg, Kruger Park, Lesotho, and Swaziland. As children enter, they can place the tags into the appropriate places on the map.

Teach this verse to the children: “Thus the heavens and the earth were completed in all their vast array” (Genesis 2:1).

Say, **Our Bible verse for today says that God created the heavens and the earth in all their vast array. “Vast array” means that God made a huge variety of everything in creation. He made a huge variety of flowers. He made a huge variety of animals. God also made a huge variety of people. This lesson will help us remember that God created all of us and that we can learn many things from people who are different from us.**

Point out the country of South Africa. Say, **We have much to learn about South Africa.** Missionaries in South Africa have to learn how to work with people from many cultural backgrounds.

MISSION STORY: Finding a Bridge Between Cultures

by Joanie Doerr

Say, **Today our story is about three children in South Africa. Can you guess which child is from the United States?** (Discuss the vocabulary words before sharing this story: **Pap porridge** [POP]—a thick cornmeal porridge much like cream of wheat; **Bakkie** [BAH-key]—the word for a small pick-up truck in South Africa; **Petrol station**—a gas station; **Jersey**—a word for sweater.)

“Time to get up!” called Mother. “This is the day you go to camp.” Vincent and Maisy crawled out of bed quickly and threw on their clothes. Mother had steaming bowls of pap porridge ready for them.

Vincent and Maisy hurriedly gobbled their porridge, then they ran down the hall to brush their teeth and get their bags for the trip.

Just then they heard the “hoot-hoot” of the Izuzu bakkie, indicating the arrival of Andy and his dad.

Vincent and Maisy slipped into their jerseys and headed for the door.

“Don’t forget your lunches,” Mother reminded them.

After grabbing their sack lunches, Vincent and Maisy jumped into the bakkie.

“What is the campsite like?” asked Andy. “Will we be by a lake? Are there cabins and boats?”

Maisy chuckled. “The camp will be in a rural part of the country, and there won’t be any electricity.”

Vincent spoke up, “And there won’t be cabins either. We are meeting at a school. The girls have to sleep inside, but the boys sleep outside. It’s a blast!”

The bakkie bounced along on the concrete highway. They were headed for Acornhoek [A-corn-hook].

“What is the food like?” asked Andy.

“Early in the morning they will give us fat pieces of bread and a cup of tea. At noon there will be pap with either chicken or spinach. In the evening we have either bread or pap,” spoke Maisy. “Some of the ladies from the church will cook over a log fire.”

“Speaking of food,” said Andy’s dad. “Let’s have a snack.” He pulled into a petrol station called a Super City. While Andy’s dad filled the bakkie with petrol, the children bought Cokes. It was nearly noon as they drove back onto the highway.

After a short time, the bakkie turned off the main highway onto a dusty, dirt road. Billows of red dust blew around the bakkie as it bumped along the road.

Vincent turned to Andy’s dad and asked, “Is it true that you are bringing the sports equipment to camp?”

“Yes. I have everything in the back of the bakkie. There are soccer balls, volleyballs, and a volleyball net. I even brought along several baseballs and baseball bats. I thought it would be fun to teach the game of baseball at the camp.”

It was Vincent and Maisy’s turn to be confused. They had heard about baseball. One time they even saw part of a game on television, but they did not know any of the rules for the game.

Suddenly, the bakkie hit a huge pot-hole, jolting everyone in the truck. Andy’s dad swerved the truck to avoid the deepest part of the hole. The rainy season had eaten away large chunks of the road, making the road difficult for travel.

“Hey, Dad,” Andy said. “I am looking forward to seeing Pastor Kanenungo [kah-neh-NOON-goh] again.” Andy turned toward Vincent and Maisy. “We know him from when we lived in Zimbabwe. His father was the district superintendent for a while. They are a neat family! My dad says that Pastor Kanenungo is the special speaker at the camp. At least I know that much about the camp!”

Everyone laughed at Andy’s statement.

“He will be an excellent speaker,” added Andy’s dad. “Besides the worship services and the sports times, we are going to do some Bible quizzing. It is going to be the best camp we have ever had!”

The bakkie rounded a bend, and there was the school. The children were already gathered on the hillside for a devotional time. There were children from many parts of South Africa. They came from many different kinds of homes and families, but they were sitting together on the hill because of their love for Jesus. Jesus was the bridge between their cultures.

Review the Bible verse and say, **It is always important to remember that God made all of us in “vast array.” We can learn from each other.**

STORY DISCUSSION

Hand out Activity Sheet 10, “Going to Camp.” Have children find the way through the maze and then color the pictures. Say, **How would you like to live in a country that has all of these animals living in natural habitats? Which of these animals would you not like to be near you?** (Let children respond.) Say, **Africa is a continent with many different animals.**

PRAYER TIME

Ask a volunteer to quote or read the Bible verse for this lesson. “Thus the heavens and the earth were completed in all their vast array” (Genesis 2:1).

Have the children tell you the main theme of this lesson. It is an adventure to have friends from other cultures; Jesus is the bridge between all cultures.

Ask the children to write “South Africa” on the ninth inside page of their prayer journals, and encourage them to decorate the page with drawings of diamonds, since diamonds are mined in South Africa. Have the children write one or two prayer requests for South Africa. Have the children pray for the children of South Africa, especially those who attend the children’s camps. Thank God for the missionaries of South Africa, and ask Him to help all the children who come in contact with these missionaries and African Nazarenes.

LESSON 11: MOZAMBIQUE

PURPOSE

To help children learn more about Mozambique and how we can respond with compassion to the needs of its people.

BACKGROUND INFORMATION

Fast Facts

- Most of the people in Mozambique work as farmers to grow the food they will eat.
- Much of Mozambique faces the Indian Ocean. Most of the land is found in a long strip along the coast.
- Many Mozambicans follow their country's traditional religions. But more than 30 percent of the people are now Christian.
- Mozambique depends on the assistance of other countries to feed its people and care for its needs.
- The official language of Mozambique is Portuguese.
- Extended families often live together in the same house, even if space and resources are limited.

LESSON PRESENTATION

Introduction

Make the classroom seem empty with very few objects in it. Consider setting some simple farming tools near a corner. This may include shovels, hoes, spades, etc. Set up the classroom chairs in a semicircle facing the corner.

In the 1970s and 1980s, millions of Mozambicans fled as refugees to nearby nations. Civil war and destruction during the early 1990s left villages and families in ruins. Recent floods and droughts have left many of the people dependent on shipments of food and supplies from North America, Asia, and Europe. The story of the Flood of 2000 tells the loss, fear, and needs common to many people in Mozambique.

Christians have responded to the needs of the people in Mozambique by sending needed food and supplies. In doing so, Christians fulfill the Lord's command to feed the hungry, clothe the naked, and care for those who suffer.

Show a map of Africa. Have a volunteer find Mozambique. Read the Fast Facts.

MISSION STORY: The Mozambique Flood of 2000

by Douglas Perkins

Say, Today we will hear about one of the sad and difficult times the people of Mozambique faced a few years ago.

The day started with the sun shining brightly. But then I noticed the birds seemed unusually restless. And our dogs, Fritz, Ben, and Rollie, were pacing back and forth under the big mango tree. I could tell they sensed that something was about to happen.

"What is it, Fritz?" I asked.

All of a sudden, I heard a voice yelling from a loudspeaker on top of a car.

"Flood coming! Flood coming! Flood coming!" the announcer warned. "Get to higher ground IMMEDIATELY! There's a huge wall of water coming down the Limpopo [lim-POH-poh] River. Everyone must go to higher ground. Hurry!"

At that moment, I saw helicopters approaching. They began circling overhead. Several minutes later, a three-foot wave of water came down the Limpopo River. It caused only a slight rise in the water level and was rather calm.

I saw Mr. Brown, a large South African fisherman, jump into his boat. The big boat was outfitted with two 75-horse Yamaha engines. Mr. Brown began racing full speed up and down the flooded river, rescuing families and their pets.

One hut was surrounded by three feet of water. Mr. Brown ran the nose of his boat up to the door, ramming the door partially open. He looked inside.

When his eyes adjusted to the darkness, he saw a mother, a father, nine children, and a grandmother huddled together. They had gathered their goats, sheep, a cow, a flock of ducks, and a bunch of gardening tools. The family clung to each other in the ceiling boards. Three of the children were very young. The mother held one of them in her arms. Fear shone on all of their faces.

"Please get in the boat!" Mr. Brown cried out. "I'm here to help you!" Mr. Brown waved his hands, pleading with the family.

The family was quiet.

"Do you understand what I'm saying?" asked Mr. Brown.

"Go away," answered a deep male voice. "Leave us alone."

"Please come out!" Mr. Brown shouted. "I want to take you to a place where you'll be safe. There's a big wall of water coming. It's big, really big! Get in the boat. Please let me help you," begged Mr. Brown.

"No. We will not come out," the voice replied. "If we leave our animals and other belongings, they will be stolen. We will not come out. Now go away, please."

Mr. Brown backed his boat out of the family's doorway and headed for safety, tears streaming down his face.

A few hours later, the peaceful Limpopo River became a churning, 27-foot wall of water. It swept everything in its path far out to sea—into the Indian Ocean.

The family Mr. Brown tried to rescue, along with their animals and hut, was swept down the river and into the sea. They were gone forever. Many people died even though helicopters raced to rescue entire families from trees. And many who survived lost everything they owned.

Nazarene Compassionate Ministries (NCM) worked with our missionary families to distribute blankets, clothing, corn and bean seeds, garden tools, and money to help rebuild and repair homes and churches. More than 5,000 families, totaling more than 40,000 people, received help.

People also received spiritual help. Results were noticed immediately by the increase in church attendance.

Hundreds of people, perhaps thousands, became Christians and were saved from demonism (the worship of evil spirits) and ancestor worship. They learned to live by faith and trust God. The spiritual impact was great. Much credit goes to NCM and to those involved in the flood relief effort.

STORY DISCUSSION

Ask children if they have ever experienced a flood. Allow them to share experiences or perceptions they have gained from floods or newscasts showing floods. Express thanks to God for the people who show compassion and generosity during times of crisis.

Divide the children into two groups: one group will be the church sending food to Mozambique and the other group (opposite side of the room) will be the villagers receiving the shipment. On seven chairs between the groups, place a piece of paper with one of each of the following steps in the transport process (do not place them in the order below). Ask both groups what order the steps should be in to complete the mission, and let them place the pieces of paper in the proper order. The correct sequence is as follows:

1. Pray that God will supply the money, supplies, and connections in order to get the food to Mozambique.
2. Locate and purchase the food from a supplier.
3. Arrange a transport company to pick up and transport the food to a costal port of the sending country.
4. Contract with a ship to transport the supply to a port in Mozambique.
5. Hire an agent to move the food through customs and out of the port in Mozambique.
6. Hire a Mozambican shipping company to load, transport, and deliver the supplies to the receiving village and its people.
7. Report the results of the process to the giving congregation and offer prayers of blessing and thanks to God.

After mapping out the process, have the children review it through a series of "moving" gestures. Have them pass construction paper "grains" from the "sending" group to the "receiving" group. Conclude by saying, **God wants**

us to help those in need. Our Bible verse says, “I command you to be openhanded toward your brothers and toward the poor and needy” (Deuteronomy 15:11).

Give each child a copy of Activity Sheet 11. Ask the children to imagine they are sending relief supplies to people surviving a terrible disaster. Instruct the children to circle the items the people will need most. Encourage the children to share why they believe the items chosen were the best choice for the shipment.

Say, **Without the generous help of others, some people in our world may not stay safe or healthy. Thank God for the generosity of all who gave to the people of Mozambique.**

PRAYER TIME

Gather the children around a map of Africa. Point out the location of Mozambique. Say, **Today we learned some things about Mozambique. We learned about some sad things the people of Mozambique have experienced. But we also know that no matter where we are or what may happen, God will help us when we call to Him.**

Ask the children to write “Mozambique” on the tenth inside page of their prayer journals, and encourage them to decorate the page with a drawing of a person in a boat as a reminder of people helping each other during the flood in Mozambique. Have the children write one or two prayer requests for Mozambique. Let volunteers pray for these requests. Encourage the children to continue to pray at home for the people of Mozambique.

Close by praying, **Lord, You command us to be openhanded toward our brothers and toward the poor and needy. Help us to understand the best ways we can show Your love and care for others. Amen.**

LESSON 12: MADAGASCAR

PURPOSE

To help children love and understand God as a loving Father who has a particular concern for orphans.

BACKGROUND INFORMATION

Fast Facts

- In past centuries, Madagascar was a main port where pirates stopped, met, and sometimes buried treasure.
- The people of Madagascar do not consider themselves Africans. They have some ancestors from other island nations of the Indian Ocean.
- Some parts of Madagascar have frost in the winter months. Other parts include desert and rain forest.
- Malagasy families like to have many children. Fourteen is the number of children many will try to have!
- Malagasy people like to make surprise visits with each other. They often visit a friend’s house without warning.
- Madagascar is the world’s fourth largest island.

LESSON PRESENTATION

Introduction

Bring in a plastic tarp and pour a few pounds of sand on the tarp. Include other items that one might find at the beach. Use butcher paper and cotton balls to create frost. If time permits, create a paper cactus shape to color and tape against the same wall. These items can represent the wide range of climates found in Madagascar.

Bring in objects that the children in your group would use to clean, clothe, or nourish themselves while at home.

Malagasy traditions call for each husband and wife to have 14 children. However, this is economically unrealistic. Many children are left on the streets to beg and steal for their survival. Madagascar's social services do not provide for these children. Nazarene missionaries recognized their duty to care for the needs of these children. As they care for the children, they demonstrate God's love and introduce children to God, their Heavenly Father.

Read the Fast Facts. Let a volunteer find Madagascar on the map.

Gather the children into a circle. Say, **Today I want you to think about yourselves as children in another country of the world. Let's start by thinking of all the things you do in a regular day.** Ask the children to relate a day this past week they particularly enjoyed. Encourage them to think about how this day started. Ask them to think about all the items they used before they even left their home in the morning. As the children share, show the objects you brought with you. These include all items used to clean and prepare for the day and items that provide comfort, protection, and nourishment for the day. Give thanks to God for providing for each child's need as he or she finishes speaking.

Point out that God generally uses parents to provide for many needs that children have every day. Ask, **Who takes care of children whose parents are not available?** (Answers may include grandparents, relatives, social services, legal guardians, etc.) Say, **Today we will hear a story of how God is using the Church of the Nazarene to care for some children whose parents are not available.**

Before or during class, hide bag(s) of rice in a space that is challenging to find. Gather the children together. Say, **In Madagascar's capital city, many children live on the street. They do not have fathers or mothers to care for them. They are orphans. No one helps them find food. These children are hungry and steal food just to survive. Today I have hidden a food that people in Madagascar eat almost every day. See if you can find this food.**

Explain the boundaries within which the children may make their search. Encourage everyone to return to the same area when the food is found. Then dismiss the children to the search.

After the children have returned with the bag of rice, have them sit in a circle. Say, **No meal is considered complete in Madagascar unless it includes rice. But many of the children who live on the streets in Antananarivo [ahn-tah-nah-nah-REEV-oo] are lucky if they can find food for each day! God wants us to look after orphans. In fact, today's Bible verse says, "Religion that God accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world" (James 1:27, NIV). When we care for their needs, we are truly being Christian!**

Allow the child who found the bag of rice to go and hide it in another location. Dismiss the group to search for the bag again. You may repeat this activity as often as time and interest permit.

MISSION STORY: Missions in a Pocket

by John Cunningham

Say, **Today we will hear a story about what happened to our first missionary to Madagascar during a visit to the city of Antananarivo. Tana [TAH-nah] is a short name for the city.**

White umbrellas surrounded us as we walked on the broken pavement in downtown Tana [TAH-nah]. I was happy to be back in the capital city of Madagascar [ma-duh-GAS-car].

"John, this is the second largest open-air market in the world," said Richard [REE-shard], my Malagasy [ma-luh-GA-see] friend. "Would you like to come back here and see it?"

"Of course I would!"

The next morning we went sightseeing and shopping at the market.

"They call this place the Zoma [ZOO-mah]," said Richard. "Zoma is the Malagasy word for Friday. Since the market is only open on Friday, they call it the Zoma. During the night and early hours of Friday morning, hundreds of people unpack their umbrellas for the busy day ahead."

There were thousands of huge, white umbrellas. They were held up by bamboo poles so shoppers could walk under them.

The market vendors stood under their umbrellas and shouted to us as we walked by, "*Bon prix, Monsieur* [BOHN PREE, mohn-SIR] (Good price, Mister)!"

You could find anything you wanted to buy in this market. Beautiful hand-embroidered tablecloths and clothing were draped on wooden racks under the umbrellas. Wood carved necklaces lay on cardboard countertops. Cassette music of the latest singing groups blared from loudspeakers suspended under the umbrellas. Carved game boards with polished semi-precious stone playing pieces were stacked everywhere. Brightly painted pottery arranged on burlap sacks covered the pavement.

A tall carved bird caught my attention. "Richard, what is this bird made from?"

"It's carved from the horn of a zebu [ZEE-boo]."

"A zebra?" I asked, puzzled. "I didn't know zebras had horns."

"No, not a zebra," Richard laughed. "A zebu."

"What's a zebu?"

"That's our name for cows here in Madagascar."

After bartering with vendors over the cost, we finally agreed on a fair price, and I bought the odd bird. As I put my money back into my belt pouch, the vendor leaned closer and said, "Be very careful with your money, Mister. There are many street kids here today."

We ducked under umbrellas until we came to the basket section. I wanted to buy something to hold all the items I bought. There were hundreds of woven baskets of every color, shape, and size. I found a deep basket with strong handles and asked how much it would cost.

When we finally agreed on a price, the woman pointed at the money pouch on my belt. "Be careful," she scolded. "You could lose all your money to the pickpockets today and not be able to buy any more baskets from me."

Surprised, I looked down and saw my Malagasy bills sticking out of my pouch. I quickly grabbed the money, paid her for the basket, and put my zebu bird into the basket. Then I carefully zipped my pouch closed.

"Why was the money hanging out of your pouch?" Richard asked.

"I didn't leave it out. I'm sure I zipped it closed after buying the zebu bird."

"I wonder if the pickpockets were trying to get your money," Richard murmured.

"Let's go over and look at the hand-made games," I suggested. Richard stopped in front of me and pointed to the many Malagasy game boards. One particular game interested me. It had many large seeds from the baobab [BAH-oh-bob] tree. They were placed in hollowed-out pockets on the wooden board. Richard said it was an old game that everyone loved to play. "I'll teach you how to play it, if you want."

I bartered for the game and then bought it. As I reached down to take out my money, I exclaimed, "Richard! Did you open my pouch?"

"No, I didn't touch your pouch."

"Then why is it open again with my money part-way out?"

The game seller looked up at me from his cardboard seat on the ground. "It's the pickpockets!"

Richard nodded. "Yes, they've been at work again."

"But I didn't see them," I sputtered.

"The street kids are professional pickpockets," explained Richard. "You usually don't know they're here until you see your money is gone."

As we wound our way back through the sea of white umbrellas, I thought back to my previous visit to Madagascar. God had definitely called me to minister to the street children. I turned to Richard with tears in my eyes. "Right here is my mission field. I know what God wants me to do."

STORY DISCUSSION

Ask your students to name some things a children's center might need to stock to provide for needy children.

Give each child a copy of Activity Sheet 12. Encourage the children to find the street children located in the open-air market. As they finish, ask what it might feel like to be in a crowd where everyone is a stranger. Point out that God sees and cares for us whether we are alone or in a crowd. Say, **No matter where we are, God sees and cares for us. We can pray for the many people and children in Madagascar who need God's protection and the love that Jesus wants to share with them.**

PRAYER TIME

Ask the children to write "Madagascar" on the eleventh inside page of their prayer journals, and encourage them to decorate the page with a drawing of a lemur. (You may need to have a photo or illustration of one available.) Lemurs live on the island of Madagascar. Have the children write one or two prayer requests for Madagascar.

On 11 pieces of paper, write one name of each of the African countries studied this year. Put these in an open container. Have the children use their prayer journals. Take time to review two requests for each country. Let volunteers tell one thing they have learned about each country in Africa.

Let volunteers select the name of a country out of the container and pray for that country.

Close by thanking God for missionaries who carry the good news about God's plan of salvation to other cultures. Thank God for Christians around the world.