



2010

International Mission Education Journal

Volume XXIV

Nazarene Missions International

www.nazarenemissions.org

2010 International Mission Education Journal

Volume XXIV • 2010

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CONTENTS

ADULTS AND YOUTH CURRICULUM

QUENCHING THE THIRST

SUGGESTIONS FOR YOUTH LESSONS

SUGGESTIONS FOR DISCUSSION QUESTIONS

- Lesson 1 Bring the Little Children
- Lesson 2 Learning the Stories of Jesus
- Lesson 3 Who's Your Neighbor?
- Lesson 4 Where Do I Sign Up?
- Lesson 5 Is There a Doctor in the House?
- Lesson 6 Walking the Path of Christ in the Hindu World
- Lesson 7 In Another Language—World Mission Literature
- Lesson 8 Courage and Perseverance: A Nazarene Woman in the Middle East
- Lesson 9 Sending Salvation Signals
- Lesson 10 You're in Church—Do You Know Where Your Money Is?

How to Have a Successful Mission Fair

Devotionals

CHILDREN'S CURRICULUM

EURASIA REGION

- Lesson 1 Eurasia—An Overview
- Lesson 2 Armenia
- Lesson 3 Ukraine
- Lesson 4 Bulgaria
- Lesson 5 Italy
- Lesson 6 Albania
- Lesson 7 Israel
- Lesson 8 France
- Lesson 9 Germany
- Lesson 10 The Netherlands
- Lesson 11 India
- Lesson 12 Bangladesh

SUGGESTIONS FOR YOUTH LESSONS

If your church has mission lessons for youth separate from adults, use the material from the lessons for adults. Be creative in adapting the lesson material to meet the needs of youth. Remember that mission education is an important way we help train our youth.

HERE ARE SOME IDEAS FOR PLANNING MISSION LESSONS FOR YOUTH

- Involve as many youth as possible. The more you ask to take part, the more participation and interest you will create. If possible, involve all the youth.
- Assign parts to be learned a week or more in advance. Encourage those who participate to prepare well and do their very best for God. Memorized parts are more effective than ones read aloud. However, it is better to have youth read than not participate.
- Ask those who have musical talents to sing specials, play instruments, and lead singing. Help them find and learn appropriate songs.
- Have youth make or help make special items needed for the lessons. They could also research resources on the Internet. These could be shared in the meetings for both the adults and the youth.
- Ask some youth to help promote the missions meetings by making posters or by creating other types of advertisement.
- Conduct regular reviews of lesson material. For example, remind the youth each month of the missionary or topic featured the previous time. If this is done each month, the youth are more likely to remember what has been studied. At the end of the year have a quiz over all the topics with a contest between two teams.
- Give youth prayer requests ahead of time. This helps them think about what to say when they pray. For youth who are not confident in praying aloud, encourage them to write their prayers and read them.

***Keep in mind that most missionaries first felt their calls while children or youth.
Allow the Holy Spirit to use these lessons to work in the hearts of your youth.***

SUGGESTED DISCUSSION QUESTIONS FOR THE ADULT LESSONS

These questions could be used as a part of the adult lessons. Adapt them for youth, if necessary.

Lesson 1: Why do Christians have a responsibility for helping to feed the hungry children of the world? What are practical ways in which you and your friends can provide food to needy children in your town?

Lesson 2: Think back through the Christian classes, preaching you've heard, mentoring you've received, and even resources available to you. What has been the one most important key to your spiritual growth?

Lesson 3: In what ways does your church extend the love of Christ to persons from nations other than your own? Why is it important to offer programs or services to those who don't attend church? What is the benefit in helping others?

Lesson 4: What qualities are necessary to volunteer for a ministry assignment? Why do you think volunteerism is so successful in the Church of the Nazarene?

Lesson 5: Why is it important to help care for people's physical needs before talking to them about their spiritual needs? What unique quality about a physical need or crisis makes people more open to hearing the Gospel?

Lesson 6: Do you think persecution is a catalyst for church growth? If so, why? With the rapid growth in the church in Nepal, what would be some of the issues, both negative and positive, that you would have to think about and take action on to nurture a healthy church atmosphere?

Lesson 7: In what way would your spiritual life differ without resources: Bible studies, Sunday School curriculum, teaching aids, and theological books? Why do you think Christian literature is important in teaching about salvation? How might these needs differ across the world?

Lesson 8: How important are mentors to young maturing Christians? How can you play that role in someone else's life? What role does forgiveness play in our efforts to reach groups that are anti-Christian?

Lesson 9: What facts did you find most surprising about World Mission Broadcast? How can you get involved at your church helping to promote and support World Mission Broadcast?

Lesson 10: What are the advantages of being a missionary supported by World Evangelism Fund compared to a missionary who serves through a faith mission? What would happen if World Evangelism Fund continued to decrease in the next five years?

ADULT CURRICULUM

LESSON 1: BRING THE LITTLE CHILDREN

PURPOSE

To better understand the Child Sponsorship program of the Church of the Nazarene.

LESSON INFORMATION

Introduction

- Approximately 2 billion children are alive today.
- More than 1 billion children in the world live in severe poverty.
- An estimated 16,000 children under age 5 die each day from causes that could be prevented.
- 82 cents (U.S.) per day will feed, clothe, and educate a child through Child Sponsorship.

Nazarene Child Sponsorship offers a needy child the opportunity for education, spiritual growth, and social and physical development. Sponsorship helps a child to become a responsible Christian adult.

History of Child Sponsorship

Nazarene Compassionate Ministries (NCM) began in 1985 after one of Haiti's worst droughts. Through NCM, Nazarene churches gave generous offerings to help feed Haiti's people. The Church of the Nazarene started a program for the many hunger needs. Congregations and individuals had the opportunity to provide food for hungry, poverty-stricken children. Many Nazarenes joined the program and helped to feed hungry people.

Then a special group of needy children came to the attention of NCM: children of bivocational Nazarene pastors in poor world areas. Great numbers of pastors were working hard, trying to supply food and the basic needs of life for their families as they worked in secular jobs and served as pastor of at least one church. The Pastor's Children's Program was begun. Churches, small groups within a church (Sunday School classes, local mission societies, Children's Church classes, youth groups, etc.), families, and individuals responded with monthly monetary donations. School clothes, shoes, supplies, and books became available to hundreds of bivocational pastors' children.

Currently 14,000 children in 79 countries are enrolled in the Child Sponsorship program. Communication between the child and his or her sponsor is encouraged and recommended. On Sundays around the world, children, youth, and adults who give to Child Sponsorship pray for the child for they sponsor and send cards and letters. Children receive monetary schooling benefits, and their sponsors experience and learn compassion.

"... Christians worldwide are God's prophets called to carry children in their arms, bring them to God's presence, cry over them, pour out their lives for these little ones, and restore their lives and dignity. The Church is God's agent to lead children to the Lord and to bring them life in God" (Stephen Gualberto, NCM Child Development).

Examples of Lives Changed Through Child Sponsorship

Stephen Gualberto

Stephen Gualberto was a sponsored child in the Philippines. His family moved from their village to the capital city of Manila when he was a small boy. Although his parents hoped the move would help them, they soon realized they lacked the skills to obtain good-paying jobs. Their basic needs were not being met, and they could not see a way to change their circumstances. The family lived in a shantytown. Stephen's father caught fish inside their

dwelling each time the river overflowed its banks. Stephen saw many of his friends cry from hunger. Soon the Philippine government destroyed the shantytown.

The family had no place to make their home, so they made their way to a nearby church—a Church of the Nazarene. The people of that congregation loved the Gualberto family and gave them emotional and financial support. Eventually the family was given permission to live in the basement of the garment factory where Stephen's mother had found work.

The next two years were very difficult for the poor family. Stephen was enrolled in the Child Sponsorship program through the Nazarene church, which helped him attend school. Every day after classes, Stephen helped his mother complete her work so she could meet her daily quota at the factory. When weekly quotas were met, the factory awarded the family with a special treat. Sometimes the treat was meat to eat!

After two years Stephen finished his elementary education, and his father was able to find a well-paying job in Saudi Arabia. Stephen attended and graduated from Nazarene Bible College in Manila in answer to God's call on his life to enter full-time ministry.

Larry Bollinger, NCM coordinator for the Asia-Pacific Region at the time, spoke for the Bible college baccalaureate. Learning of Stephen's desire to teach and educate children with a holistic approach, Larry asked Stephen to become the Asia-Pacific Child Development coordinator, and Stephen accepted the offer. A few years later, Stephen and his family moved to Kansas City, Missouri, when he became the international Child Development coordinator.

Stephen has experienced firsthand the needs and benefits of Child Sponsorship as it helps children. He says, "God calls us to seek out children, accept and love them unconditionally, reach out to them intentionally, and disciple them wholeheartedly." (*NCM Magazine*, Spring 2008)

Viviana

Viviana is a sponsored child from Bolivia. Her sponsors are homeless individuals who receive a free meal each Wednesday night at the Cottage Grove Church of the Nazarene in Oregon, U.S.A. The local NMI president suggested that the homeless group—which has gathered weekly for more than three years—help provide food to a hungry child in another world area. "They thought it was a great idea," Pastor Slaymaker said. A picture of Viviana is displayed in the church eating area, where everyone can see it. Every Wednesday evening, individuals in the homeless group drop money into a heart-shaped box at the drink table. There is always at least \$25 (the monthly cost of feeding a sponsored child) collected at the end of each month. "This extension of the congregation's life with people who are homeless has been so successful that they are thinking about sponsoring another child." (*NCM Magazine*, Summer 2008)

Tais

Tais was a sponsored child from Brazil. "My biological mother was a rebellious 16-year-old when she became pregnant with me. She could not take care of me, so my grandparents decided to raise me. When I was 7 years old, my grandmother died and everything changed. Fortunately my aunt and uncle adopted me; today I call them my parents.

"My dad is Pastor Cordeiro of the Church of the Nazarene in Colombo, Brazil. The Child Sponsorship program has made it possible for me to receive an education. I thank my sponsors for their great act of love. I also thank God for the way He took care of me through my personal losses. He gave me the best parents I could ever have hoped for. They, along with the Church of the Nazarene, have taught me Christian values and principles. God began to bring healing to my heart at a Nazarene youth retreat, and I was finally able to forgive my biological mother for abandoning me.

"When I was seven years old I had nothing. Today, more than 10 years later, I have wonderful parents, an education, and a loving local and global church family, and I serve as a children's Sunday School teacher. I thank Jesus for His sacrifice on the Cross; with Christ in my life I am 'more than a conqueror' through Him."

Kid's Club in Chaltir

Chaltir is a town located in the Commonwealth of Independent States in Russia. The Chaltir Church of the Nazarene organized a Kid's Club. Svetlana—the pastor's wife—and other church members show the children the love of Christ as they give the children help with their studies and feed them nourishing food. Kid's Club children have begun sharing with others in need. Even though the children are poor, they have been taking small gifts to children in a local orphanage. "I am blessed not only to have parents, but am privileged to have a sponsor for my schooling," said a child at Kid's Club. "Those kids in the orphanage have nothing."

Sonya has loved attending Kid's Club! After returning home from Kid's Club activities, she often shared Bible stories with her parents. When Sonya had been attending Kid's Club for a year, her dad visited the Chaltir Church of the Nazarene and was amazed at the loving support given to him, even though he struggled with a drinking problem. Soon he accepted Christ and was baptized; two years later his wife also became a Christian. Needless to say, ministries to these children can bring dramatic changes in the lives of the adults in a child's life.

Rita

Rita is a sponsored child in Amman, Jordan. She and her mother, Bayda, fled Iraq when extremists murdered her father and threatened to kidnap her. Pastor Nabil Mufid and other members of his Iraqi refugee congregation in Jordan gave Rita and Bayda beds, blankets, a couch, a rug, and a small heater for their tiny one-room apartment. Rita is learning about the love of Jesus as she also studies English, French, Arabic, and science in the Nazarene school. "I don't have a father," Rita explains, "so now Jesus is my Father. He will always take care of me."

We Can Sponsor a Child

For \$25 a month, sponsors can provide schooling, food, shoes, and clothes for a needy child in a world mission area.

Individuals may now also create an endowment through Nazarene Child Sponsorship. Just \$7,500 will support a child in need for years to come. Endowments enable NCM to continue providing positive environments where children learn about Jesus, receive basic services, and find hope for their futures.

PRESENTATION IDEA: "TELL ME A STORY"

Prepare and Present

Create a "reading group" atmosphere in the room—chairs arranged in a semicircle around a rug. Storytellers sit or stand in front of the group.

As each sponsored child's story from the Lesson Information is told, identify the country on a large world map where each child lives/lived.

1. Choose excellent storytellers to relate the story of one or more of the following sponsored children: Stephen, Viviana, Tais, or Rita (see Lesson Information).
Alternative: Record the stories from the Lesson Information (in advance), using a different storyteller for each sponsored child.
2. Ask a child sponsor from your church to share with your group their story of joy and satisfaction as they participate in Child Sponsorship.
3. Show pictures of needy children and pray for sponsored children.

CALL TO ACTION

1. Help needy children and their families by volunteering at one of the following places in your area:
 - An after-school tutoring center
 - A food pantry or soup kitchen
 - A homeless shelter
2. As an individual, family, group of friends, Bible study group, or missions group, do one of the following:

- Pay for an underprivileged child from your church or neighborhood to attend church camp.
 - Sponsor a child for \$25 per month. Visit the NCM Web site (www.ncm.org/cs).
3. Pray for the 2 billion children of the world:
- That the hungry will be fed
 - That homeless street children will find shelter
 - That God's people will share the love of Jesus

LESSON 2: LEARNING THE STORIES OF JESUS

PURPOSE

To understand the importance of scholarships and books for people who are trained for ministry.

LESSON INFORMATION

Introduction

- Nazarenes have 56 colleges, universities, and seminaries around the world.
- Twenty thousand students are being educated in Nazarene schools worldwide.
- The International Student Scholarship Fund (ISSF) helps Nazarene students in world mission areas receive an education.
- ISSF is a Ten Percent Approved Mission Special.

The letter from Vyaizma, Russia, lay on the desk. It was damp from the snow of a wintery Moscow day. The letter began, "Dear Christian Friends, we have just finished reading the book *Jesus the Nazarene*. Our family now searches for a church where we can worship God." Mario and Lena Russ concluded their letter with this invitation, "We would be happy for you to start a church in our small city of Vyaizma."

It was mid-November 1995; five short years had passed since the fall of the Berlin Wall and the opening of the former Soviet Union. Three years had passed since the Church of the Nazarene sent missionaries into the Commonwealth of Independent States (CIS). After decades of Communism that did not allow religious education and punished people who had Christian literature, the book *Jesus the Nazarene*, written by Hermann Gschwandtner, came to Moscow. Included on the book was a "for more information" address for the Nazarene office in Moscow. One copy of the book crossed 235 kilometers to a small city of 70,000 inhabitants and came into the hands of the Russ family.

Mario Russ, who was Cuban, and his wife, Lena, who was Russian, had been searching for a better life. They fled their home and religious persecution in Cuba and moved to Vyaizma. All the possessions owned by the couple and their two tiny daughters fit into backpacks.

The slow changes that democracy brought to the CIS in those early years rarely reached outside the capital. Many missionaries came to Moscow; Western evangelicals filled stadiums and distributed Christian literature to thousands. In Vyaizma, life was empty of Christian fellowship, and Christian literature was rare. Mario and Lena longed for the fellowship and the growth that a faith community would bring. God delivered the book *Jesus the Nazarene* into the Russ home, and they wrote a letter.

Nazarenes responded and made contact with Mario and Lena. It eventually became clear that Mario was called to preach. The Vyaizma Church of the Nazarene was born. Within two years that congregation had planted a sister church in the same city. As Mario and Lena rose to the challenges of pastoring, they were desperate for literature and for an education that would equip them to spiritually feed their growing congregation. The answer for Mario was

enrollment in the ministerial course of study offered by European Nazarene Bible College (now European Nazarene College) and MidAmerica Nazarene University.

In those early years of new church beginnings, the evangelical church in the former Soviet Union and the Eastern Bloc countries begged for Christian education and literature for pastors and ministry leaders. Because of the decades of forbidden faith, there was a vacuum and hunger for God's Word. As Christian works began to be translated, new dictionaries of theological terms had to be co-created as translations were developed.

Nearly two decades later, the Church of the Nazarene across the CIS and former Eastern Bloc continues to translate much needed Wesleyan-Armenian literature that explains our holiness perspective. There is a growing number of students wanting to follow the ministerial course of study in their nations and language groups. It is quite common for textbook translations to be completed at the same time the classes on the same topic begin.

International Student Scholarship Fund and Books for Pastors

The International Student Scholarship Fund (ISSF) was created through an endowed scholarship to celebrate the 80th anniversary of the Nazarene World Mission Society (now Nazarene Missions International) in 1995. The scholarships are given to ministerial students in world areas for their tuition, fees, books, and educational expenses. In return, the students agree to serve the Church of the Nazarene in ministry for one year for each year of assistance they receive.

The ISSF and Books for Pastors programs were begun by Dr. Nina Gunter, NWMS director at the time, and Dr. Jerry Lambert, commissioner of education. These two programs were strong investments in the lives and ministries of pastors and laypeople called to minister in the Church of the Nazarene worldwide.

As men and women are called to study and to serve in ministry, their study progress is often limited by the lack of theological materials written in their own language. Therefore, the ISSF and the Books for Pastors program are key components of a global initiative to reach the people of our planet with the good news of Christ's love. These programs equip Christlike ministers for the 21st century and beyond.

In other world areas, civil war, poverty, and continued religious oppression limit the ability of men and women to study to fulfill their call to ministry. Often there is little, if any, Christian literature available. In some areas Nazarene pastors do not own a single book, especially in their own language. The "Books for Pastors—Tools for Ministry" project, initiated to celebrate the 90th anniversary of NMI, is an opportunity to equip pastors with a basic library for their ministry needs.

The education of future and current Nazarene pastors and ministry leaders is essential to the growth and development of world area congregations. The congregations need a strong foundation in our rich Wesleyan theology to be a Spirit-filled and effective presence in their neighborhoods.

World Mission reports that there are 20,000 students across the globe preparing for ministry in a Nazarene setting. Nazarenes have 40 Bible colleges and seminaries, 2 liberal arts universities, and 3 vocational and training colleges outside North America, which has 11 colleges, universities, and a seminary. Books for Pastors and the International Student Scholarship Fund are very important for theological students, and the students are grateful.

Testimonials from ISSF Recipients

Juan Carlos Salinas, Pioneer Area, Argentina

"I am writing you to thank you for the help you are giving me so I can study in the seminary, obey the call of the Lord, and prepare day by day for the ministry. Without the scholarships, it would be almost impossible for me to be in the seminary; therefore I give thanks to the Lord for you."

Imre and Maria Gusztin, Hungary

"My wife and I are doing the very fascinating and challenging work of starting and organizing the Church of the Nazarene in Hungary. Our greatest need is more trained and talented pastors who can preach the message of holiness throughout Hungary. We are fully aware that our studies are possible only because we are recipients of the NMI International Student Scholarship Fund."

Analia Gomez, Argentina

"I give thanks to God for having called me to serve Him. I am also thankful that God has placed this desire in you to help us as students, since many of us—for various reasons—cannot pay our expenses."

The Russ Family Story Continues

Who would have imagined that one of the first Nazarene books translated into Russian would lead us into Moldova two decades later? Yet that is the happy continuation of the story of *Jesus the Nazarene*.

Those tiny daughters of Mario and Lena's grew to be wonderful Christian women. In the course of time, the youngest daughter, Irina, fell in love with Sergei, a young man from Kyiv, Ukraine. Sergei's story was defined by an early life of addiction; he found freedom in the Nazarene church through its ministry to alcoholics and addicts. Sergei's life was transformed. He became a serious theology student and is being equipped for ministry through the CIS course of ministerial studies.

Although Lena Russ suddenly died from cancer, Mario continues to faithfully pastor the growing Vyaizma congregation and cares for their young son. The oldest Russ daughter, Alena, is now married to a pastor.

Irina and Sergei were married a year after Lena's death. In the spring of 2008, just like Irina's family's earlier journey from Cuba to Russia, the young couple packed their possessions and moved to the former Soviet Republic of Moldova. Today, Irina and Sergei Talalay serve the Church of the Nazarene as church planters in that pioneer country.

PRESENTATION IDEA: "THE JOURNEY—JESUS THE NAZARENE"

Prepare and Present

Trace the ministry journey of Mario and Lena Russ, influenced by the book *Jesus the Nazarene*. Locate the following sites on a large map that you've placed at the front of the room: Havana, Cuba; Germany; Moscow, Russia; Vyaizma, Russia; Kyiv, Ukraine; Moldova. Ask volunteers to mark the sites, one at a time, as you share the events that happened in the lives of Mario and Lena and their family (see Lesson Information).

- **Havana, Cuba**—Mario, Lena, and their two small girls leave because of persecution.
- **Germany**—Hermann Gschwandtner writes *Jesus the Nazarene*.
- **Moscow, Russia**—*Jesus the Nazarene* arrives in a shipment.
- **Vyaizma, Russia**—Russ family locates here and receives copy of *Jesus the Nazarene*.
- **Vyaizma, Russia**—Mario Russ becomes first pastor of Vyaizma Church of the Nazarene.
- **Kyiv, Ukraine**—God delivers Sergei Talalay from addictions; he is disciplined by Nazarenes in the Kyiv church.
- **Moldova**—Sergei and his new wife—Mario's youngest daughter, Irina—move to the former Soviet Republic of Moldova to plant churches.

Share one or more of the testimonies of **Juan Carlos Salinas**, pioneer area in Argentina; **Imre and Maria Gusztin**, Hungary; and **Analia Gomez**, Argentina.

CALL TO ACTION

- Organize a used book sale. Give the money to the ISSF or Books for Pastors program.
- Support Sergei and Irina Talalay in prayer as they begin ministry in Moldova.
- Organize special periods of prayer for international students in September (as they begin classes) and in June (as they finish).
- Make an effort to get to know people from a different culture and learn about their struggles and challenges as they live in your culture.

LESSON 3: WHO'S YOUR NEIGHBOR?

PURPOSE

To learn how the Church of the Nazarene ministers to immigrants and international visitors.

LESSON INFORMATION

Introduction

- Worldwide, there are approximately 191 million immigrants.
- Immigration around the globe has doubled in the last 50 years.
- 33 percent of all immigrants live in Europe; 20 percent live in the United States.

—Information taken from www.globalissues.org

Jesus commanded His followers to be witnesses in “Jerusalem, Judea, and Samaria.” His command means we are responsible to share the Gospel with immigrants, refugees, and foreign visitors who come to our home country.

The Church of the Nazarene provides many opportunities for helping those who have moved to a new country. Outreach to immigrants includes: social networking groups, Adult Bible Study Fellowship classes offered in native languages, and language classes—English as a Second Language (ESL) programs in English-speaking countries.

Ministering to the World That Comes to Us

“I love international travel and would love to do mission work,” says Gina Pottenger, coordinator of World Mission News Integration at the Nazarene Global Ministry Center. “However, I know people who are passionate about missions, but have no desire to travel. Working with the many cultures where we live brings missions to *us*.”

Gina’s father pastors Colorado Springs First Church of the Nazarene, where a Korean fellowship group has met for years. Each month the families share a potluck meal that features foods from home and then pray together.

“In Korean culture, the presence of an authority figure makes an activity ‘official,’ so at least one of the Springs First pastors would attend the monthly gathering. However, now there are usually three pastors at each event because they have also become integrated into the group,” Gina explained.

It was through this Korean fellowship that Gina and Hyoun-Suk met each other. Through Hyoun-Suk, Gina then met Ink-young.

Ink-young was a Buddhist who came to the United States as a nanny. Gina, Hyoun-Suk, and Ink-young attended a fireworks celebration to celebrate the nation’s independence. “I can’t believe I did this the first time I met her, but that night I invited Ink-young to attend our church,” Gina recalls. “I told her that many Korean ladies attended services at Springs First.”

Ink-young replied that she, a Buddhist, couldn’t come to a Christian church. Once assured that *anyone* could attend the church, Ink-young agreed to visit. “I encouraged her by telling her the church is a great place to practice her English skills, and besides, it would be a cultural American experience,” says Gina.

That first Sunday, Ink-young felt the love of Christ through His people. She later enthusiastically explained how she felt loved the moment she walked into the church building. She immediately sensed the care and concern radiating from other people toward her. Soon Ink-young began coming to church every time she had the opportunity. Ink-young eventually moved back to Korea. She took with her a new understanding of Christianity, as well as the knowledge that God’s people can show love, friendship, and kindness to those from cultures other than their own.

Teaching New Words

Immigrants and foreign visitors can be introduced into the body of a local church through educational programs. Thus, many churches provide language classes.

These classes help the immigrants and visitors to communicate in the language of their new home. Individuals from different backgrounds and every skill level learn or improve their language skills in a loving, friendly atmosphere at a church. Teachers and volunteers often pray at the beginning of each class session, and through their teaching efforts, they show their pupils the love of Christ. Students learn words and phrases and also receive assistance with completing immigration questionnaires, filling out legal forms, helping children with homework, communicating with teachers, and learning cultural norms.

Jaime Rubio, pastor of Cross Cultural Ministries at Central Church of the Nazarene in Lenexa, Kansas, explains the benefits that come when God's people reach out to community members from other cultures. "Providing ESL (English as a Second Language) classes and Spanish classes shows that Central is a place that cares for its community. One of my favorite Greek words is *telos*, which means 'the end result.' The *end result* of offering these classes is showing that the love of Christ goes above culture, ethnicity, race, and nation."

A Hispanic young man walked through the door of another Nazarene church in Overland Park, Kansas. He asked, "Do you have classes for teaching English?" Wes Eby, who had over 30 years of experience in ESL education, was asked by the Church Board and the pastor to begin ESL classes. Wes directed 12 sets of ESL classes during the next four years. Average attendance was 20 students (representing 16 countries) and 15 staff. Later, as students began to express interest in Bible studies, an ESL class was conducted during Sunday school. ESL classes continue to be an important part of the church's outreach.

Wes retired and relocated to central Florida in 2006. Six months later, with the full support of the pastor at Winter Haven Church of the Nazarene, Wes started an ESL ministry in his new local church. The Hispanic pastor and his wife of Winter Haven's Spanish-speaking congregation soon enrolled in the ESL classes. The ministry couple developed relationships with their fellow students, and now some of the ESL students attend the Spanish church.

"ESL is a wonderful way to reach people with the Gospel," Wes says. "The students may never come to church, and we may never see them make a profession of faith in Christ. But they have encountered the living Lord as they learn how to speak, read, and write through the instruction of their Christian teachers."

Outreach Programs

Outreach programs join community members with God's family, as seen in the life of Rudy from the Dominican Republic. An ESL student at Kansas City Central Church of the Nazarene, he was invited to participate in a church-sponsored softball team. "This simple invitation was a starting point for Rudy to be part of the body life of the church. He has since been attending church, and this experience has had a strong impact on his life," explained Pastor Rubio.

Nahed Ghaly brought her young daughter to Marley Park Church of the Nazarene in Maryland, U.S.A. "I saw your church sign announcing Vacation Bible School. I want my daughter to learn about the Bible," Nahed announced. Pastor Phillip Bolerjack gave the Ghaly family a copy of the *JESUS* film and introduced them to the Vacation Bible School (VBS) group leaders. The mother and daughter returned each night of VBS and then began attending Sunday morning worship. When Nahed's elderly father also moved to Maryland from Egypt, he began attending services with them.

Within a few months Nahed had introduced three more Egyptian immigrant families to the Nazarene fellowship. Elementary children were enrolled in Wednesday night Caravan. The moms, toddlers, and babies sat in the foyer learning new English words as they talked with one another and the church people. Friendships were forged; the toddlers grew, learned English, and began attending age-appropriate classes on Wednesday nights as well. It all started with a VBS welcome sign and a truly welcoming Nazarene congregation.

Reaching Refugees

El Timal is a community of war refugees who fled to safety in Nicaragua. The government gave them 175 acres for raising cattle or sheep, but the refugees had no money with which to start ranches. Local Nazarenes have ministered to these people by planting a mission and organizing a community school. Approximately 65 refugees gather for worship each week. In 2008, 60 children met in a single classroom to learn during the weekdays. Nazarene partners in the United States are currently raising funds to buy cattle, sheep, and barbed wire for fencing and a corral.

Speaking Their Language

While teaching immigrants the language of their new culture is helpful, many foreign visitors prefer to socialize, conduct business, and worship in their native tongue. To them, it is important to preserve the language and customs of their home country. Thus, creating small groups, Bible studies, or worship experiences for languages other than that of the host church can prove to be a lifeline to refugees or immigrants.

Jesus said to “Go.” For many of us that means going to the refugee, the immigrant, or the foreign visitor who has come to our own hometown.

PRESENTATION IDEA: “A TASTING PARTY”

Prepare and Present

“A Tasting Party”

Announce that the mission lesson will be presented at a “potluck” dinner. Ask each family unit to bring a dish that represents their cultural background. As participants arrive, label each dish with the item’s name and the country of origin. Use this event as a way to include people from various countries in an all-church event. The many dishes and their stories will spark conversation and help foreign visitors feel at home in the congregation or small group.

Share the story of Gina, Hyoung-Suk, and Ink-young in Colorado Springs. Be sure to mention that Hyoung-Suk and Gina became acquainted through *monthly “potluck” dinners* at the Korean fellowship at Springs First. (See Lesson Information.)

Note: This lesson idea would also be a great activity for ESL classes. Students could practice their English skills while describing foods, tastes, and preparation practices.

CALL TO ACTION

- Look for opportunities in your community to join with existing outreach programs that help immigrants assimilate into your community and culture. Sign up!
- Volunteer your services as an individual or group to a school, community center, or senior adult organization that helps immigrants learn the language of your culture.
- Offer friendship to a neighbor, merchant, or someone at church who has immigrated to your country.

LESSON 4: WHERE DO I SIGN UP?

PURPOSE

To understand what volunteers do in world missions in the Church of the Nazarene.

LESSON INFORMATION

Introduction

- 646 **Work & Witness teams** were sent around the world in 2007.
- **Youthserve** provides teenagers opportunities to work locally, as well as overseas.

- **Youth in Mission** is a summer youth (ages 18-30) program that allows students to minister in North America, as well as globally.
- Through **Mission Corps**, individuals of all ages and backgrounds use a variety of skills in a world area for a few weeks or months up to a year.
- **Nazarene Medical Organization** provides a link between those with physical needs and those with medical training and skills.
- The Church of the Nazarene is the second largest volunteer-sending agency in the United States.

Volunteerism is a unique part of the Church of the Nazarene. There is a strong commitment from people of different backgrounds who dedicate their diverse gifts and talents to work in God's harvest field around the world.

Although hundreds of Nazarenes provide free labor in ministry to other cultures each year, individuals who cannot travel to a mission site can also volunteer by providing prayer and financial support so others can go.

A Young School Teacher Volunteer

Dana Winsinger participated in various mission projects and volunteer teams in Chicago, Italy, and the Bahamas during college breaks from Trevecca Nazarene University. After graduation she went on another mission trip—to Kyiv, Ukraine. When she fell in love with the country and its people, Dana met with the headmaster of a school for missionaries' children to gather information regarding a teaching vacancy. During the interview she thought, "This is crazy! People don't suddenly move across the ocean. I would leave my family, my church, and my plans to teach school in Tennessee and begin graduate school."

Yet God began opening doors. He provided the financial support she needed, and in less than three months Dana was back in Ukraine as a volunteer teacher for the Church of the Nazarene at Kiev Christian Academy (KCA).

Katya, one of Dana's first students, was a tough little girl. An older sister had been her primary caregiver because of their mother's alcoholism. Eventually Katya was sent to an orphanage; a visiting missionary couple then made arrangements for her to attend the academy. Lively, curious, and very strong-willed, Katya made sure that Dana, her teacher, was always on her toes.

Most of the students at KCA were missionary kids, so they knew the "right" answers for Bible class and chapel. Not Katya! She asked all sorts of questions about God and was skeptical about the truth of Bible stories. *How could God make a dead person live again? Did He really spit in the mud and put it on someone's eyes? Why does He want to live in a person's heart?*

Katya wasn't ready to believe quickly. She was often in trouble for talking, misbehaving, or not doing her work. One day as Dana was trying to discipline her, Katya started crying. It was the first time she had shown any remorse for her wrongdoing. From that moment on, her heart began to soften.

Katya now speaks English well, loves her friends at school, and—best of all—loves Jesus. She is a smiling, happy encourager to those around her. There were many days when Dana was discouraged as she tried to teach Katya. However, Dana explains, "The fruit is amazing. I'm so glad I came to volunteer in Ukraine!"

Many times Dana has been questioned, "When are you coming home? When are you going to get a 'real' job?" Dana says she has come to realize that "home" is anywhere a person lives in full surrender to God. It is not necessary to demand our own way. What great gifts of understanding Dana has received in volunteering!

Can God Use People Whose Contribution Is "Helping"?

Doris and Ron Libby hesitated to attend the Volunteer Orientation in 1993 because they weren't sure they were qualified to be volunteers. Neither had completed college, so they had no obvious medical, teaching, or ministry skills. Could God and the Church of the Nazarene use "helpers"? They quickly discovered that God will give ability to people who are willing to go. They volunteered in Africa and have served many times in Papua New Guinea.

In Africa the Libbys discovered that an important part of volunteering is building relationships and loving people to Jesus. Living on the campus of Africa Nazarene University (ANU), Doris and Ron often hosted parties for students who remained on campus during the summer holiday. Usually 20 or more students—representing 14 or 15 different nations—filled their home during those celebrations. The students enjoyed ice cream and Doris's delicious brownies or cake. Sometimes the group just sat and talked while looking at pictures the Libbys had taken of family and sights

in the United States. Other times they spent the evening singing together. One time Doris and Ron planned a party for a student who was turning 30 and had never had a birthday party. Those social occasions were very special and gave the Libbys opportunities to know and love many of the university students.

Doris and Ron spent most of their time building relationships with Work & Witness teams that worked on the ANU campus. When the time came for Work & Witness teams to return home, most of the team members left clothing and shoes for the African students who attended the university.

Doris invited one needy student to look through the donated items to see if there were shoes that fit him. The young man was delighted to find two pairs of shoes that fit perfectly. However, he noticed a blanket that was folded and lying nearby. He asked Doris if the blanket was also available for his use. Doris had to tell him that the blanket belonged to the university and was to be used by future Work & Witness teams. The student said very quietly, "I really need a blanket. I have only a sheet and a very ragged blanket." Doris exclaimed, "But this is the coolest time of the year! You *need* a good blanket. How much would one cost?"

He answered, "About 400 shillings." He certainly could not afford to buy a blanket. Just then, Doris remembered the shillings that a Work & Witness team member had dropped into her pocket at the airport. The lady was returning home and had decided not to exchange the African shillings for her country's currency. Rather, she had given her leftover shillings to Doris to use however she saw fit. Doris had laid the shillings on the kitchen counter without counting the money. She rushed to the kitchen, counted the shillings, and hurried back to the student. Doris exclaimed, "Look, exactly 400 shillings, just what you need!"

The young man cried and said, "No, I can't take that. I am not a beggar." Doris assured him he wasn't begging at all. Instead, God was providing funds through the Work & Witness team and had made a way for him to buy a blanket. Both Doris and the university student had tears in their eyes. Once more Doris was assured that "helpers" *do* count in God's sight!

When Volunteering, Age Doesn't Matter!

Being a pastor for 66 years and serving or supplying in 101 churches would seem to qualify a person for a season of rest, but that was not the plan for Rev. Jesse A. Middendorf and his wife, Martha. In 1993 they told their son, Jesse C. Middendorf—now a Nazarene general superintendent—that they were willing to serve as mission volunteers.

A few weeks later they found themselves in Kyiv, Ukraine. Jesse and Martha's arrival made it possible for missionaries to leave the country and attend the General Assembly in the United States. The Middendorfs loved their time there, but God wasn't through with them yet.

Six years later, they agreed to work on a Carib Indian reservation in Dominica, in the beautiful Caribbean. Soon Martha became ill, however, and they had to return home. While back in the United States, Jesse received three stents in his heart and his fourth pacemaker. But two years later, Jesse and Martha returned to Dominica and had a wonderful three-month ministry with the Caribs.

The Middendorfs were loved by the young people. They loved to encourage their cricket team and tried to do everything the Carib young people did. Jesse and Martha walked up the 100 steps to reach the church on the reservation. The congregation stood a solid hour for the song service, but the church people did tell the Middendorfs *they* could sit down!

Carib Christians gathered for cottage prayer meetings, and the crowd would overflow the Middendorfs' house. Martha's southern cooking skills certainly endeared her to the people. Many evenings young men came to the Middendorfs' home to talk and pray. When they smelled the wonderful aromas of dinner cooking on the stove, the guys would conveniently stay until dinnertime. The evening before to the Middendorfs' departure, 25 young people came through the pouring rain to bring gifts to their American friends.

Later when the Middendorfs volunteered in Alaska, Jesse became aware of the tremendous opportunities to build God's kingdom there. He declared, "If I were young again, I'd love to come here and serve." The Middendorfs represent thousands of Nazarenes who ask, "Where do I sign up?" God takes willing hearts and gives them abilities to help build His kingdom around the world.

PRESENTATION IDEA: “A VISIT WITH VOLUNTEERS”

Prepare and Present

This presentation simulates Skype (explanation below) conversations from around the world. A few weeks prior to the mission service, select five people to help tell stories of volunteers from the Lesson Information. Create four simple sets at the front of the room.

1. Teacher's desk and chair (for Dana Winsinger)
2. Dinner table prepared for company (for Ron and Doris Libby)
3. Comfortable chairs, small table, and lamp (for Middendorfs)
4. Computer and Web camera on a table (for Narrator, who sits in an office chair at computer table with a computer on it)

NARRATOR: Today we will visit three volunteers in different world areas via Skype. Skype is a computer program that allows individuals to talk free of charge to anyone in the world whose computer also has the Skype program. A Web camera makes it possible to not only *hear* voices, but to see one another as well.

Each of the pre-selected participants sits at the appropriate set and tells a first-person story of a volunteer(s) from the Lesson Information.

1. Young adult woman (Dana Winsinger)
2. Middle-aged couple (Ron and Doris Libby)
3. Retired couple (Jesse and Martha Middendorf)

Option: If the Skype concept is not possible, use the same sets and interview the volunteers, using the lesson material. Ask presenters to prepare their stories and have them memorized, if possible.

Refer everyone to this Web site:

- Nazarene Missions International: www.nazarenemissions.org—Click on the “Get Involved” link on the right of the home page, then on any of the volunteerism links in the left column

CALL TO ACTION

- Organize a mission prayer ministry. Ideas:
 1. Sponsor a morning or afternoon of prayer
 2. Distribute names of your district LINKS missionaries (or missionaries that your church knows) to members of your congregation for prayer purposes
 3. Challenge your friends/class/group to fast one meal per month and pray for missionaries from your home church, district, or region at that time.
- Participate in city- or statewide efforts to feed, clothe, or teach homeless children.
- Enlist volunteers to join you on a local or district Work & Witness trip.
- Challenge teenagers and young adults in your congregation to apply for service in Youthserve or Youth in Mission programs.

LESSON 5: IS THERE A DOCTOR IN THE HOUSE?

PURPOSE

To appreciate medical missions in the Church of the Nazarene and how it affects people's lives.

LESSON INFORMATION

Introduction

- Approximately 800 people receive Christ as Savior each year at Kudjip Nazarene Hospital in Papua New Guinea.
- Kudjip Hospital's statistics for 2007 included 45,000 outpatients, 4,646 inpatient admissions, and 713 major surgeries.
- Annual statistics for Community Based Health Care at Reynolds Memorial Hospital in Washim, India, include 12,000 inpatient admissions and more than 30,000 outpatients.

Ministry and evangelism through medical missions are done in a variety of ways. Cultural settings, available resources, and geographical locations often determine how, where, and how much medical missions may be offered to a people group. Men and women combine their love of Christ with their medical training to bring physical and spiritual health to those in need.

Papua New Guinea

Dr. Scott and Gail Dooley have served at Kudjip Nazarene Hospital in Papua New Guinea (PNG) since 2003. Scott practices primarily in obstetrics and in outpatient services; he also works long hours in an HIV clinic.

Scott and Gail, a registered nurse, work alongside other dedicated medical professionals at the Kudjip Hospital. Five salaried doctors and one volunteer doctor support nearly 55,000 patients each year, with 800 births and nearly 1,000 major operations annually.

"Nazarene churches are highly concentrated around the hospital, because much of the Church of the Nazarene's name and reputation in this area comes from the excellent service we're able to provide," says Dr. Dooley. "Our hospital is drastically different from other medical facilities in the area. The hospital is an important evangelistic tool; our doctors, nurses, and the chaplain pray with our patients. People in critical times of life are more likely to think about where they will spend eternity and feel the need for spiritual help. Approximately 800 people a year accept Christ through the work at Kudjip Hospital."

Another tool for discipleship is the HIV ministry team with which Dr. Dooley works. The group enlists churches to become involved in presenting God's plan of protection and blessing for families. They emphasize the difference in the lifestyle and actions between Christians and nonbelievers. The ministry team also teaches and testifies about God's ability to give family members healthy relationships and to enable marriages to withstand temptations. Dr. Dooley says, "Domestic violence in PNG is everywhere. We want people to understand God's plan for us to have strong marriages. We teach them that with God's help they can avoid violence, live holy lives, and at the same time reduce the spread of HIV. Medical doctors and laypeople can show people that we love them—that *God* loves them."

Retired missionaries Dr. Bob and Beth Merki served over 30 years in South Africa, Swaziland, and Papua New Guinea. Two dramatic, life-changing incidents during their time at Kudjip Hospital are reminders of how God uses medical missions to bring healing to people's bodies *and* spirits.

Kwambi spent many months in the hospital recovering from a gunshot wound to the head inflicted by her husband. During her long hospitalization she became a believer. In spite of her limitations—partial paralysis of her left arm and leg—after leaving the hospital, Kwambi was influential in organizing a Church of the Nazarene in her community.

Wena appeared to be dying when he was brought to Kudjip's emergency room. He had been shot and brutally chopped with an axe and a bush knife. After resuscitating the man, Dr. Jim Radcliffe and the operating room staff worked for seven hours repairing the wounds to Wena's face, neck, chest, arms, and legs.

Wena accepted Christ as his Savior during his long hospital stay. He said that rather than follow the revenge custom of his culture, he wanted to become God's messenger of grace and forgiveness so that others might know the transforming power of Christ.

God continues to use the witness of the missionaries, medical staff, and chaplains.

Brazil

Haroldo Millet Neves grew up on the streets of Rio de Janeiro, Brazil. A Nazarene pastor's family took him in and raised him. He attended medical school during the day and worked as a bank guard at night. Today the Rio District Church of the Nazarene owns a small hospital and contracts the administration and medical work through Dr. Haroldo Millet—who also serves as a member of the General Board of the Church of the Nazarene. Dr. Millet has set up HMO-type contracts for medical services with major employers and offers health memberships to individuals and companies, especially Nazarenes in Rio, which gives them access to affordable medical care at the hospital. In January of 2008, the Nazarene Health System in Brazil cared for 950 paying patients at the clinic. It is Dr. Millet's dream to see this Nazarene hospital and a group of satellite clinics become the largest health facility in the country of Brazil.

Washim, India

Reynolds Memorial Hospital (RMH) was founded as a Nazarene mission hospital in Washim, India, in 1937. In 1952, RMH became a general hospital; in 1975 it was registered as a Charitable Society and Public Trust. A nursing school was established alongside the hospital, giving women of the area opportunity to learn and develop the skills they need to care for themselves and their community.

Community Based Health Care

Reynolds Memorial Hospital has provided care to thousands of people every month since 1937. Fifty years later administrators decided to reach *outside* the walls of the hospital to give treatment and teach basic health practices in the name of Jesus.

In 1987, RMH launched its Community Based Health Care (CBHC) Project. For 20 years, more than 250,000 people in 145 villages around Washim received medical attention.

Community Based Health Care not only provided health care to those unable or unwilling to go to the hospital, it also trained nurses in preventive care and nutritional rehabilitation so individuals could achieve a higher quality of life.

The 20 years of CBHC's ministry in India served as a model for Papua New Guinea's (PNG) Community Based Health Care. Carolyn Myatt, a registered nurse, had served in Washim, India. She helped establish preventive health-care projects in PNG villages. Today Dr. Becky Morsch and the national HIV ministry team are equipping Papua New Guinean churches and community members to care for HIV/AIDS patients. Training manuals have been written so individuals can learn and then teach basic hygiene, nutrition, and health-care practices. The Community Based Health Care program expanded to Vanuatu in November 2008.

Medical Ministry Through Short-term Missions Volunteers

Around the world, medical missions has opened doors for evangelism while offering health care. Volunteer medical teams *and* individual medical personnel have responded to the needs. On many occasions, medical missions are welcomed into a community or country after a natural disaster. This was the case in Guatemala in 1976, in Indonesia following the tsunami of 2004, in the southeast United States after Hurricane Katrina in 2005, and in many countries affected by the destructive hurricanes of 2008. Distribution of Crisis Care Kits is often a first step in reaching out to help hurting individuals.

Medical Teams in Guatemala

A Nazarene medical team responded to the devastation of the 1976 earthquake that killed more than 22,000 people and injured 74,000 in Guatemala.

Dr. Helmer Juarez, a Guatemalan pastor's son, saw for the first time that people could give ministry and service to God through other ways than preaching. It changed his life! Dr. Juarez now serves as the director of Compassionate Ministries for the Mexico/Central America Region.

In 1986, Dr. Juarez led a medical team that was part of an effort coordinated by Dr. Paul Gamertsfelder. The medical team, a construction crew, and an eye-care team rode and pushed an old bus for 18 hours to reach their destination.

Although the church there had been closed, the volunteers spent an entire week repairing the church structure and providing health care for 100 families. On Sunday morning, more than 30 people came to church. Six months later, 50 adults regularly attended Sunday services, and their children attended Bible classes on Saturday mornings!

Nursing Students from Kansas

Nursing students from MidAmerica Nazarene University travel to Guatemala each January and spend one week providing physical assessments for approximately 300 children. Hundreds of orphans have parasites, most have dental issues serious enough to be referred for further care, and others have respiratory problems. Still other children have HIV. In 2004 the team of nursing students discovered a congenital heart defect in an eight-year-old girl and referred her to a cardiology hospital for life-saving open-heart surgery.

Volunteers in Paraguay

Rev. Larry Webb led a team to Paraguay that provided money for the national leaders to hire local doctors and dentists for an entire day. The town's *own* medical professionals were then able to provide free medical care to the community—medical care underwritten by Nazarene volunteers.

Adult patients were shown the *JESUS* film as they waited for appointments; their children attended Vacation Bible School classes. Nazarene church volunteers recorded the contact information for those who received medical care and then followed up with evangelism calls on each family.

Creative Access Area

An unnamed medical professional is serving in a Creative Access Area. The health services being provided are opening doors for Gospel presentations in a nation hungry for God's grace.

Leukemia Hospital

A ministry team (mostly volunteers) works with children who have been diagnosed with leukemia and are inpatients at the Nazarene Compassionate Ministries' Leukemia Hospital in Bulgaria. The team connects with the children through crafts, stories, and smiles of encouragement. The ministry team requests prayer that sick children and the hospital's workers will come to know Jesus.

Swaziland-Oklahoma Partnership

In May 2008, Rev. Cosmos Mutowa, coordinator of Nazarene Compassionate Ministries/Helping Hands Africa (NCM/HHA) for the Africa Region, and a Swaziland delegation traveled to the United States. The Swaziland delegation included representatives from the Raleigh Fitkin Memorial Hospital (RFM), the Nazarene College of Nursing (NCN), and the Ministry of Health. The Africa delegation talked to foundations, such as Bristol-Myers Squibb and Pfizer to develop partnerships to work with the AIDS pandemic, which is threatening to destroy the population of Swaziland.

Bethany First Church of the Nazarene (BFC) is planning a major project to help the Swazi church in renovating several medical clinics. Professionals from BFC will visit RFM Hospital and provide technical support and other forms of assistance, while professors and administrators from Southern Nazarene University in Bethany, Oklahoma, will help with educational needs.

Nazarene Medical Organization

Finally, the Nazarene Medical Organization (NMO) brings together hundreds of medical professionals, while also connecting them with medical ministries throughout the world. From the beginning of Nazarene missions, health-care ministry and medical missions have been an important part of the denomination's outreach. Every year, NMO members provide many hours of free care to men, women, and children in communities without adequate medical care throughout the world.

PRESENTATION IDEA: “MEDICAL MISSIONS—IT’S IN THE BAG”

Prepare and Present

Arrange to have your service in a meeting room of a hospital, clinic, or other medical facility, and provide the plastic bags and items required to pack Crisis Care Kits. Share three Lesson Information stories of volunteer teams who helped provide medical mission ministry. Then, enlist the help of your group to pack the Crisis Care Kits. Close the service with prayer; take an offering in a plastic bag like those used for Crisis Care Kits.

Web sites:

1. Kudjip Nazarene Hospital: www.kudjipnazarenehospital.org
2. Nazarene Compassionate Ministries: www.ncm.org
3. Instructions for Crisis Care Kits: www.nazarenemissions.org; click on “Get Involved,” “Crisis Care Kits,” and “CCK Preparation.”
4. Inventory for Crisis Care Kits: www.nazarenemissions.org; click on “Get Involved,” “Crisis Care Kits,” and “CCK Box Inventory.”

How to Make a Crisis Care Kit:

1. Gather new items in quantities listed below. Assemble Crisis Care Kits (CCKs) and seal the plastic bags. Include **only those items listed** on the inventory. *Adding things not on this list can cause an entire shipment to be rejected in customs.* Set the CCKs in groups of 6 to determine the number of banana boxes needed.

INSTRUCTIONS: Into a 2-GALLON PLASTIC (ZIPLOC) BAG, put the following items:

- 1 medium size bottle of shampoo (12 to 18 oz.), please tape flip-tops closed
- 2 bars of soap (bath-size or larger)
- 1 medium toothpaste (4.0 to 6.4 oz.)
- 3 toothbrushes
- 1 box of (Band-Aids) adhesive bandages (30 or more)
- 1 fingernail clipper
- 1 sturdy hair comb
- 2 hand towels
- 4 pocket-size packages of facial tissue
- 1 small-size stuffed toy

2. Obtain banana boxes (or strong boxes all the same size) from your local grocery store. Banana boxes are all the same size so there is no wasted space in shipping.
3. Cut the heavy brown paper (usually found in the banana box) in half and tape half on the bottom of the box and the other half inside the lid. (Cardboard could be used in the same way.)
4. Fill each box with **6 CCKs—no more, no less. Inventory must match what is in the box.**
5. After packing the banana box, place **Crisis Care Kits Box Inventory** inside the box.
* If you do not have access to the inventory on the Web site, write, “Included in this box are 6 Crisis Care Kits. Each Crisis Care Kit includes the following new items in a 2-gallon Ziploc bag,” then list the items exactly as written above.

Using strong packing tape, cover the holes in the top and the bottom of the box. Then tape the box securely shut. Please leave box handles open, which makes it easier to load and unload.

6. **Do not insert money or extra literature** (do not include anything with the church's name on it, notes, etc.) in the CCKs or banana boxes.
7. Please put both “To” and “From” addresses on the box.
8. **Do not wrap banana boxes** in brown paper or contact paper. The wrapping tears or hangs on the rollers of conveyors. **Do not put filled banana boxes inside another box.**
9. Send the boxes to the following (depending on method of shipping):

For shipping from outside the U.S.A., get directions from your local or district NMI president.

*For Shipping via the U.S.
Postal Service:*
**Nazarene Relief Shipments
P.O. Box 117
Fawn Grove, PA 17321-0117**

*For Shipping other than U.S.
Postal Service:*
**Nazarene Relief Shipments
5300 Fawn Grove Road
Pylesville, MD 21132**

*For the following U.S.A. states—
CA, WA, OR, UT, ID, NM, and AZ:*
**Nazarene Relief Shipments
Hands of Hope
1201 South Powerline Road
Nampa, ID 8368**

10. Send a check—made payable to **General Treasurer, Church of the Nazarene**—in the amount of **\$12 per banana box** (for storage and shipping costs during the distribution process). Ten Percent Credit will be allowed for the \$12 shipping donation only. **Do not put the money in the CCKs or banana boxes.** Mark the check, “**Nazarene Relief Shipments ACM1297**,” and mail to:

**Global Treasury Services
PO Box 843116
Kansas City, MO 64184-3116**

Include the **name and address of your church** with the check.

CALL TO ACTION

- Volunteer your time individually or as a group at a nursing home, hospital, or clinic. Ask God to open doors for you to share the love of Jesus with those you meet.
- Crisis Care Kits (CCKs) are a cooperative effort between Nazarene Compassionate Ministries and Nazarene Missions International. Pack Crisis Care Kits for mission areas in need of such donations.

LESSON 6: WALKING THE PATH OF CHRIST IN THE HINDU WORLD

PURPOSE

To help people understand how the Gospel is being communicated to the Hindu world.

LESSON INFORMATION

Introduction

- Nepal is the only country in the world with Hinduism as its official religion.
- Approximately 905 million of the 1 billion Hindu people live in India and Nepal.
- Church growth in the Nepali Church parallels the growth of the New Testament Church—approximately 35 percent each year.

Ron Gilbert, South Asia Field Strategy Coordinator

Pastor Praveen sat for hours, thinking and worrying. His stomach was tight with fear. Was he under arrest? Was his family OK? What did his family know of his situation? What happened to the other believers? Where would this night end? How would it end? Thinking about the events of that evening, he wondered where things had gone wrong.

The night had begun as it should. The delegates for the district assembly arrived as scheduled in the evening. He took them to their lodging for the night. Seeing that the visitors were settled, he returned to his wife and children at home. The loud noise of a fist on the door had been completely unexpected. The face that returned his stare showed no sympathy. The officer said he was being taken to the police station. The officer had no other information; if he did, he preferred to show his power by not telling him.

Forced into the police jeep, Pastor Praveen looked back to see his wife standing in the doorway of their home; for a brief moment, understanding flowed between them. Faith and grace would carry them where they could not go together and where they dared not go alone.

Now, waiting in the long hall of the police station, he watched the eyes of the clerk who noticed someone approaching. As Pastor Praveen looked up, he blinked twice in surprised recognition of the face, so like his own, but younger in years. His son had come. His joy quickly turned to fear as he swallowed. The son who had come to ask of his father's situation had now been imprisoned along with him.

The hours went by slowly, and Pastor Praveen thought of a thousand possibilities. The midnight hour passed. With the dawn of a new day, the police chief and another official arrived to ask questions.

"You brought the people to the lodge in order to take them somewhere for conversions. This is a violation of our anti-conversion law," the police chief shouted.

Pastor Praveen rose and spoke respectfully, "No, sir. This is wrong information. These are already Christian people, and they are church members. They are all selected delegates for an assembly. We are going for the district assembly of our church, where we elect church leaders for the year."

"The conversion of tribal people to Christianity is a crime!" continued the police chief. "You and your son will be locked up until your trial."

Hours later, Pastor Praveen awoke to a noise at the door, and a body was laid beside him. He soon recognized his friend; the man had been badly beaten by a crowd at the lodge where the delegates were housed. With cracked lips, the friend relayed what had happened after Pastor Praveen left them earlier.

"Neighbors came and began asking me why these tribal people had been brought to the lodge. I tried to explain who they were, but the crowd began accusing me of taking these people for conversion. Before I knew what was happening, the angry crowd was beating me. Eventually the police arrived, and they brought me here. I am under arrest like you," he finished.

Later they discovered that the visiting delegates were forcefully removed by the angry crowd, taken to a nearby temple, and commanded to bow down to the Hindu deities. Those who refused were told they would be burned to death. The police stopped the mob before the burnings could take place. Many of the delegates were taken to the police station, questioned, kept without food for two days, and eventually released to return to their villages.

In the following weeks, Pastor Praveen, his son, and the colleague were kept in jail and pressured to admit they had been arranging conversions to Christianity. They were treated badly by the media, who was allowed access to the three in custody. Even other inmates attacked them. The three men were refused bail and repeatedly questioned. Through their trials, the church in India was faithfully praying for Pastor Praveen and the others. Those prayers eventually brought freedom.

As he retold the story of his persecution, Pastor Praveen concluded with these words, "From a human perspective, what happened to us was very bad. But, from the spiritual side, I take it as the grace of God to my family and to me. The Bible says, 'Blessed are those who suffer for His gospel.' I am honored to suffer for Christ."

It is difficult to imagine, but this is the reality of life for fellow brothers and sisters who minister in the Hindu world. There are many stories of persecution from India to Nepal and beyond. There are beatings, imprisonment, fines, child kidnappings, and houses and property are set on fire. Like a modern-day continuation of our Old Testament heroes Shadrach, Meshach, and Abednego, Christians in these parts of the world often face persecution.

Pastor Praveen's experience is not unique. Field Strategy Coordinator Ron Gilbert asks us to pray for the *multiple* court cases against Nazarenes in the South Asia Field. As he tells about beatings, he pauses and says, "I wish this were isolated, but it happens pretty often."

It is within this world of persecution that the Church of the Nazarene is seeing amazing growth—growth that parallels New Testament growth, according to Gilbert. There are compassionate ministries, such as child development centers, nutritional rehabilitation, programs for self-help and savings, vocational training, community based health care, and disaster response in outreach to the Hindu world. As Nazarenes enter communities, they try to discover what the greatest unreached needs are. Through these faithful servants, doors that have been closed for centuries are opening to the good news of the Gospel.

In other parts of the Hindu world, the *JESUS* film has been an essential tool for outreach. Nepal is the only country in which Hinduism is the official religion, and the Nepalese people have shown a great response to the film. In 1999, Nazarene work began there through *JESUS* film showings. Since then there have been great political crises, but the denomination has continued to grow. At the September 2007 district assembly, the district had grown to 26 organized churches, 1,841 members, 34 church-type missions, and 269 preaching points. The preaching points are direct results of the *JESUS* film teams who face great persecution in the form of threats and beatings. Currently there are seven teams who faithfully introduce the film to villages across Nepal.

Although we do not always understand why particular things happen, as Christians we can depend upon the faithfulness of God. As the 2008 South Asia Field Conference began, police arrived and ordered that no international speakers be allowed to address the crowd. Though permission had been given for Eurasia Regional Director Gustavo Crocker and other international Nazarene leaders to bring messages, pressure by radical movements convinced the police to take away the permission. Within a seemingly bad situation, the Indian leaders, on a moment's notice, began preaching to God's glory. Such a significant conference was highlighted by the appointment of the first national field strategy coordinators for India.

For many, the stories of persecution and sacrifice seem as surreal as the hours that Pastor Praveen spent waiting in prison to learn his fate and crime. It is true that somewhere, sometime, someone will count the cost and perhaps give up his property, health, family, or life for his faith in God.

Does that knowledge *truly* reach to our hearts? Considering the words of the persecuted, reading the thoughts of those called to speak to the Hindu world about a personal Jesus, it is their request for prayer that ties our hearts to each other. "We are needy of prayer for strength, and pray that the persecutions will stop soon," cries a brother from India. "Please pray for this Hindu priest, that the Lord may save his life, and through his life many more local people may come to the Lord," is the request from a *JESUS* film team worker.

These stories of persecution are similar to the words of Joseph in the Old Testament, "You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives" (Gen. 50:20). In the light of the individual cost for sharing the Gospel, the cry of commitment from Nazarenes in Nepal has become, "Every church starts a new church, every pastor mentors a new pastor, and every Christian reaches another for Christ."

When James Calvert went out as a missionary to the cannibals of the Fiji Islands, the captain of the ship tried to turn him back, saying, "*You will lose your life and the lives of those with you if you go among such savages.*" To that, Calvert replied, "*We died before we came here.*" For Pastor Praveen and the thousands of Nazarenes like him, this is the reality for those who walk the path of Christ in the Hindu world.

PRESENTATION IDEA: "MOUNTAINS OF SERVICE"

Prepare and Present

- **Preparation:**
 1. Darken a sanctuary/room and shine a focused bright light on a centered, single, straight-backed chair.
 2. Place a direct lamp to the side of the chair—like an interrogation lamp.
 3. Arrange for four actors to participate as the voices of the narrator, Pastor Praveen, a police officer, and Pastor Praveen's colleague.
 4. Ask teenagers or young adults to read the facts at the beginning of the lesson.
- **Presentation:**

1. Use off-stage voices to tell the story of Pastor Praveen. No actors are on stage; only voices are heard. At the completion of the narrative, allow a moment of silent reflection.
2. One by one, participants approach the chair and read their fact from the Introduction from a card. For a visual effect, each reader could be wearing handcuffs or have their hands tied with rope.
3. An individual reads Hebrews 13:3 aloud.
4. As the last reader finishes reading his or her card, he or she leaves the stage and the lights are dimmed.
5. An individual again reads Hebrews 13:3 aloud.
6. Refocus a bright light on the chair.
7. Narrator is *heard, but not seen* reading the James Calvert story from the last paragraph of the lesson. Bright light is turned off. Fade into silence.
8. The pastor or NMI president now approaches center stage in darkness. He or she silently lights one candle and prays for the persecuted church and the specific prayer requests relayed in the lesson.

CALL TO ACTION

- Visit the South Asia Field Web site at www.southasiafield.org and sign up for their newsletter.
- Organize an evening of prayer for the persecuted church and people living in the Hindu world.
- In your devotional time, consider Pastor Praveen's words about his persecution and also missionary James Calvert's words. Ask the Lord to show you ways in which He might be leading you.

LESSON 7: IN ANOTHER LANGUAGE— WORLD MISSION LITERATURE

PURPOSE

To help people better understand the work of World Mission Literature and how they can support this ministry.

LESSON INFORMATION

- Over 6,000 known languages are spoken in the world today.
- The Church of the Nazarene worships in more than 212 languages every Sunday in 151 world areas.
- Much of the work produced through Nazarene World Mission Literature is translated from existing materials, but more and more original work is being written by authors in each culture and language.
- The World Evangelism Fund helps to pay for most of the literature work.

Introduction

God has called people from regions all around the world to take the Gospel to a culture different from their own. Because they know God's redeeming love and have a passion to share the Good News, they go to other people groups. In a world of many languages and cultures, if missionaries and national workers did not have written mission materials, their work would be very difficult. That is where World Mission Literature comes to the rescue! They help produce all the non-English literature of the Church of the Nazarene.

Before the formation of World Mission Literature, Nazarene missionaries were responsible for creating their own materials. If they wanted to use a lesson plan, they had to create one. If they needed a topical book, they had to search for one published by another group or church that agreed with the theology of the Church of the Nazarene.

These were difficult projects and took a lot of time. Other missionaries and national leaders were doing the same project in other parts of the world as well. Coordinating efforts helped use time and energy for teaching God's Word.

The Role of World Mission Literature

In its 65-year-history, World Mission Literature (WML) has produced holiness literature in more than 100 languages and is currently working in over 60 countries. WML provides writer's conferences to train translators, writers, and editors; coordinates literature production to avoid duplication; and discovers ways to finance the production and distribution of literature. WML produces Sunday School curriculum, Vacation Bible School and quizzing materials, hymnals or songbooks, evangelism materials, ministerial training materials and textbooks, theological books, the *Manual of the Church of the Nazarene*, lay-training materials, informational literature about the Church of the Nazarene, and materials for denominational programs.

Products Published by World Mission Literature:

- *Hymnals or songbooks*—In 1943, a committee formed to produce a hymnal that could be used in Spanish-speaking countries. This led to the formation of the Spanish Department that later became WML.
- *Sunday School curriculum*—Most materials are written in one language then translated for various groups. However, some materials are written specifically for Spanish, Portuguese, and Korean audiences. In recent years, the Korean church has translated and produced the WordAction Vacation Bible School material and conducted highly successful Bible schools across that nation.
- *Books*—Starting in 1940 with a trilogy of books by H. Orton Wiley, the Church of the Nazarene has focused on providing theological instruction and information books in a variety of languages and forms. As of 2007, more than 3,000 titles have been translated into multiple languages. Dr. Chic Shaver's **Basic Bible Studies** has been translated into 50 languages.
- *Textbooks*—With the rapid growth of the Church outside of North America, World Mission Literature helps to meet the urgent need for trained pastors to disciple new believers. New textbooks and training materials are being translated and produced as quickly as the English versions come off the press. The new releases of **Discovering the Old Testament** and **Discovering the New Testament** have already been produced in Korean; other translations will be completed soon. Work has begun to translate and produce the **New Beacon Bible Commentary**, which will be a valuable tool in educating and training new pastors. This project is expected to take 10 years. In addition, writers are being trained and mentored, allowing them to produce original books in their own languages.
- *Evangelism materials*—Among other items, tracts and informational pieces are produced to send with the JESUS film teams to distribute.
- *Lay-training materials*—Laypeople of all languages are being supplied with literature that teaches how to be good parents, better husbands and wives, and how to tell others the good news of Jesus Christ.
- *Doctrinal books*—Retired pastors and theological educators often donate their libraries to WML to distribute to various countries.
- *Church manuals*—These are produced either in their entirety or in part for distribution in many languages. Beginning with the *2005-2009 Manual*, various language translations are posted on the denomination's Web site and can be downloaded for use in non-English congregations all over the world.

Additional materials include NMI missions books for adults and children; biblical reference books; biblical history and studies; commentaries; church history and administration; Christian education; discipleship and mentoring books; Christian living books; spiritual growth and formation materials; preaching and sermon preparations and outlines; devotionals; marriage and family materials; and quizzing materials for youth and children.

Beyond the Written Word

St. Francis of Assisi said, "Preach the gospel. Use words if necessary." There are many countries in which written words are not effective. Storytelling and illustrations are the necessary means for sharing the Gospel because of illiteracy. For example, many groups of people in Papua New Guinea, are unable to read. Stories and symbols help tell the Good News. In the 1960s, a Nazarene missionary used stick-figure drawings to illustrate the Bible stories

he was teaching. Now, missionaries use flip charts and chart books produced through World Mission Literature to teach and evangelize throughout the same region.

Rev. Elizabeth Musimbi

Elizabeth Musimbi was born in a small village in the western part of Kenya. Her parents were Christians with The Salvation Army, and Elizabeth attended a mission school. She accepted Christ, but faced challenges and experienced many struggles after graduation. Eventually she felt God's call to ministry, so she attended Kenya Nazarene Bible College in 1992. She became the first woman to be ordained in the Africa East Field.

Now, several years later, Rev. Musimbi is studying to find ways to tell the story of God's grace in her life. She also hopes to tell the story of God's work in Africa through the Church of the Nazarene. She recently attended a WML regional writer's workshop, where she joined a team of writers and researchers who are recording the church's history in the Africa East Field.

"I know books have been written on the beginning of the church in Africa, bit by bit in different books," she says. "We wanted to come out with one volume with the entire history. Every Nazarene, and even non-Nazarenes, will benefit from the book. It's for scholars, students, everyone. It's important to know where we come from, to know the background of the church."

Rev. Musimbi explains that she learned of interesting and surprising events during her research. "I was especially pleased to learn that I could interview some of the people who were instrumental in beginning the work of God through the Church of the Nazarene in Africa. Because they are still alive, they were able to share the joys and frustrations and victories in starting churches in African countries."

PRESENTATION IDEA: "WORLD MISSION LITERATURE TO THE RESCUE!"

Prepare and Present

To promote the meeting in your church bulletin, print the words from John 3:16 in a language other than that spoken by your group. Write the following words in *your* language at the bottom: "WML to the rescue! They make these words make sense! (Date/Time)."

For a handout, copy the information "Products Published by World Mission Literature" (Lesson Information) before the meeting. Distribute the copies and ask individuals to be prepared to talk about the listed publications.

At the service, show a short clip from the *JESUS* film in a language that the congregation doesn't understand. Lead the group in a discussion about the difficulty of understanding and enjoying the resources when they are not produced in one's first language. Ask the participants selected prior to the service to share about the publications provided by WML. Then, share the *same* portion of the *JESUS* film clip viewed at the beginning of the service; *this* time show the clip in the first language of those in your group.

Ask the questions, "Why do you think Christian literature and media is important to help in teaching about salvation? Are these needs different in other parts of the world?" After discussion, close in prayer for World Mission Literature and for leaders around the world who are writing and distributing Christian literature.

CALL TO ACTION

- Look through your personal Bible study, Sunday School, and other evangelism materials. Thank God for the people who have written, translated, or contributed to these materials.
- Look at your personal library of theology books. Are there any books or materials you could donate to WML?
- Consider holding an event within your church, Sunday School class, or Bible study group to gather donations for WML.

LESSON 8: COURAGE AND PERSEVERANCE— A WOMAN IN THE MIDDLE EAST

PURPOSE

To emphasize the eternal value of a person—any person—who finds Christ as Savior.

LESSON INFORMATION

Introduction

- 60 percent of those living in the Middle East are under age 25.
- 23 percent of the population in the Middle East lives on less than U.S. \$2 per day.
- Unemployment rates in the Middle East range from 15 to 50 percent.
- The population of the Middle East is expected to double to approximately 649 million people by 2050.

Marlene Samir Mshantaf lives in Beirut, Lebanon. This is the story of her conversion and ministry in the Church of the Nazarene. Her courage in purpose and her strength of conviction are inspiring.

My Life, Not by Accident

I was born in the Shouf mountain area of Lebanon on a cold January day in 1966. I am the firstborn and was named for an aunt. Our life in the small village of Ain Zhalta was peaceful. My family is Maronite Catholic. My grandfather and my uncle are well-known Maronite priests of our village, so church attendance and observance of religious rites was central to our lives. (Maronites are members of one of the Syriac Eastern Catholic Churches; their heritage reaches back to the early fifth century. Although now smaller in number, Maronites remain one of the principal religious groups in Lebanon [www.wikipedia.org].)

In 1975 war broke out in Lebanon between several different groups. Our village was no longer a safe place. Several of my relatives were killed, and our village home was taken away by the Druz and kept from us for over 20 years. (Since the end of the war, we have been able to reclaim our village ancestral home.) My family fled Ain Zhalta and moved to the Ashrafieh area of Beirut.

The war raged on, moving more and more into Beirut itself. We spent many weeks sleeping on mattresses in the underground parking area of our building. Our third-floor apartment building was destroyed twice. My father's shop was completely demolished.

Although we were Catholic, my parents decided to enroll my siblings and me in the Good Shepherd Evangelical School in Beirut. I later attended the Greater Beirut Evangelical School. Most instruction in grade school and later in the university was in English and Arabic.

Every day in the Christian schools, we attended chapel. I loved the songs and all the activities we planned for Christmas and Easter. However, I felt that Evangelicals were not good because they always wanted people to change denominations. My grandmother had been a student in the first Evangelical School in Beirut, and she used to tell me, "Watch out for Evangelicals. They will try to change you!"

During the war, my father was injured and lost his eyesight. Although he traveled abroad to receive medical help, my father died in 1989. My father was my closest friend; I felt that my world had come to its end.

As I look back on my life, it amazes me how we were able to survive those war years and still maintain some stability in attending school and even finishing studies at the university. There was a purpose, a divine hand in my life; and I would soon see it more clearly.

After high school I attended the Lebanese University in Beirut and graduated in 1989 with a degree in business administration. Then I planned to study medicine. When I applied at the school of medicine, I discovered that all the

university classroom instruction was in French. Since I was English-educated, I would not be able to attend medical school. That door was closed to me.

During my first year in the university, I was informed that the Nazarene school in Sin el Fil, Beirut, needed a mathematics and science teacher. I was a business major and was not interested in teaching; however, I needed financial help and agreed to teach until the end of that school year.

I was curious about the people called Nazarenes. They were different than I expected. Mr. Abdo Khanashat, the school director, showed me respect. Since I did not have a car, he would drive me and two other teachers to the Nazarene church in Sin el Fil on Sundays. I began enjoying the services and found them very different from my traditional church. I heard real sermons from the Bible; slowly and surely my heart was being touched. My time at the school was drawing to a close. I was anxious to leave and get started on my “real career”—working in a bank. As I look back, I see that God, in His prevenient grace, kept closing doors for me. I was a bit frustrated.

During a revival service, the evangelist explained how to be saved. He described how Jesus could change people’s lives if they gave themselves completely to Him. Until then, I believed I was a good Christian because I always tried to do good to others.

That night I could not sleep. My life was passing before my eyes. Realizing for the first time that I was a sinner, I wanted the blood of Christ to clean me from my sins and I wanted to give my whole life to Jesus. When the decision was made, I felt overwhelming peace and joy. I knew that God was now in charge of my life and that He wanted me to continue working in the Nazarene school.

Mr. Abdo Khanashat encouraged me to learn more about the Lord. The school director was steadfast, faithful to God, and helpful to others. He was a tower of strength to all who knew him, especially during the war years. I saw the example of Jesus in Him.

Souad, a member of the Nazarene church, was like a sister to me and helped me through the good and bad times of my life. Pastor Raja Nwaiser preached God’s words so that I could continue to grow in the grace of our Lord. Missionaries Robert and Norma Brunson supported and encouraged me in my theological studies and were a great blessing in my life.

In 1996 I felt the Lord leading me to take courses offered by Eastern Mediterranean Nazarene Bible College. I was the first woman to graduate in 2005. I serve as a Church Board member, as principal of the Nazarene school, and as counselor to many families—particularly women in crisis.

I remember the day in 2005 that I was ordained as a deacon by General Superintendent Jim Diehl. It was a glorious day of victory for me. I took my oath with strength and courage, knowing that I was the first Nazarene woman from the Middle East to take this step. Some Nazarene pastors were very unhappy with my decision and made hurtful remarks. Yet as my head came under the strong hand of Dr. Diehl, tears flowed as I sensed the strong arms of my Savior holding me and saying, “Daughter, I am proud of you. I have a task for you to complete. Be faithful.”

It is not easy to be a single person in the Middle East. The expectation is that each woman should marry and have a family; it is considered shameful for a woman to be single and childless. Women in the Middle East are treated as though they are inferior to men. Some Middle Eastern men think that they are responsible for their woman and that women cannot make any decision without their husband’s approval. Many women live under a cloud of control. Even some evangelical men have this concept. But I am reminded that many women had great roles in Jesus’ ministry.

As I talk with women regarding spiritual and psycho/social matters, I find it important to establish a very delicate balance between the biblical concept and the cultural view of women’s rights and limitations. I believe God has helped me have wisdom to offer a healing, biblical view of how a woman should live and serve her God while simultaneously honoring her husband and caring for her family.

My country is changing. Before the war began, Lebanon was 70 percent Maronite Christian and 30 percent Muslim, but many Christians have fled Lebanon. Today 30 percent of our population is Maronite Christian and 70 percent is Muslim.

Several Maronite Christian political leaders have been killed in the past few years. There is fear of what the future may bring. We are presently living above a political and cultural volcano that will explode at some point. I sense, however, that I am not an employee, but a servant of the Lord at this place and time. My goal is to serve my

Lord with all my strength and all my time and to do my best to impact students and families with the power of the gospel of Jesus Christ.

There are 200 students enrolled at the Nazarene Evangelical School in Beirut; 25 percent of them come from non-Christian homes. We have chapel every day, hoping to influence our students with the Gospel message of hope and love in a world of fear and hate. An unofficial war is still building. When our buses leave after school, we are anxious until all children arrive at their homes safely. The school cannot host outdoor activities; there are no evening programs. Exploding bombs surprise and frighten us. In spite of these harsh realities, God has given me a place of leadership. I have the responsibility and opportunity to help bring change in an area of the world filled with hurt.

I can see now that God has always had a purpose for my life. He has faithfully revealed that plan to me one step at a time. My desire is to follow His plan, no matter where He leads me. With God's help I will persevere to the end.

PRESENTATION IDEA: "FOLLOWING GOD'S CALL"

Prepare and Present

1. Read the facts in the introduction and share the information from the final four paragraphs of the Lesson Information.
2. Display a large poster/bulletin board. Place the telephone images (listed below) on the board, in the order given, with a phrase following each picture:
 - Candlestick or rotary dial telephone—"Followed the Call: Mandatory _____ as a child."
 - Telephone with cord—"Followed the Call: Attended _____ schools."
 - Cordless phone—"Followed the Call: Denied entry to _____ school."
 - Cell phone—"Followed the Call: Taught at a _____ school."
 - Palm phone—"Followed the Call: Attended Eastern Mediterranean Nazarene _____."
 - Headset—"Followed the Call: Ordained as a Nazarene _____."

Ask for volunteers to help fill in the blanks on the board (answers in capital letters):

- Candlestick/rotary dial telephone—mandatory CHURCH ATTENDANCE
- Corded telephone—attended EVANGELICAL/NAZARENE schools
- Cordless phone—denied entry to MEDICAL school
- Cell phone—teach at a NAZARENE school
- Palm phone—attended Eastern Mediterranean Nazarene BIBLE COLLEGE
- Headset—ordained as a Nazarene DEACON

Discuss the following: "How important are mentors to young maturing Christians? How can you play that role in someone else's life?" Ask each person to write down ways they could mentor someone in their Christian faith. Pray together for God's guidance in this.

CALL TO ACTION

- Commit to pray for Christian women in the Middle East every time you fill your vehicle with gas.
- Write a note to Bob and Norma Brunson, thanking them for their missionary service to the Middle East.
Bob and Norma Brunson
7725 NW 25th St.
Bethany, OK 73008

LESSON 9: SENDING SALVATION SIGNALS

PURPOSE

To better understand how World Mission Broadcast proclaims the Gospel with limited funds.

LESSON INFORMATION

- World Mission Broadcast ministers through radio, television, texting, podcasting, and the Internet.
- World Mission Broadcast reached people in 75 countries through 30 languages, 85 programs, and 1,397 broadcasts in 2007.
- The first radio program *Showers of Blessing* aired in 1945.
- Radio continues to be the most widely used medium of World Mission Broadcast.
- Radio airtime costs only \$4 a minute.

Introduction

World Mission Broadcast will celebrate its 65th birthday this year. Originally called Nazarene Radio League, World Mission Broadcast (WMB) includes radio, television, cell phone texting, Internet, and podcasting. Through WMB, the Church of the Nazarene reaches the world for Christ with technology and audio in places where traditional missionaries cannot go. In Korea, *Holy People of God* airs via radio and the Internet. Programs in Spanish reach an audience of nearly 40 million people in 24 countries on more than 1,400 radio stations. What an exciting time to be involved in World Mission Broadcast!

Ray Hendrix—Former Director of World Mission Broadcast

Ray Hendrix, a missionary kid raised in Argentina, remembers listening to shortwave radio programs coming from America as a child. “My mother says that at age 10, I was telling her I wanted to be involved in radio!” In 1965 Ray moved his wife and family to Nazarene Headquarters in Kansas City, Missouri. He was editor of Spanish publications and soon became involved in the church’s radio outreach.

Ray eventually coordinated the Spanish radio programs on more than 950 stations. He then helped local churches in many countries focus on follow-up strategies that helped them continue contact with program listeners.

In 1972 Ray was named director of World Mission Radio (now WMB). Only three Nazarene radio programs aired worldwide at that time: *La Hora Nazarena* (Spanish), *Showers of Blessing* (English), and *A Hora Nazarena* (Portuguese).

Six years later Ray was asked to establish a program in French. Many trips to Canada, France, Martinique, and Haiti helped make that dream a reality. Although the heavy schedule of traveling (120 countries) and educating and equipping national leaders was difficult, more than 45 different language programs were being produced around the world by 1990. World Mission Radio helped pay for these programs.

Soon leaders realized that radio programs should be produced in-country, rather than in the Kansas City studios. By 1994, communication centers were established in every mission region. National leadership worldwide could communicate the Gospel using media technology that was changing by the minute.

How production processes have changed through the years! In the beginning there was no editing, there were no outtakes—programs were **live**. Recordings were first done on vinyl records and then on magnetic tape. Fifteen-minute programs were created and sent to stations around the globe. Today presentations are produced electronically and distributed through the Internet. Many stations broadcast through satellite, rather than AM, FM, and shortwave. Improved technology certainly helps the spread of the Gospel.

Ray's World Mission Broadcast Stories

Ray relates a memorable trip he took to Venezuela where the Nazarene Spanish radio program had aired for many years. He was carrying a box of more than 500 radio tapes to be used in home Bible studies. The customs official, however, did not want to allow the tapes to come into the country.

After much discussion, Ray explained to the official that these taped programs were not for sale, but for airing on the radio program *La Hora Nazarena*. The official's eyes widened as he asked Ray if that was the same program he heard on *his* radio at home. When Ray said yes, the official came around the counter to give Ray an enormous hug. With tears in his eyes, the official said, "I've been listening to this program for over a year. I came to know Christ as my Savior because of it, and my life has changed radically. I am a better boss, a better father, and a better husband. I thank God for *La Hora Nazarena*."

The tape box was opened; and Ray gave the official several tapes then went through customs.

Projects that hold special places in Ray's heart include:

- A. The early days of the Russian broadcast prior to the collapse of the former Soviet Union.
- B. The beginning days of the Chinese radio ministry from Hong Kong before and after the massacre at Tiananmen Square.
- C. The beginning days of the Arabic radio ministry during Desert Storm in 1991; Iraqi soldiers were finding Christ while in concentration camps in Saudi Arabia.

"God had opened a one-of-a-kind door of ministry for me for the purpose of winning souls to Christ," Ray reflects.

Doug Fleming—Regional Communications Coordinator for the Asia-Pacific Region

Doug Fleming officially became involved in World Mission Broadcast a few years following graduation from Nazarene Theological Seminary. He and his wife arrived in Manila, Philippines, in 1993. The World Mission Department commissioned them to help establish a regional communications center at Asia-Pacific Nazarene Theological Seminary. The focus was to train broadcasters and media-capable ministers.

Exciting new areas are being explored with new media and mobile broadcasting. In a few years there will be 1 billion new Internet users, the majority of which will be in Asia. A leading mobile phone manufacturer will reportedly release a chip for phones in China and India that will allow for shortwave reception, enabling cell phones to be a person's "all in one" information and entertainment device. Text messaging is used frequently in Asia and will continue to be an important communication tool for listeners and viewers. A variety of Web tools are being developed for more interaction with audiences. And 100+ Plus International Film Fest is a new component that has been used for interaction, inviting young people worldwide to share their visions for the future.

Doug's World Mission Broadcast Stories

Jordan lived in the Philippines, living a life without Christ. On the last day of a church camp, he realized that without the Lord, he would end up in a destructive situation. He chose to become a follower of Jesus. Jordan now works for a premier rock-n-roll station, airing a Christian program. He realizes that rock music can minister to others and show Jesus to the world.

A teenage listener to a Nazarene radio program in the Philippines called the show to win a small gift. Pastor Colorado, the program's host, hiked alongside his wife for several hours to deliver the gift to the remote village. The isolated community joyfully welcomed the unusual visitors because there was no pastor or Christian church in the area. Families listened to the program on radios powered by truck batteries because electricity was not available.

The Colorados returned to their home congregation and told the congregation about the community's needs. Pastor Colorado and several church members returned to the village at Christmastime bearing gifts—a love offering and bags of toys and food. They ate with community members and hosted a Christmas program. Pastor Colorado's church pledged monthly visits to the village in order to lead Bible studies. In April 2008 the church even sent a medical team and had a Vacation Bible School and evangelistic services. A Nazarene radio program opened the door to God's love, and a loving Nazarene church walked through it.

Stories of changed lives motivate Doug because of the potential for media to reach people who cannot and will not be reached with the Gospel in any other way.

Brian Utter— Regional Communications Coordinator for the South America Region

Brian Utter began his career in media as a teenage photographer and journalist for his local newspaper. He studied broadcast communications at Olivet Nazarene University. Then he earned two master's degrees, one in missions from Nazarene Theological Seminary and the other in communications from the University of Barcelona in Spain.

God called Brian to serve in media missions. He started doing this in 2001. His deep passion is to share the Gospel using media through every means possible. His WMB team constantly explores different ways to use all forms of emerging media to share Jesus Christ. Text messaging and podcasts are now in use. Podcasting and the Internet still hold many new methods of communicating the message of hope. WMB continues to evolve as media changes around the world.

In the 24 countries of South America, 60 percent of the radio stations are secular; they have 45 million listeners. Viewers watch more than 1,000 television channels. Remarkably, Christian radio programs are being aired on secular stations and receive **free** air time!

Amazon River Radio Project

World Mission Broadcast in South America has developed an Amazon River radio project. A boat was purchased to navigate the Amazon, enabling approximately 2 million people—for whom there are no churches—to hear about Jesus' love. Battery- and solar-powered radios shout the Good News up and down the river. The boat has also made it possible for medical teams and *JESUS* film teams to share Christ with people who live along the Amazon.

Ida Lopez

Ida Lopez is a single mother who works two jobs to raise her family. During growing financial difficulties, Ida tuned to an evangelical program on television. "When life is full of impossibilities, there is a better way," proclaimed the Christian women's show host. Ida contacted the program's producers and soon became a Christian. Today she is part of a worship team and is a Bible study teacher. Her sister has also accepted Christ. The program *Mujer Valiosa* (*Valued Woman*) made a dramatic change in Ida's life, and now she follows Jesus. What a difference World Mission Broadcast is making!

PRESENTATION IDEA: "TUNE IN TO THE RADIO"

Prepare and Present

Set up the room to present the lesson through a radio broadcast. Choose someone to turn the dial of a radio so it seems the audience is listening to several stations. Begin the broadcast with a monologue by a live announcer who says, "Welcome to WWMB J3:16 on your FM dial. The station playing your top 10 hits of hope from yesterday and today."

The radio announcer can then give information about new programming in world regions (see Lesson Information).

Plan ahead for excellent readers to portray reporters who read stories selected from the Lesson Information (WMB stories shared by Ray Hendrix, Doug Fleming, or Brian Utter). "Pretend" weather, news, and sports reports for world regions could also be included.

Conclusion: End with a promotion for WMB, such as, "The cost for one minute of air time is \$4! Yes, for only \$4 you can purchase one minute of time during which the Gospel will be aired in 83 countries, 35 languages, and on 82 culturally distinct World Mission Broadcast programs. We are going where traditional missions cannot, all because of **you** and your participation in this global ministry. So turn on WWMB J3:16. Remember it's only \$4 a minute to help bring the Gospel to a lost world."

Go out into the audience with a microphone to interview people "live" with these questions:

- What facts did you find most surprising about WMB?
- How can you get involved at our church helping to promote and support WMB?
- What ways can you educate and inform all ages about the importance of WMB?

CALL TO ACTION

- Participate in the June emphasis for World Mission Broadcast. Offering envelopes, posters, and a promotional kit are available through the World Mission Broadcast Web site (www.worldmissionbroadcast.org) or your local or district NMI president.
- Challenge each family in your congregation/group to give \$4 to sponsor 1 minute of radio time.
- Go on a Work & Witness trip to an area with an active radio broadcast ministry. Get involved in the process. Perhaps they have a follow-up program with their listeners.

LESSON 10: YOU'RE THE CHURCH— DO YOU KNOW WHERE YOUR MONEY IS?

PURPOSE

To learn about all that the World Evangelism Fund accomplishes in Nazarene missions.

LESSON INFORMATION

- Local Nazarene churches raised \$48,528,319 for the World Evangelism Fund (WEF) in 2007.
- Through WEF overpayment (the Award of Excellence), the Church of the Nazarene has entered 57 additional world areas.
- WEF supports 773 missionaries (salaried and volunteer) in 151 world areas.
- 1.9 billion people worldwide (2/3 of the population) do not know Jesus Christ (*International Bulletin of Missionary Research* 31, Nos. 1, 8).

Purpose of World Evangelism Fund

The World Evangelism Fund (WEF) exists to fulfill the Great Commission. Spreading the Gospel and the message of holiness around the world requires money.

In faith-based missions, missionaries must spend valuable time traveling to churches to raise financial support. They speak in services, take offerings, and receive pledges from individuals and churches, trusting the amount raised will cover living expenses. Sometimes if funding is low, missionaries must return home.

In the faith-based system, churches do not always share equally in mission work. Larger churches are sometimes visited by more missionaries than they can possibly help, while some smaller churches are overlooked.

The World Evangelism Fund was created to allow missionaries to work more effectively and to encourage all Nazarene churches to support missions. WEF goes directly toward accomplishing the mission of the Church of the Nazarene: to make Christlike disciples in the nations. WEF is the funding that operates the Church of the Nazarene and its entire mission effort, from the operation of the Global Ministry Center to districts and churches around the world.

It's important to know that the World Evangelism Fund is more than a missions offering assigned to local Nazarene churches to meet a district goal. WEF monies are raised and given to evangelize the world—a world in which two-thirds of its inhabitants do not know Christ.

Overpayment of WEF by local churches goes to help begin evangelizing in new fields. Through the Award of Excellence (WEF overpayment), the Church of the Nazarene has entered 57 world areas in the last 15 years.

WEF Helps Those Who Give

Missions giving is often renewed by local congregations when churches discover how 773 missionaries and other leaders are making Christlike disciples in 151 world areas.

"We believe in missions," declares Pastor Carroll Smith. "We know that missions offerings make a difference in people's lives, and I try to set the pace for missions." Those statements illustrate Salem (Alabama) Church of the Nazarene's formula for promoting missions. Salem Nazarene annually goes over its WEF goal by at least three percent.

Former missionaries Michael and Rachel McCarty report, "Our local church's missions giving has increased; our congregation sees us as 'flesh and bones' missionaries. As people have faithfully given to missions, God has blessed. What a joy to pastor a congregation that is obeying God's call on their lives!"

WEF is a partnership in which every local Church of the Nazarene accepts responsibility for missions giving. Seven of 11 districts in Papua New Guinea overpaid their WEF goals in 2006-2007.

WEF Supports Missionaries and Their Work

WEF keeps missionaries like Dave and Kim Hane and Dee Sudnick on the field. The Hanes partnered with a local church in the Philippines. "They helped to plant our church," explained Pastor Elmo Dialing. "They helped us plan and have worship services and Sunday School classes, donated pews for our children's ministry, and opened their garden area to us for a church gathering place. Because of their influence, we have a growing group of young people."

WEF provides money to educate children of missionaries. High tuition costs are thereby reduced, making it possible for missionary kids (MKs) to receive a high quality education.

Dee Sudnick teaches MKs who attend a private Christian school. Her students learn to be mission-minded as they participate in community projects where their parents serve. Dee reports, "The World Evangelism Fund has made it possible for me to be training the ministers and missionaries of tomorrow while ministering to the needy today. Thank you for supporting me as your missionary through WEF."

Beyond paying missionary salaries and mission operating expenses, WEF also supports missionaries with medical insurance, a pension provision, housing, and travel to and from the field.

WEF Helps Disciple Christians Around the World

Alvin

Faithful giving makes it possible to send missionaries who train and mentor national pastors. Alvin, a Bible college student, is planting a church in an inner city known for its drug trade and prostitution. Alvin's mentors, missionaries Greg and Terri Taylor, encourage him in his work and studies. Alvin grew up as a beggar and drug addict in the inner city. Now he is planting a church in his old neighborhood.

Ruel

"I became involved in the discipleship ministry of my local church. I was dissatisfied as an agriculture researcher and realized I needed to develop abilities and skills to be more effective in ministry. I quit my job and enrolled in Asia-Pacific Nazarene Theological Seminary (APNTS). It is worth the financial difficulties as a struggling student to follow God's leading.

"Now in my second year of school, I'm discovering that missions funding for APNTS has helped meet my financial needs. The missionary professors, who all possess excellent teaching credentials, are supported through missions giving. I praise God for WEF; those dollars make it possible for me to learn how to be more effective in ministry."

WEF Reaches the Street Children and Youth

Nazarene missionaries Robert and Joan Donahue headed up the hill once again to their ministry in the city of Antipolo in the Philippines. They had been working with street children—youth and children who spend most of their time living and/or working on the streets.

The worship group meets in a small tin-covered area about 6 feet (1.8 meters) by 10 feet (3 meters). As soon as the children realized the Donahues had arrived, they began to assemble. In a few minutes, about 60 small children gathered with about 10 teens. Four of the teens—15-16 years old—took the lead, and the younger children sang, testified, and quoted scripture.

After an hour of praise and testimony, the small children filed out and about 30 teens and 15 young adults entered. Often these young people have developed low self-esteem, and Robert and Joan have a burden to share Christ and His freedom and joy with them. For the past two years, Robert has focused on developing the youth as leaders. Now this group of teens also participated in singing, testimony, and a short sermon. Several of the new Christians—who had been baptized the Monday before—testified of God's grace in their lives.

That evening the Donahues returned for another service. Teenager after teenager talked about the family problems, financial struggles, and sicknesses from which they suffered. Some of them discussed how they suffer psychologically from undue family pressures, abuse, and neglect at home.

At the end of the evening service, a 15-year-old teen summed up her feelings. "I have been thinking about this," she explained, "and I think it is better that we have trials each day rather than live through days without trials." She added, "On the days I have troubles, Jesus is close and His strength helps me make it through the day. On the days when there were no trials, I found that the presence of Christ was not so clear."

The World Evangelism Fund has made it possible for the Donahues to be with the street children—providing spiritual training and encouragement.

WEF Supports Other Ministries of the Church

Approximately 75 percent of WEF dollars are used for specific world evangelization. The remaining 25 percent of WEF funds are used for the administrative work of the Board of General Superintendents, for administrative costs and salaries, and to support ministries at the Nazarene Global Ministry Center, including Nazarene Youth International (NYI), Sunday School and Discipleship Ministries International (SDMI), USA/Canada Mission Evangelism, and the International Board of Education (IBOE).

In the United States, the formula for giving to WEF is developed by the Stewardship and Finance Committee of the General Board based upon the needs of the international church. The General Board, made up of clergy and laity elected from all world regions, establishes how WEF will be distributed for the various ministries.

Each church has a goal for WEF giving based on income from the previous year. Traditionally, Easter and Thanksgiving offerings, along with faith promise giving, are the primary sources of income for the WEF.

"Once again, giving to the World Evangelism Fund is an example of the faithfulness of the people we call Nazarenes," explains Dr. Daniel Ketchum, global NMI director.

WEF Can Continue to Connect Local Churches with the Global Church

The Barna Group reported in 2005 that the trend for general church giving in the United States was decreasing. One factor affecting this was lack of motivation "because the church has failed to provide a compelling vision for how the money will make a difference in the world."

Nazarenes gave \$8.52 million to WEF in 2007, a 1.2 percent increase from 2006. That figure marks the smallest increase of giving to WEF during the previous five years. In a world economy that is in crisis and fewer percentage of monies given to WEF, there is a potential problem of funds not being available to meet future needs.

A decrease in WEF giving could hurt ongoing ministries, such as the production of Sunday School, discipleship, and Vacation Bible School (VBS) materials; translation of literature; education of new pastors; sending of new missionaries; funding for clinics and hospitals; and the organizing of VBS and street ministries.

Missions giving will continue only as church leaders show the connection between the giving of missions monies and changed lives. As local churches are reminded that WEF enables lives to be transformed, Nazarenes will continue to give sacrificially. The drug addict converted through missionary outreach, the young national pastor who

trains in a Nazarene Bible college, and the missionary kids who receive a quality education on foreign soil represent the connection of the local church with the global church.

General Superintendent Jesse Middendorf issued this challenge: "Make connections wherever you go. Missions is only a word unless it is connected to people. Unless there is a relationship, missions does not take place." WEF helps that connection become a reality.

PRESENTATION IDEA: "UNFINISHED BUSINESS"

Prepare and Present

This lesson presentation emphasizes the need for ongoing missions work through WEF dollars. Evangelizing the world is an unfinished task.

Plan an "unfinished service." For example:

1. Soloist sings only part of a verse
2. Person giving announcements stops without giving specific details of an upcoming event
3. Accompanist stops in the middle of a congregational song
4. Ushers pass offering plates to only a portion of the congregation
5. Someone testifies and stops in the middle
6. Pastor stops in the middle of an illustration

As people begin to understand that these "unfinished" segments of the service have been planned to make a point, explain that just as elements of the service were unfinished, so is the task God has given the local church.

Report that in 2007, 1.9 billion people worldwide (28 percent of the population) had yet to hear the message of the Gospel (David B. Barrett and Todd M. Johnson, *International Bulletin of Missionary Research*, January 2007).

Plan ahead and ask someone with a good speaking voice to share the final section of the Lesson Information, "WEF Can Continue to Connect Local Churches with the Global Church."

Ask your pastor or other ministry leader to close with a final prayer, asking God to help your group be faithful in sharing the Gospel with the world through WEF.

CALL TO ACTION

- Select a black fabric ribbon and cut into short lengths to fold over once, and then attach small gold safety pins. Report to members that in 2007, 1.9 billion people worldwide had yet to hear the Gospel. Have the ribbons on the altar or in offering plates when the WEF offering is taken. Ask members to wear the ribbons as a reminder to pray and to share with others about people who are without hope of eternal life. Remind those in attendance that the purpose of WEF is to dispel the darkness of sin.
- Make a "*WEF Makes a Difference*" calendar for one month leading up to Thanksgiving, Easter, or your church's faith promise event with missions praises, prayer requests, facts about missions giving, and the local church's giving record. Copy and distribute calendars to each person and place on the church's Web site or on a mission bulletin board.
- Provide blank cards on which individuals may write short, encouraging thank-you notes to missionaries and retired missionaries who receive missions support. LINKS missionaries; missionaries from your church, district, or region; or missionaries from your home church would be very happy to hear from you.

HOW TO HAVE A SUCCESSFUL MISSIONS FAIR

This is your opportunity to show how important missions really is! Make this event a memorable family time so everyone will be asking when the next missions fair is.

Before You Begin:

1. Purpose—Decide what your purpose is. (For example, is it to raise awareness or to raise funds?)
2. Pray—Pray for the Lord's direction in all that you do.
3. Plan—You can never plan too much. Plan every detail with excellence. Begin planning this event anywhere from six months to a year in advance.
4. Perform—Carry out your details exactly as planned. Make sure you show passion for your event and have fun.

Step 1: Decide on a Theme

Examples:

- Earlier time period
- Regional celebration
- Harvest

Step 2: Choose the Music

CDs for practically any theme can be found at local bookstores or online. Music is important because it sets the tone for the event.

Step 3: Decorate

Step 4: Plan the Food

Choose a menu that is compatible with your theme. Make up unique names for each food item to match your theme.

Step 5: Create Bulletin Boards/Booths

Plan a bulletin board or booth to display each part of missions. Make sure you include each of the following, as well as any other part of NMI you desire:

- World Mission Broadcast
- Missionary Health Care
- Global Awareness (mission education, NMI missions books, *International Mission Education Journal*)
- Compassionate Ministries
- Alabaster
- LINKS (with names of missionaries "linked" to your church or district)
- Faith Promise (include World Evangelism Fund and perhaps an upcoming faith promise date)

Make sure that a council member or anyone else who can answer mission questions stands at the bulletin board or booth. It is always nice to have handouts at each booth as well. These could be pencils monogrammed with WMB, Alabaster boxes, or candy. Games are also nice to have at each booth as long as they relate to the booth theme.

Most fairs last a couple of hours. You could have a person speak to adults for approximately 20 minutes while the children and youth participate in activities related to missions. This would occur in a separate area from the fair activities. After the 20-minute period, everyone goes out to enjoy the fair. If you have an outdoor fair, you could rent play activities. For the adventurous, pony rides or hayrides are also great if you have the resources.

Last, but not least . . .

Advertise! Advertise! Advertise!

Research shows people need to hear or see something seven different ways before they remember it. Advertise in a big and bold way. Make sure you also get the news about your event to the community. Don't keep all the fun to yourself. Contact the local newspaper or radio station, distribute flyers, and advertise with banners and signs outside your church.

DEVOTIONALS

As devotional leader, you can lead your group's thoughts and prayers toward missions. Missionaries face many challenges and opportunities. We pray for God to provide His protection, power, and purpose in His work around the world.

These devotionals may be presented during the missions service or copied for distribution (permission is granted for copying and distributing). Feel free to change the following suggested devotionals. Adding current prayer requests will help them serve as take-home prayer reminders of your mission presentation.

Lesson 1—Bring the Little Children

Scripture—Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself” (Matthew 22:37-39).

Reflection—Jesus wanted His disciples (those walking with Him on earth and those of us who follow Him now) to understand these instructions:

1. Love God with all your heart, mind, and soul.
2. Love your neighbor as yourself.

Then, Jesus showed us how to live that out:

1. He loved His Heavenly Father, fellowshiped with Him, and obeyed His commands.
2. He loved His neighbors. He healed the sick, fed the hungry, raised the dead, and comforted the grieving.

After healing a paralyzed man, Jesus said to him, “Your sins are forgiven.” Jesus wants us to understand that meeting physical needs is not enough; He offered the free gift of eternal life *after* acting on the physical needs of those who suffered. We are to follow Jesus’ example in introducing people to a loving, forgiving Heavenly Father and in helping with the physical needs of hungry, hurting children and adults.

Jesus’ ministry was and is holistic. We can learn from Christ’s approach. Let us minister to the world through our compassionate evangelism!

Prayer—Father, we truly love You. Please help us show that love to the children of the world who are in need. Thank You that there are *specific* ways we can share Your love and provision with at-risk children. We ask for courage to take steps to help needy children; we trust You to help us. Thank You for the ways You will work through us. Amen.

Lesson 2—Learning the Stories of Jesus

Scripture—“How then shall they call on him in whom they have not believed? and how shall they believe in him of whom they have not heard? and how shall they hear without a preacher? And how shall they preach, except they be sent? as it is written, How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!” (Romans 10:14-15, KJV).

Reflection—Those who are called to preach should study so they can minister effectively. Our willingness to help provide education for God-called pastors may determine whether or not people on the other side of the world will hear the Gospel. Our giving toward Books for Pastors and the International Student Scholarship Fund allows us to join in “bring(ing) glad tidings of good things!”

Prayer—Father, thank You that I can help “preach” the Gospel in other world areas through giving to offerings for pastors. Help me be generously faithful with all You have given to me. I ask this in Jesus’ name. Amen.

Lesson 3—Who's Your Neighbor?

Scripture—Jesus said, “The King will reply, ‘I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me’” (Matthew 25:40).

Reflection—According to Scripture, every time we help someone, Jesus receives our compassion. Immigrants to new countries experience many needs. Language barriers, financial challenges, customs of the new culture, and the desire for friendship and meaningful relationships can create frustrations. Help from citizens in the immigrant's new land is often welcome.

Almost every nation of the world has many new immigrants or refugees. As Christians, it is our responsibility to support those around us who have come from other cultures or countries. Hebrews 13:2 tells us, “Do not forget to entertain strangers, for by so doing some people have entertained angels without knowing it.”

Prayer—Father, please open my eyes to the needs of people around me. Help me to see where I can help or become a friend. Give me insight into ways I can meet the needs of those in my community who have come from other countries or cultures. Please grant me courage to provide help to those who are new to my neighborhood, my church, or my country. Amen.

Lesson 4—Where Do I Sign Up?

Scripture—“What do you think? There was a man who had two sons. He went to the first and said, ‘Son, go and work today in the vineyard.’ ‘I will not,’ he answered, but later he changed his mind and went. Then the father went to the other son and said the same thing. He answered, ‘I will, sir,’ but he did not go. Which of the two did what his father wanted?” (Matthew 21:28-31).

Reflection—Jesus told of two sons who were asked by their father to work in the vineyard. Son No. 1 at first refused, but later changed his mind and worked in his dad's field. Son No. 2 immediately agreed to do the work asked of him. However, he did not follow through and never went into the vineyard. He did not obey his father's instructions.

We who hear and know the truth of the Gospel find it easy to say yes to Christ's command to “Go.” May we be *truly* obedient sons and daughters of God and purposefully go into God's harvest field—a lost world. Whether we give our money, our prayers, our time, our energy, or our physical labor, we have many opportunities to help gather the harvest. Shall we volunteer?

Prayer—Father, thank You for the thousands of volunteers who have heard Your call and then received Your blessing as they have obeyed You. God, I pray that You will put a new passion in *my* heart to work for You. Put Your hand on all who hear this lesson. Help us to renew our commitment to “lift our eyes to the fields that are white unto harvest.” Give us willingness to “go” and “do” whatever task You give to us—whether it is at home, next door, or around the world. Amen.

Lesson 5—Is There a Doctor in the House?

Scripture—“In the thirty-ninth year of his reign Asa was afflicted with a disease in his feet. Though his disease was severe, even in his illness he did not seek help from the LORD, but only from the physicians” (2 Chronicles 16:12).

Reflection—Many times it is easier for people to get help for physical needs than it is to understand their spiritual needs and seek help. In light of this, the Church of the Nazarene provides both physical *and* spiritual help through medical professionals and volunteers around the globe. Missionaries carry out this work in clinics, hospitals, homes, and anywhere else there is a need. They also provide instruction in health care, in living healthy lifestyles, and in spiritual growth.

Prayer—Lord God, we thank You for giving us practical skills that can be used to care for the physical needs of people across the globe. Thank You for the opportunities to minister to bodies and souls. Honor those people who are carrying out medical and evangelical work in various world regions. Please give strength to the medical missionaries and volunteers to do Your work. Help us support Your workers in any way You ask. Amen.

Lesson 6—Walking the Path of Christ in the Hindu World

Scripture—“Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, and he began to teach them saying: ‘. . . Blessed are the peacemakers, for they will be called sons of God. Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven. Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you’” (Matthew 5:1-2, 9-11).

Reflection—From the Sermon on the Mount, we hear Jesus turn our natural, human responses upside down. Pastor Praveen echoes the truth of Christ’s words when he says, “But, from the spiritual side, I take it (persecution and suffering) as the grace of God to my family and to me. The Bible says, ‘Blessed are those who suffer for His Gospel.’ I am honored to suffer for Christ.”

Stories of persecution often stir our hearts, but soon daily routines of life ease the discomfort that was felt for our brothers and sisters who endure hardships to believe on Jesus’ name.

Could it be that God is asking for a deeper, stronger commitment from us? Are we willing to give more of *our* time, money, and comfortable lifestyles so that we can proclaim the name of Christ? Is it really a blessing to live in nations where calling oneself “Christian” results in little or no negative reactions?

The Moravians that John Wesley encountered on his voyage to the American colonies were journeying there to evangelize the slaves. The Moravian missionaries were going to the New World ready to become slaves themselves so that they could spread the Gospel to the unreached. Am I willing to give up my freedom to share Christ? Are you?

Prayer—Father, I pray for boldness to speak Your name and to live like Jesus. Please protect and encourage Your followers whose lives are in danger because they bear the name of Christ. Amen.

Lesson 7—In Another Language—World Mission Literature

Scripture—“O my people, hear my teaching; listen to the words of my mouth” (Psalm 78:1).

Reflection— Psalm 78 begins with these words of Scripture. In this musical piece written by Asaph, a leader in David’s choir, the people are instructed to listen to his teachings. He told parables and retaught the spiritual lessons and stories passed down from his ancestors. It was important to Asaph—and to God—that the Lord’s “praiseworthy deeds . . . his power, and the wonders he has done” be told to the generations to come. The result of such teaching? “Then they would put their trust in God and would not forget his deeds and would keep his commands” (v. 7).

That is the objective, as well, of World Mission Literature. They provide materials that teach of God, His work and wonders, and His provision of salvation through His Son to all nations. Through this ministry, people learn of Christ in their own language in many ways: written words, pictures, or verbal communication through multiple types of media.

Prayer—Lord, we thank You for the valuable ministry of World Mission Literature. Thank You for the people who serve You and tell Your story. I pray that You will provide financial, physical, and emotional support for those involved in this ministry. Use me in any way You choose. Amen.

Lesson 8—Courage and Perseverance: A Nazarene Woman in the Middle East

Scripture—“For he himself is our peace, who has made the two one and has destroyed the barrier, the dividing wall of hostility” (Ephesians 2:14).

Reflection—There has never been a time like now when everyone is watching the Middle East. Recent attacks and wars and rumors of wars have filled people with fear and suspicion. The dividing walls in the Middle East have been seen throughout history. Part of the mission of the Church of the Nazarene in the Middle East is to tear down walls that divide. Christ commands us to “love your enemies.” Only the love of Jesus will destroy the barrier walls of hostility. “Love must be sincere. . . . Do not be overcome by evil, but overcome evil with good” (Romans 12:9a, 21).

Prayer—Father, we pray for the peace of Jerusalem as instructed in Your Word. We pray that all peoples in the Middle East may come to the saving grace of our Lord. Give boldness to Your people called Nazarenes to break barriers of hate through actions of mercy and love. Protect and guide Christians in the Middle East as they seek Your favor while spreading hope and love through Christ Jesus. Amen.

Lesson 9—Sending Salvation Signals

Scripture—“But now, Lord, what do I look for? My hope is in you” (Psalm 39:7).

Reflection—Many people today struggle to find a sense of purpose in their lives. They are burdened financially, mentally, physically, and spiritually and are looking for answers to many of life’s challenges. Some situations seem too much to bear.

We know Jesus is the answer, but how will *they* know? Our responsibility is to show them Who the HOPE is. How will they hear if we don’t tell them? Technological advances through radio, television, and Internet give us the ability to take the message of hope to a hurting world.

Prayer—Father, You have given us a tremendous task in showing the hope found only in You. Let us be passionate in telling the world about You and Your love for all of us. Help us not to be lazy; may we actively participate in showing hope to a lost and hurting world. Amen.

Lesson 10—You’re the Church—Do You Know Where Your Money Is?

Scripture—“For I testify that they gave as much as they were able, and even beyond their ability” (2 Corinthians 8:3).

Reflection—“Rona, are you ready?” I called outside her window. “It’s church time.” I was trying to disciple Rona, a new Christian, about church attendance. She sat beside me in church and did whatever I did. She read her Bible and sang the songs. However, one thing Rona never did was give an offering. She used most of her small salary to put her sister through college. Each week I tried to model stewardship in giving by sharing with Rona small amounts of my own money for the church offering. But Rona never offered to give her own money.

When the pastor announced the annual Thanksgiving Offering, Rona asked, “Why do you put money in the Thanksgiving Offering?” I explained that giving in the Thanksgiving Offering was my way of saying, “I love Jesus.” “Because *others* love Jesus,” I explained, “they gave an offering and sent me as a missionary to the Philippines so I could tell you about Jesus.” Tears sprang to her eyes, and Rona quietly whispered, “Thank you.”

The next Sunday, when the offering bag came around, Rona opened her hand. She had brought her own offering. Tearfully Rona whispered, “I love Jesus, too.”

World Evangelism Fund is a love offering that God uses to change people’s lives. Pray that members of the Church of the Nazarene will continue to give in love so that others will learn about Jesus.

Prayer—Father, we *do* love You. Help us give freely so others can know and love You too. Amen.

CHILDREN'S CURRICULUM

LESSON 1: EURASIA

PURPOSE

To help children understand the diversity in Eurasia and the challenge it presents in sharing the Gospel.

BACKGROUND INFORMATION

Fast Facts

- Eurasia refers to the two continents of Europe and Asia as one.
- Eurasia is the birthplace of the five great religions of the world: Christianity, Judaism, Islam, Buddhism, and Hinduism.
- The churches in Eurasia are often called "Houses of Prayer."
- The Chunnel is an undersea train tunnel that connects England and France.
- Soccer is the most important sport in all of Eurasia.
- Bread is a main part of the diet in every country throughout Eurasia.

LESSON PRESENTATION

Introduction

Create a colorful atmosphere that reflects the diversity (different cultures, different ways of thinking and acting, eating, speaking, believing, etc.) of Eurasia. Hang maps and travel posters with scenes of Eurasia. Display types of transportation, such as a bicycle, wagon, ice skates, scooter, and skateboard. Include models, toys, and/or pictures of cars, planes, trains, busses, boats, oxcarts, camels, and elephants. Provide cheese cubes or Danish pastries for children to sample as they enter the room. Arrange a variety of breads in a basket—use for "Bread Tasting Party." Display flowers, such as lilies, crocuses, roses, marigolds, chrysanthemums, or tulips. Display objects, such as wooden shoes, painted eggs, dolls in national dress, stacking dolls, and small flags for children to explore.

The Eurasia Region has diversity like no other region...from Switzerland's wealth to Bangladesh's poverty...from Ukraine's cathedrals to Iran's mosques...from England's double-decker busses to India's oxcarts...from Pakistan's burquas to Scotland's kilts...from the Netherlands's wooden shoes to Italy's sandals...from Spain's barras to Frances's baguettes. In these cultural differences, the Church of the Nazarene is offering the Bread of Life, Jesus Christ. He is bringing unity in this great diversity.

Look at a map of Eurasia. Point to each of the countries and say the names for the children. Say, **The Church of the Nazarene has churches in many of these countries. This year we'll learn about these countries, the people who live there, and how the Church ministers to them.**

Say, **In the countries of Eurasia, bread is a main part of the diet. People enjoy many different types of bread. This is one way Eurasian countries differ from one another. Let's have a Bread Tasting Party!**

Provide several types of bread for the children to sample. Include breads, such as croissants or baguettes (France), rye (Netherlands), scones (England), kaiser rolls or black bread (Germany), focaccia or Italian (Italy), pita or matzo (Israel), bagels (Poland), barras (Spain), naan—round, flat bread—(India). Display plates of bread on a table with the sign: "Breads from Eurasia." On each plate, display a whole piece of the bread with bite-size pieces around it. Label each type of bread and include the name of the country it represents.

Blindfold a volunteer and offer a sample piece of bread and allow one guess. If the child does not guess correctly, have the other children say its name. Let other children volunteer, then invite all children to sample the breads.

Say, **Bread is the most common food eaten in the world. In many countries, bread is the most important food. In the Lord's Prayer, Jesus said, "Give us this day our daily bread." What do you think Jesus meant?** (Bread is a necessary part of the diet that helps people to live.)

Say, **The Bible says, "Then Jesus declared, 'I am the bread of life. He who comes to me will never go hungry'" (John 6:35a). What do you think Jesus meant?** (Jesus was talking about how He satisfies spiritual hunger.) Say, **Missionaries give the Bread of Life to others. When they preach and teach and help others, they tell people about Jesus, who can save them from their sins. And when people accept Jesus as their Savior, then they are no longer hungry in their spirits.**

MISSION STORY: Sharing the Bread of Life

by Wes Eby

Say, **Today's story is about a husband and wife who are missionaries in Russia. Though born in different countries and cultures, God is using them as a team to spread the Gospel.**

"Hurry, Tanya," Mama said. "You need to get in line behind your brother and sister."

"I am hurrying," Tanya said, trying to catch her breath. "Yuri and Natasha are bigger than I am."

"I know," Mama said. "But we don't want to miss out on buying sugar today. Here's a ruble to pay for it. Don't lose it, Tanya."

"I won't, Mama."

Tanya's mother was making homemade jam from berries, and she needed lots of sugar. But the country of Russia did not have lots of sugar. So stores would sell only one package of sugar to a customer. That's why Mama took her three children to the store with her. Since each child was a customer, Mama could buy four bags of sugar in one day. That summer, Mama made enough jam for the family to enjoy all year long.

The winters in Russia are bitter cold with lots of snow.

"You don't have to go to school today," Mama told her children one day. "It's 20 degrees below zero."

"Oorah!" Tanya yelled. "Can we decorate the New Year's tree?"

"Yes," Mama answered. "Today is perfect."

All day Tanya, Natasha, and Yuri helped decorate the holiday tree. They also baked piroshki, a pastry filled with jam.

For many years, the people in Russia did not celebrate Christmas because the government had banned religion. The people celebrated New Year's instead. It is still the main holiday of the year. People give presents and eat a big family meal. Instead of Santa Claus, the children look for "Ded Moroz," or Grandfather Frost.

At times, life was difficult for Tanya. Children did not always have everything they needed to live well. But Tanya had a happy childhood with her family.

"Vittorio, come quickly!" Mama yelled. "Davide has been burned."

"Oh, goodness!" Papa exclaimed. "How did this happen?"

"The pot of boiling soup fell off the stove and spilled on his feet," Mama explained. "Hurry! We must get him to the hospital!"

Three-year-old Davide spent many days in the hospital while his burns healed.

About a year later, Davide had a swollen eye—almost as big as a tennis ball. His parents rushed him to the hospital again.

"Mr. and Mrs. Cantarella," the doctor said, "we cannot find what's wrong with your son. We can't do anything for his eye. I'm sorry."

"But God can," Mrs. Cantarella said. "We'll invite people from our church to anoint Davide with oil and pray for him."

"We believe God hears our prayers and can heal our son," Mr. Cantarella added.

Many Christian friends went to the Cantarellas and prayed. Soon after, Davide's eye returned to normal.

Davide loved his growing-up years in Sicily, an island that is part of Italy. In the summer, he enjoyed swimming in the ocean. Because winters in Sicily are warm, Davide never saw a snowfall. He just looked at the snow on top of a distant volcano. Davide liked to play sports, especially soccer. Life was good, and Davide was a happy young man.

Tanya grew up in Russia and Davide in Italy. Davide became a Christian at age 17. And Tanya accepted Christ at age 20 when Nazarene missionaries went to Russia. God led these two young people to attend the same college—European Nazarene College in Germany. They met and fell in love. They decided to marry and agreed to serve God together in Russia.

Today Davide and Tanya Cantarella are missionaries in Moscow, Russia. Davide is the superintendent of the Russia North District. He also supervises classes for pastors in several countries. Tanya is the pastor of Moscow First Church, and she is also a teacher of other pastors.

The Cantarellas are a wonderful example of how God brings together diverse people to serve Him. Davide and Tanya are helping people in Russia to learn about Jesus, who is the Bread of Life.

STORY DISCUSSION

Say, **There are more than 6,000 languages in the world today. Seven of the 10 most-spoken languages began in Eurasia. They are English, Spanish, Bengali, Hindi, Russian, Arabic, and Portuguese. Ask, What language does God speak?**

Say, **Most of the countries in Eurasia have their own language or languages. You can travel only a few miles and enter another country where the people speak a different language. Ask, Why does this make it difficult for missionaries?** (They must learn more than one language.)

Distribute Activity Sheet 1. Say, **The first column shows the word "God" written in different languages. The second column is a list of the countries where the languages are spoken. Trace each line from the word used for "God" to the country where this word is spoken.** After children complete the activity, discuss their answers, using the pronunciations.

Say, **God understands what people say no matter what language they speak. People can pray in their own language, and God hears and knows what they are saying. Missionaries learn to sing and preach in the languages of other people. This helps missionaries to reach others with the good news about Jesus.**

	Name for God	Pronunciation	Country
1.	God	[KAHT]	The Netherlands
2.	Dieu	[DYEW]	France
3.	Deva	[day-VUH]	India
4.	Bog	[BOHG]	Ukraine and Russia
5.	Yahweh	[YAH-way]	Israel
6.	Gud	[GEWD]	Denmark
7.	Dios	[DEE-ohs]	Spain
8.	Zot	[ZOHT]	Albania
9.	Dio	[DEE-oh]	Italy
10.	Allah	[AH-luh]	Iraq
11.	Gott	[GAHT]	Germany
12.	Deus	[DAY-ohs]	Portugal

Show pictures of different kinds of churches. Say, **Eurasia is the birthplace of the five great religions of the world: Christianity, Judaism, Islam, Buddhism, and Hinduism. Throughout Eurasia, there are thousands of churches of various religions. Most churches are known as Houses of Prayer.** Ask, **Why do you think churches in Eurasia are called Houses of Prayer?** (Praying to God is an important part of our worship of God.)

Say, **Missionaries for the Church of the Nazarene help start Houses of Prayer in the countries where they are working.** Ask, **If you were going to help start a House of Prayer, what are some things you would need to know first?** Use the following questions to guide the discussion: What size is the town? What kind of people live there? How many churches are already there? Are there areas where there are no churches? Where would people meet for services? How would people be invited to come? Who would do the preaching? What kind of music would be included?

After discussion, ask, **Did you know that the Church of the Nazarene starts new churches in Eurasia almost every day? Before churches are started, church planters must think about where and how they will start a House of Prayer. We will pray today for the people who are starting new Houses of Prayer.**

PRAYER TIME

Before class, make a mailbox with a small box like a shoebox by cutting a slot in the lid large enough for a postcard to drop through. Photocopy a postcard for each child.

Ask, **What do people do with postcards?** (send them to family and friends) Say, **The pictures on postcards usually show where people have traveled. People also write special messages on postcards. Today each of you can write a prayer request for Eurasia on a postcard.**

List the children's prayer requests on the board. Have children write the prayer requests on their cards. Encourage the children to give sentence-prayers, and then let them drop their postcards in the "mailbox."

Say, **Although these postcards cannot be delivered to God in heaven, He knows what you wrote on the cards. Keep praying for the people of Eurasia and our missionaries who serve them.**

LESSON 2: ARMENIA

PURPOSE

To help children understand that Jesus has called us all to make disciples.

BACKGROUND INFORMATION

Fast Facts

- Some people believe Noah's ark landed on the Mount Ararat that was located in the ancient country of Armenia.
- Lake Sevan is the largest body of water in Armenia and one of the largest mountain lakes in the world.
- A 1988 earthquake left 300,000 Armenians homeless.
- Armenians have been missionaries for hundreds of years.
- In Eurasia, a place of worship is often called a house of prayer.
- Many Armenian children attend private chess schools to learn the game.

LESSON PRESENTATION

Introduction

Nearly every home in Armenia has a picture of Mount Ararat on the wall. Although Mount Ararat is located just across the Armenian border in Turkey, it is the national symbol of Armenia. Mount Ararat is featured on its coat of arms and on Armenian artifacts.

Set up a small tent and label it with a sign that reads “House of Prayer.” This can be used during the prayer section of the lesson.

Armenia is an ancient country. The people of Armenia claim they can trace their roots back to the time of Noah. They also claim to be the first country in the world to make Christianity its official religion (A.D. 301). Armenians were great missionaries, taking Christianity to many countries of the Middle East. Unfortunately, when Armenia became a part of the Soviet Union after the First World War, they were forced to become an atheistic communist country. In 1991, Armenia gained its freedom from the Soviet Union, and the people again became free to worship God. Since then, the Church has been rebuilding slowly.

Ask, **Have you ever traveled to a country in Eurasia?** Let children respond. Say, **The first country in Eurasia that we will learn about is Armenia.** On the world map, locate Armenia in southwestern Asia, north of Turkey and Iran. Say, **Armenia is a mountainous country with one of the world's largest mountain lakes, Lake Sevan. Because Armenia lies on a fault line, earthquakes can happen anytime. A 1988 earthquake left over 300,000 people homeless.**

Ask, **Have you ever been with people who speak another language? Can any of you speak another language?** Let children respond. Say, **Armenia has a very unusual alphabet. No other country in the world has one like it. The Armenians believe that God inspired their writers to create this alphabet, which they needed to translate the Bible.**

Say, **Learning another language can be challenging, yet fun. Many missionaries must learn a new language before serving on the mission field. Today's story tells of a girl who was excited about learning a new language.**

MISSION STORY: Anna's Disciples

by Carla Sunberg

Ask, **If there were no church, what would you do if you wanted to go to Sunday school? See what happens when Anna takes matters into her own hands.**

Anna was born in the northern part of Armenia, far away from the big city. When Anna was a baby, an earthquake struck her village. Many buildings were destroyed. When Anna grew older, there were still reminders of the earthquake's destruction. There were piles of stones that once had been a school and small metal containers that people now lived in.

The metal containers were actually the backs of trucks—usually used to carry goods from place to place. When homes were destroyed, many people began living in these containers.

Anna loved to learn new languages. In addition to Armenian, she wanted to speak English. So she began studying it in school. At age 16, she was asked to work as a translator for an American missionary named Linda, who was coming to the village.

Linda was a schoolteacher, and she loved children. She especially wanted children to know about Jesus. Linda had moved to Russia so she could teach children there about Jesus. She found the best way to do that was through Vacation Bible School. But it was a challenge. The songs, stories, and activities had to be translated. It took months and months of work.

When Linda finished the work, she invited a team of Russian teenagers to travel with her to Armenia. The teenagers were excited about helping with Vacation Bible School and telling children about Jesus. Linda and her team packed everything they needed and boarded a plane.

After a three-hour flight, the team arrived in the capital city of Yerevan. Then they got on a bus. It moaned and groaned its way up the mountain pass leading to Anna's village. It took them several hours, but they finally arrived.

Linda and her team made their way toward the school. They were loaded down with supplies. Everyone had a backpack, a suitcase, and a large plastic bag filled with everything they would need for Vacation Bible School.

As the director of the school greeted the team, Anna waited nervously. This would be her first time to translate for someone whose native language was English. "What will this week be like?" she wondered.

The week turned out to be very exciting. Every day there was a new lesson from the Bible. There were skits, songs, and all kinds of crafts. Anna had never experienced anything like this before. She enjoyed standing beside Linda and helping her talk to the children.

On the last day, Linda asked the children, "Do you want to ask Jesus to come into your hearts?"

As Anna translated Linda's words, she began to think about what she was saying. Anna had never asked Jesus to come into her heart. She wanted to say the prayer, too, and she did!

As the team prepared to leave, Anna felt sad. What would happen to her and the children who gave their lives to Jesus?

After several months, Linda decided to visit Anna's village. The van bounced over the dirt roads filled with potholes. Finally, in the distance, Linda could see Anna's house surrounded by a garden. She was going to meet Anna's family. Anna's mother was the first one out of the house. With a huge smile and a gleam in her eyes, she came to the gate and greeted Linda with a big hug. She took Linda's arm and led her toward the side of the house. To Linda's surprise, there sat a metal container in the garden. When Linda stepped inside, she saw Anna surrounded by a dozen children.

"What are you doing?" Linda asked.

Anna explained, "After Vacation Bible School, I wanted to continue teaching the children of my village. So I started my own Sunday School right here in this container."

Linda fought back tears as she looked at the little scraps of paper children were using for a craft. They were learning John 3:16.

Anna had not only asked Jesus into her heart, she had learned that it's every believer's responsibility to go and make disciples.

STORY DISCUSSION

Before class, print Matthew 28:19-20 on poster board.

Say, **Jesus commands all Christians, including children, to make disciples. Let's play a game to learn the verse that Anna put into practice in her life.**

Have the children sit on the floor in a circle, or divide a large class into several circles. Display the scripture verse. Begin playing the game by throwing a ball to one child who must read the first word of the verse. The child will then throw the ball to another child who will read the second word of the verse. Continue playing until the entire verse has been read. Play the game until the children seem to know the verse. Then cover the words and have children play the game by repeating the verse from memory.

Say, **The statement of mission for the Church of the Nazarene is "To make Christlike disciples in the nations." In the past, Armenians have been great missionaries, taking Christianity to many countries of the Middle East. But this statement of mission is not only for adults. Children can make disciples, too.**

Just like Anna quickly found a way to make disciples, let's see how fast we can tell the good news about Jesus. When I say "Go and make disciples," begin walking around the room. When I say, "Tell the Good News," stop walking. Then turn around and sit down on the floor as quickly as you can. The first person to sit down will tell one way he or she can tell others about Jesus. For example, invite a friend to a special kids' event at church, pray for a friend and his or her family who don't know Jesus as personal Savior, share with a friend how God has helped you or your family, invite friends to watch a video with a Christian message.

Before class, prepare a sample of Noah's ark, Activity Sheet 2, to show the children.

Say, Armenia has been called a favorite destination, or place to travel, since Noah's time. The people of Armenia say they can trace their roots back to one of Noah's sons. And some people believe that Noah's ark landed on the Mount Ararat, which used to belong to Armenia, but is now part of Turkey.

Let's make an ark as a reminder of this important event in history.

Show children the sample ark. Then give each child Activity Sheet 2, blue construction paper, and a drinking straw. Explain the following directions.

1. Color and cut out the ark. (Caution children not to cut the fold line.)
2. Tape a drinking straw vertically to the inside of the ark.
3. Fold and glue the front and back of the ark together.
4. Fold the blue construction paper in half, lengthwise.
5. Cut wavy lines just below the fold, creating two sets of ocean waves.
6. Tape one set of waves on the front of the ark and one set on the back.
7. Add cotton "white caps" to the waves.
8. For a floating ark, hold it by the straw like a puppet.

PRAYER TIME

Say, For centuries, Armenians have been known to be excellent artists and jewelry makers. Black volcanic rocks can be found all over Armenia. So people use them to make jewelry. Let's become Armenian jewelers and make our own bracelets.

Distribute black beads and fishing line. Have the children string their beads onto the line and tie a knot. Say, Wear these bracelets as a reminder to pray for Armenia and its people.

Say, Over 1,700 years ago, a man named Gregory was thrown into a hole in the ground. The place was named Khor Virap.

Say, Gregory was a Christian, and he was being punished for his faith. Thirteen years passed. One day the king became very ill. He asked Gregory to pray for him. Gregory did, and the king was healed. As a result, the king set Gregory free and decided the whole country ought to serve God.

Armenians claim that on that day, they became the first Christian nation in the world. The place where Gregory was held was turned into a place of worship. That's why Khor Virap looks like a church today.

If we are going to make disciples, we must pray for people. Gregory prayed for his king, and God performed a miracle in his life. It changed the future of his country.

Have children write prayer requests on their postcards and then take them into the "house of prayer" (a small tent set up in the room). Close with prayer.

LESSON 3: UKRAINE

PURPOSE

To show children how their involvement in Nazarene Compassionate Ministries can help a needy child somewhere else in the world.

BACKGROUND INFORMATION

Fast Facts

- The colors of the Ukrainian flag represent the blue sky over wheat fields.

- Nazarene Compassionate Ministries provides thousands of Crisis Care Kits each year to meet the needs of people in countries around the world, including Ukraine.
- The favorite food of people in Ukraine is bacon fat.
- The major sport in Ukraine is soccer.
- In the year 988, the people of Ukraine became Christians.
- Ukrainian Easter eggs are seen as blessings and are often shared with friends at church on Easter.

LESSON PRESENTATION

Introduction

Display a picture of the Ukrainian flag and label it. Tell the children that the blue and yellow stripes symbolize open sky and wheat fields. Create a farm setting to represent this agricultural country. Decorate a corner of the room with stalks of corn, sunflowers, and wheat. In front of the display, stack two or three banana boxes (available at a local grocery store). Place Crisis Care Kit (CCK) items on top of the boxes. These items will be used as part of a CCK project. Before presenting this lesson, go to the CCK Web site http://www.ncm.org/pdf/cck_instructions.pdf for a list of specific items needed, along with packing and shipping instructions. Ask people to donate the items or give money to help you purchase them. Ask your NMI president for additional information about the CCK project.

Place an area rug on the floor, along with a small stack of reading books. Tell the children they must remove their shoes before sitting on the rug. Explain that most orphan children in Ukraine have only one pair of shoes, which they can wear only when they go outside. As the children sit down to read, assign an older child to read to a younger child. This is typical of what would happen in a Ukrainian orphanage.

Ukraine has been through some difficult times. The country became a Christian nation in 988. It was the center of what became the Russian Kingdom. Eventually, Ukraine and Russia united in the Soviet Union. It was during this time the government decided that people would no longer serve God. They said that God did not exist. People lost hope. Many adults began drinking alcohol, thinking it would make them feel better. Unfortunately, it left parents unable to care for their children. Many of those children are now living in orphanages in Ukraine. The Church of the Nazarene and Nazarene Compassionate Ministries are working hard to reach out to these children.

Scripture: “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me” (Matthew 25:35-36).

Say, It is important for us to understand the commands of Jesus. In the Bible, He tells us that we are to put our faith into practice. We must not only hear and read the Word, but we must apply it to our lives. Jesus gives us some very practical examples of how we should do this. He tells us that whatever we do to help even the least important people, we do for Him.

Distribute Activity Sheet 3. Allow the children to use their Bibles and work in pairs to complete Matthew 25:35-36. Then discuss practical ways we can help others.

1. **Feed the hungry.** Have the children tell ways they have helped feed people who are hungry. (Donate items to food pantries or soup kitchens; help serve meals at homeless shelters; participate in food distribution programs; join with the youth group to sponsor meals for families in crisis.)
2. **Provide something to drink for someone who is thirsty.** Ask the children if they have had an opportunity to help provide water to people after a natural disaster. Ask if anyone has participated in projects, such as a Vacation Bible School Mission Offering. These are designed to help people in areas of the world where unclean water can cause illness and death.
3. **Welcome strangers.** This is especially important in the Church. When people come looking for a place to worship, we are to be kind and help them feel at home.

4. **Provide clothing for the needy.** Ask the children if they have given clothing that no longer fits them to someone else. Ask children to tell other ways they could share clothing they no longer need.
5. **Look after those who are sick.** Ask children how they could help care for family members when they are sick.
6. **Visit those who are imprisoned.** Tell children that in Ukraine, a lot of people in prison have come to know Jesus. One of the ministries of the church is to send letters to people in prison who have given their lives to Jesus.

Say, **When we help others, we are ministering to Jesus. We must look for ways to help other people. Later today we'll have the opportunity to participate in a Nazarene Compassionate Ministries project. It is a very practical way we can help people who are in need. We will discuss the project after our story.**

Have the children say Matthew 25:35-36 together. Challenge them to memorize this verse and find ways to put it into practice.

Say, **When young children go to the doctor, they are usually asked, "How do you feel?" To help the children express their feelings, the doctor may have them look at faces that show different emotions.** Ask the children to name some emotions. Let volunteers draw faces on the board to show how each one might look. Be sure they include the emotions you will ask them to draw on their paper plates.

Distribute two paper plates to each child. Tell the children to draw one of these faces on each side of both plates: a happy face, a sad face, an angry face, and a face that expresses fear. Say, **You will use your plates during the story.**

MISSION STORY: Alone and Lonely

by Carla Sunberg

Say, **This story is about Zina, a young Ukrainian girl who was taken to an orphanage. As I read the story, lift up the face that tells what emotion Zina may have been feeling at that time.**

Zina loved going to kindergarten. There were brightly colored walls, beautiful plants in the windows, and a collection of carved wooden toys. When she arrived in the mornings, the ladies who worked there would hug her and make her feel safe. Zina loved the food there, too. It felt good to fill her tummy with a cup of hot tea and kasha (oatmeal).

But Zina could not always go to kindergarten. There were problems at home. The factory where her dad worked had closed. He could not find work anywhere. So her mom got a job working at a small grocery store. But the store sold a lot more than just groceries. Often the aisles contained more alcohol than food.

Zina's dad became very depressed and did not know what to do. He had been told since he was a young boy that there was no God. He wanted to believe there was a God who cared about him. But he had little hope. So he began to drink alcohol.

Zina's mom was worried about her husband. When she could not convince him to stop drinking, she began to drink, too. Zina did not like it when her parents drank. She looked forward to the days she could get away and go to kindergarten.

Unfortunately, things grew worse. There were many mornings when Zina's mom and dad could not get out of bed to take her to kindergarten. Instead of hot tea and kasha, Zina would find only dried pieces of bread to eat.

The ladies at the kindergarten became very concerned about Zina. They wondered where she was and what was going on. They had seen so many changes. Zina would come to kindergarten wearing dirty clothes. She would ask for extra bowls of kasha. The ladies loved Zina, and she knew it. She wondered if they knew how scared she was to go home at night. She did not know that the ladies at the kindergarten had called for help.

Zina woke up one morning, hoping she could go to kindergarten. It was the only place where she was happy. But her parents were still sleeping.

There was a knock at the door. When Zina opened it, a lady said that she had come to check on her and talk to her parents. Just then, Zina's mother walked into the room. The lady told Zina's mother that the ladies were concerned that Zina had not been at kindergarten.

"She's just a little kid. Who cares!" Zina's mom yelled.

As Zina fought back tears, the lady said, "I'm going to take Zina with me." The lady took Zina to an orphanage. She told Zina that the people there would take care of her since her parents could not.

Another kind lady told Zina to place her shoes in a rack by the front door and to wear them only when she went outside. Then the lady took Zina to a room filled with rows of beds—each covered with clean, white sheets and a brightly colored wool blanket. A big, white pillow was at the head of each bed. Zina placed her dirty grocery bag full of belongings in a drawer under the bed.

A tall lady walked into the room and welcomed Zina with a special gift. The lady carefully placed a box on Zina's bed. When Zina lifted the lid, she found a big plastic bag full of beautiful things. There was soap, a toothbrush, and even a little stuffed animal. Zina grabbed the stuffed animal and put it under her chin. It felt so soft.

The lady told Zina it was time to meet the other children. Zina asked if she could bring the stuffed animal with her. "Of course," the lady replied. Zina followed the tall lady down the hall to a big room full of children. The room had brightly colored walls and beautiful plants in the window. The children were just sitting down for hot tea and kasha. Zina knew that things were going to be OK.

STORY DISCUSSION

Before class, write on the board the list of items needed for each Crisis Care Kit.

Say, **The plastic bag full of wonderful things that Zina received at the orphanage is called a Crisis Care Kit. Not only did it have soap, a toothbrush, and a stuffed animal, it included all of the items listed on the board. Crisis Care Kits are given to people when disasters occur. Thousands of these kits have been provided through the efforts of Nazarene Compassionate Ministries.**

Today we have the opportunity to help NCM meet the needs of people around the world by preparing Crisis Care Kits. It's possible that our kits could be sent to children in Ukraine.

Let children help sort the items and put them into the two-gallon plastic bags. Tell children how they will be packed and shipped. Pray for both physical and spiritual help for those who will receive the kits.

Say, **Ukrainian children love to play outdoors. Soccer is the most popular sport. But children often create their own games. One game they play is called Goat. Today we're going to play this game the way Ukrainian children like to play it.** Explain the following directions, then have children number off and play in a gym or outside.

1. Players stand about 10 feet from the wall, facing it.
2. The first player kicks the ball toward the wall. The ball must hit the wall and bounce back, or the player is out. If the ball bounces back and hits the player, the player is also out.
3. Player No. 2 kicks the ball, then player No. 3, and so on.
4. The game continues until only one player is left. This player is the goat.

Option: Divide children into teams and play for points.

PRAYER TIME

Before class, decorate a sample egg.

Say, **In Ukrainian Christianity, the egg represents the rebirth of human beings. It reminds people of Jesus breaking free from the tomb. Often people in Ukraine will bring beautifully decorated eggs to church on Easter and share them with their friends. Each egg is seen as a blessing. By sharing the eggs, they are sharing a blessing with others. To this day, Ukrainian Easter eggs are made by Ukrainians around the world.**

Allow each child to decorate a Styrofoam egg and take it home to share a blessing with someone special.

On small pieces of paper, write prayer requests for Ukraine based on this lesson. Put each request in a plastic Easter egg and place the eggs in a basket. Have the children gather in a circle. Pass the basket around the circle and have each child take an egg. Let children take turns opening the eggs and reading the prayer requests. Have children put the requests back into the eggs and take them home as prayer reminders for Ukraine. Close in prayer.

LESSON 4: BULGARIA

PURPOSE

To help children realize that missionary kids sometimes feel like foreigners in their country of birth.

BACKGROUND INFORMATION

Fast Facts

- Bulgarians say “yes” by shaking their heads from side to side and “no” by nodding them up and down.
- Bulgaria is famous for its roses. Oil is pressed from the roses and used to make most of the world’s perfumes.
- A favorite soup in Bulgaria is cooked in the lining of a pig stomach.
- During the fall in Bulgaria, the smell of peppers roasting fills the air.
- Most Bulgarians are Orthodox Christians. In the Orthodox Church, candles are an important part of their worship.
- The Bulgarian alphabet was created to give Bulgarians the Bible in their own language.

LESSON PRESENTATION

Introduction

In your classroom, create an atmosphere that reflects a typical Bulgarian home. Have children take off their shoes at the door. Provide the aroma of fresh cut roses and roasted peppers. Search on the Internet “how to roast peppers” for cooking instructions and recipes. Display red and green peppers in a cloth-lined basket. As children enter the room, have Bulgarian gypsy music playing in the background.

Have a basket of rose petals available for students to handle and smell while you check missions books in and out. Give petals to those who have read books. To encourage all children to read, talk about each book briefly. Let each child who has read the books give one sentence about the book, if they want to do so.

People think the most difficult thing for missionary kids (MKs) to do is to leave the country where they were born and begin life in a foreign country. But for many MKs who have grown up on the mission field, it is more difficult for them to return home. These “Third Culture Kids” (TCKs) often feel like they do not “fit” in either country. Their dramatically different experiences shape their worldview and often make them feel out of step with other people their age. One missionary mom said, “The only place on the globe where my TCK feels at home is at the airport.”

Before class, write one Fast Fact on each index card. Hole punch the cards, and tie each one to a rose. Then put the roses in a vase. Display the world map on a bulletin board.

Say, **Today we’re going to learn about the European country of Bulgaria.** Locate Bulgaria on the world map. Say, **Bulgarians enjoy visiting beaches on the Black Sea and taking trips to the mountains. They also enjoy flowers.**

Say, **Flowers are important in Bulgaria. When you go to someone’s house as a guest, you must always take flowers. Flowers are also an important part of the first day of school, which always begins on September 15—even if it’s a Saturday! Students bring flowers for their teachers. They gather in the courtyard outside the school with their big bouquets, ready to learn.**

This flower bouquet is going to help us learn more interesting facts about Bulgaria. Ask volunteers to read the Fast Facts, then place the roses on the bulletin board around the world map.

Ask, **Have you ever moved from one house to another, or to a new city? Sometimes people move to another country. Can you think of a reason why people might move to another country?** (Military service, jobs, education, family) Say, **Missionaries usually move to another country, too.**

Everyone must have a passport in order to leave the country where he or she was born. That country is called their “passport country.” Even babies must have passports. It is very important to have a passport

when you travel. In fact, if you travel to another country and lose your passport, you cannot come home until you have it replaced.

What kind of information do you think might be on a passport? (Name, date of birth, place of birth, identification number, date of issue, date of expiration)

Say, **Many missionary kids have passports that show they were born in America. But because their parents live and work in another country, the MKs may not know a lot about their country of birth. All of the Sunberg girls, whom we will hear about in our story today, have passports that show they were born in America. But they have lived all of their lives in Russia and Bulgaria. An MK who is born in one country and grows up in another country may show the influences of both countries in the way they think, speak, and act. We call these MKs “Third Culture Kids,” or “TCKs” to shorten it.**

Today we will make passports so we can travel to Bulgaria and learn more about the country, TCKs, and the Sunberg girls.

Distribute Activity Sheet 4. Instruct the children to fold their passports on the dotted lines. Help children fill in the information, then let them draw self-portraits and color their passports. Encourage the children to take their passports home as a reminder to pray for TCKs. **Option:** Take Polaroid pictures for children to put in their passports.

MISSION STORY: Don't Feed the Animals!

by Teanna Sunberg

When the Sunberg family returned to their home country on furlough, the four MKs found that some things seemed very strange.

Hi! My name is Lydia. My three sisters and I are missionary kids (MKs). We live with our parents in Bulgaria. Mom and Dad were called to serve as missionaries there. This summer we returned to America for a three-month furlough. During this time, we visited churches and told people about our life in Bulgaria and our ministry to the people who live there.

Mom and Dad were born in America. My sisters and I were born there, too. But even though our passports say “America,” it seems like a foreign land to us. Let me explain.

One night we went to a rodeo. I saw huge bulls stomping their hooves and pretty horses prancing around. There was even a pen of pigs. Boy, did they stink! The sights, sounds, and smells of the rodeo were new to us.

We don't know a lot about rodeos, but we know plenty about the circus. Every summer in Bulgaria, the Gypsies travel by horse and cart to our town and set up tents. We watch the trapeze girls and the animals. We love the lions! But the best part of the circus is when we feed the animals our pretzels. The monkeys snatch the pretzels right out of our fingers!

At the rodeo, Mom and Dad took us up the stairs to find our seats, holding our hands tightly. Just as we were sitting down, my younger sister Jenna pulled on Mom's hand. She had to go to the restroom. Mom gave her that “mom look.” I wanted to go, too. So she took our hands and led us back down the stairs. In the restroom, there was a long line. Jenna and I started walking to the front of the line, but Mom quickly stopped us. We were so surprised. At home in Bulgaria, kids can go to the restroom first! In fact, kids go to the front of every line. It sure is hard to wait after you drink a grape slushy!

When we returned to our seats, my sister Sophia said she wanted some cotton candy. I thought that getting a snack sounded like a great idea, but I wanted popcorn. Mom just rolled her eyes and took us back down the stairs again, this time to the food stand. There were lots of people waiting in long lines, just like there had been at the restroom. I saw an opening and grabbed Sophia. We squirmed our way right up to the front, feeling very proud. But before I could say, “One popcorn, please,” Mom pulled us back. She said that in America, people call what we did “cutting in line.” I thought, “How silly it is for people to leave big spaces between them.”

When we finally reached the counter, I ordered root beer because I only get to drink it in America. Sophia ordered Dr Pepper to go with her snack. Then we hurried back to our seats carefully carrying drinks, cotton candy, and popcorn.

I was munching popcorn and sipping root beer out of a gigantic cup as the rodeo began. All of a sudden, the people stood up and began to cheer. I wondered what was happening. Then I saw a lady ride into the stadium holding a big flag. It looked familiar. I realized it was the American flag. The lady rode in circles while everybody sang, but I didn't know the words to the song.

When the people finished singing, I tugged on Mom's sleeve to ask her about the song. She gave me a funny look and said, "That's the 'Star-Spangled Banner.'"

Just then, the crowd started cheering for the cowboys as they rode into the ring. I was happy to see the clown in the middle of the ring, too. But I could not find any trapeze ladies or roaring lions. Still, the rodeo was a lot of fun.

I saved some of my popcorn until the very end of the show. I couldn't wait to feed it to the big, snorting bulls in the pens. I was just pushing my fist full of popcorn through the fence when my dad pulled me back and whispered in my ear, "In America we don't feed the animals at the rodeo."

STORY DISCUSSION

1. In what ways did the Sunberg girls find America different from Bulgaria? (Rodeo: sights, sounds, and smells; waiting in lines; not allowed to feed the animals)
2. Why did things in America seem strange to the girls? (Although born in America, they have lived all their lives in other countries.)

Say, **The Sunberg girls have found that many things are different in Bulgaria. One of the biggest differences has to do with the Orthodox Church. Almost all Bulgarians are Orthodox Christians. Because of their ancient traditions, they live and worship God in different ways than we do. Their churches are very old and beautiful.**

Because of their long history, Orthodox Churches usually have a relic (an ancient object that is special to the Orthodox Christians because of its connection with a saint or martyr). This might be a fingernail, a strand of hair, or a tooth from a saint. There is also a tomb where saints and/or kings are buried. Icons (religious pictures/paintings) are used in the Orthodox worship. They remind people of important events from the Bible or from the history of the Church. A long time ago, most people could not read. The icons told the stories from their past in pictures.

Say, **Today we are going to draw icons to tell what God is doing in our lives. This will be your story in four pictures.**

Give the children construction paper and show them how to fold the paper in half twice, creating four equal sections. Ask the children to draw the four icons in order so that they tell a story. Encourage the children to include pictures that represent their dedication, conversion, and baptism. Suggest that the children add other events, such as a time when Jesus helped them or answered their prayers.

Allow time for the children to draw their pictures. Then say, **Icons are usually very fancy and have a lot of gold, silver, and jewels on them. To complete your icons, create a decorative frame. Display your icons at home as a reminder to thank God for what He has done in your life and in the lives of Christians around the world.** Distribute decorations and glue.

PRAYER TIME

Before class, prepare a flame cutout for each child. Prepare postcards for each child with the symbol of an unlit candle on them.

Say, **In Bulgaria, people come to church not only to hear a sermon, sing songs, and pray. Candles play an important part in their worship service. When people enter an Orthodox church, they buy candles from a lady who is just inside the door. Then people enter the sanctuary quietly and respectfully. There they light their candles and pray.**

The candles have a unique scent that fills the entire church. Once you have smelled these candles, you will always recognize their scent and think of church. Sometimes we use candles in church, even though we

are not Orthodox Christians. Candles can be a reminder for us to pray. And this is a good time to pray for Bulgaria and missionary kids (MKs).

Distribute the postcards. Encourage children to write a prayer asking God to help and protect MKs wherever they live and when they return to their passport countries. Then give each child a flame cutout and glue. Say, **We're going to "light" our candles and then pray.**

Have each child glue the flame cutout to the candle on their postcard. Close in prayer for missionary families around the world. Encourage children to take their postcards home as reminders to keep praying for MKs.

LESSON 5: ITALY

PURPOSE

To teach children about a volunteer program of the Church of the Nazarene called Mission Corps.

BACKGROUND INFORMATION

Fast Facts

- The Apostle Paul was imprisoned in Rome for several years while awaiting trial before Caesar.
- The city of Venice is built on 117 small islands connected by more than 400 bridges.
- The boot-shaped country of Italy is known for its olives and grapes.
- Mount Vesuvius is one of Italy's famous volcanoes, and one of the world's most dangerous. It is located east of Naples.
- The Leaning Tower of Pisa leans to one side because it was built on unstable ground.
- When close friends say hello to each other, they often touch their cheeks together and kiss the air.

LESSON PRESENTATION

Introduction

Find travel posters of popular destinations in Italy, such as Venice, Pisa, Rome, and Naples. Hang the posters on a bulletin board or on the walls around the classroom. Create an outdoor café setting where the children will sit during the lesson. Cover tables with checkered cloths, or spread large sheets of white paper on the tables. Remove the labels from several green bottles of sparkling cider or sparkling water, and place a long-stemmed carnation in each one. Display them as centerpieces on the tables. Provide a bowl of grapes on each table as a snack for the children. If possible, cover a wooden garden trellis with plastic grape vines and leaves or small, white Christmas lights. Place the trellis behind the café tables. Play traditional Italian music as the children enter the room.

Out of construction paper, cut six shapes of the country of Italy and write one of the Fast Facts on each one.

The focus of this lesson is on volunteer missionaries Tim and Danielle Whetstone who learned that in sharing their faith with others, they must patiently wait for God to bring about the results.

The Scripture focus is: "I planted the seed, Apollos watered it, but God made it grow" (1 Corinthians 3:6). Before class, write the words of 1 Corinthians 3:6 on separate small cards. Make several sets of cards. Write the scripture and its reference on poster board.

Say, **Today we'll learn about the boot-shaped country of Italy.** Locate Italy and the cities of Venice, Pisa, Rome, and Naples on the world map. Give the cutouts to volunteers and ask them to read the Fast Facts.

Display the scripture verse and say, **Paul wrote both 1 and 2 Corinthians. Let's read this verse he wrote in 1 Corinthians.** After reading the verse, ask, **What do you think the Apostle Paul meant when he wrote this verse?** Let children respond.

Say, **The Bible compares planting a seed to what happens when a person first hears about Jesus. The seed of knowledge is planted in the person's heart. We help a seed to grow by giving it water, sunlight, and food. We help people grow spiritually by teaching them what God says in the Bible and by showing them His love. People who do the planting and watering may be laypeople, teachers, pastors, and missionaries like Paul. God needs all His people to help Him grow the seeds of salvation.**

Have children read the verse together several more times. Remove the poster board and ask volunteers to say the verse from memory. Then pull out a stopwatch. Tell the children they will race each other to put the words of the verse in the correct order.

Divide the children into groups and give each group a set of cards with the scripture verse, blank sides facing up. Count to three and immediately have the teams flip over their cards and put them in order. The team with the fastest time and whose cards are in the correct order wins. Give a prize to everyone for participating.

Distribute Activity Sheet 5, The Leaning Tower of Pisa. Ring a bell before sharing each of the following facts about the famous landmark.

1. **In 1173, people in Italy's town of Pisa started building a bell tower for their new church, but they had a problem.**
2. **The ground beneath the bell tower was too soft. Gradually, the tower began to tilt.**
3. **The Italians continued building the tower. It took them almost 200 years to finish it.**
4. **The tower has 8 stories, including the bell chamber, and a spiral staircase with almost 300 steps. There are 7 bells at the top.**
5. **Through the years, people have tried to straighten the tower; but each time, they made it tilt more. Many were afraid it would fall.**
6. **Finally, builders decided to dig some of the ground out from under the higher side. Although the tower is straighter, it still leans and remains famous.**

Have the children color or decorate the sheet as they would a scrapbook page. Suggest that they draw themselves in the picture as a tourist. For a three-dimensional look, provide colored yarn, scraps of colored paper or fabric, or uncooked pasta for children to glue to the picture. Then encourage the children to write about an imaginary visit to Pisa to see the leaning tower.

Say, **It is possible that volunteer missionaries have visited the Leaning Tower of Pisa looking for opportunities to share the Gospel.**

The Church of the Nazarene relies heavily on its volunteer program called Mission Corps. The volunteers raise their own funds to serve as missionaries for a few months or as long as several years. Volunteer missionaries are just as important as career missionaries. By raising their own funds, volunteers have enabled the Church to nearly double its number of missionaries. In 2007, 452 people volunteered as missionaries in 66 world areas. They held a variety of jobs, such as JESUS Film coordinators, Work & Witness team coordinators, Web developers, church planters, teachers, and computer technicians.

Say, **Today we will hear about two volunteer missionaries who went to Italy to tell people about Jesus.**

MISSION STORY: The Barista and the Hairdresser

by Gina Grate Pottenger

When Tim and Danielle Whetstone went to Italy as volunteer missionaries, they learned that their job required patience.

"The coffee shop is farther away than I thought it would be," Tim said to his wife, Danielle.

"I don't mind the walk," Danielle replied. "It's fun to explore our new home here in Sicily."

Tim and Danielle strolled through the narrow, winding streets past outdoor fruit and vegetable markets. The couple had moved to the large island south of Italy to be volunteer missionaries. They soon learned that Italians like to spend time at coffee shops. Friends enjoy going to the shops for coffee drinks and *gelato* (Italian ice cream).

"There's the one we're looking for," Tim said, pointing to a coffee shop named PamPam. A local pastor had told the Whetstones that PamPam was a good place to make new friends with whom they could share the Gospel.

As the couple walked inside, they saw the *barista* making the coffee drinks. He smiled and greeted them.

Tim and Danielle replied, "Ciao (Hello)!"

"I haven't learned the Italian words for ordering coffee yet," Danielle said to Tim.

The *barista* heard Danielle and asked, "Are you American?"

"Yes!" Tim answered with surprise. "Do you speak English?"

The young man shook his head. "Not much," he answered.

Tim ordered two cappuccinos. The *barista* brought them to the counter, along with napkins, spoons, and two small chocolates. The couple introduced themselves to the *barista*. He pointed at his name tag and said, "Salvo."

Since Tim and Danielle were learning Italian, they began to practice their new language by talking with Salvo. He chuckled at the funny way they said the words, and he patiently corrected them.

"Salvo is nice," Danielle told Tim, as they walked home. "We should go back and talk to him again. Maybe we'll have an opportunity to tell him about God's love."

During the next several months, Tim and Danielle frequently visited PamPam to have coffee and talk to Salvo. He grinned whenever they walked through the door, as if he looked forward to their visits.

One day, Salvo invited Tim and Danielle to his home for dinner. He introduced them to his fiancé, Cherri, who was a hairdresser. Salvo and Cherri prepared a traditional Italian feast for the Whetstones. The meal included an appetizer, pasta, meat, bread, salad, dessert, and coffee. The four new friends spent the evening saying new words and using hand motions to share about themselves, their jobs, and their families. Salvo and Cherri made the missionaries feel welcome in Sicily, and the four of them often enjoyed meals together.

Tim and Danielle prayed every day for their new friends. Sometimes they talked to Salvo and Cherri about Jesus and the difference He had made in their lives. Salvo and Cherri always smiled and listened; but they did not ask how to invite Jesus into their lives. The Whetstones were learning that it takes patience when sharing the Gospel with others. Not everyone chooses to follow Jesus right away.

After two years in Sicily and one year in Rome, it was time for Tim and Danielle to return to the United States. Sadly, they said good-bye to Salvo and Cherri and promised to keep in touch. Tim and his wife continued to pray that the *barista* and the hairdresser would accept Jesus into their lives.

One summer, Tim and Danielle returned to Sicily with a mission team. Salvo and Cherri excitedly welcomed them back.

"We're having a church service with our mission team, and we'd like for you to come as our guests," Tim said to Salvo and Cherri.

"Sì, sì, of course!" Salvo replied.

Although Salvo and Cherri attended the service and seemed to enjoy it, they did not invite Jesus into their lives. But they had been introduced to the Holy Spirit.

The Whetstones returned to the United States, trusting God to grow the seeds of salvation they had planted in the hearts of their friends. They know that sometimes it is many years before a person is ready to make a decision for Christ. They also know they will continue to pray for Salvo and Cherri.

STORY DISCUSSION

1. Why did missionaries Tim and Danielle spend time in a coffee shop?
2. Where could you make new friends with whom you could share the Gospel?
3. How long should you pray for someone who has not accepted Christ as Savior?

Say, **In today's story we learned that the Whetstones, who were volunteer missionaries in Italy, planted spiritual seeds in the hearts of Salvo and Cherri. The missionaries talked to Salvo and Cherri about Jesus**

and showed them God's love through friendship. They also prayed that God would help them realize their need for Jesus.

Tim and Danielle spent a lot of time planting spiritual seeds and encouraging their growth by sharing God's love. Today we will plant real seeds and give them the care they need to help them grow.

Give each child a plastic cup labeled with his or her name, bean seeds, and paper towels. Show how to plant the seeds. Then help children plant their own seeds.

1. Crumple up paper towels, and dip them in the water.
2. Squeeze the excess water from the paper towels, and place them into the cup.
3. Push the bean seeds between the wet paper towels and the inside of the plastic cup so they are visible.

Say, **Now we're going to place these seeds in the sunlight and keep them watered so they will grow. Gradually, roots will begin to grow from the seeds, and some seeds may push up tiny bean sprouts. You'll be able to see the seeds grow through the clear plastic cups. Just as Tim and Danielle learned they must wait patiently to see the results of sharing God's Word, we must patiently wait to see our seeds grow.**

During class sessions, let the children add water to moisten the paper towels around their seeds. Add additional water between class sessions, if needed.

PRAYER TIME

Before class, copy a postcard for each child with a picture of the Leaning Tower of Pisa.

Ask the children, **What did you learn today about sharing God's Word with others?** (Meet new people, build friendships, pray for God to work in their lives, patiently wait for His will to be done) Ask, **Who is a volunteer missionary?** (Someone who raises money to serve as a missionary for a few months or as long as a few years) Say, **The Church of the Nazarene has volunteer missionaries in Italy and all around the world. They do many important jobs. And by raising their own money, they allow the Church to nearly double the number of missionaries they can support.**

Give each child a postcard with the Leaning Tower of Pisa. Say, **Write a prayer request on your postcard for our volunteer missionaries in Italy and the people with whom they share the Gospel.** After the children have finished, ask volunteers to read their prayer requests out loud. Close with prayer. Let the children color the Leaning Tower of Pisa. Suggest that they take their cards home and post them on a bulletin board or refrigerator as a prayer reminder.

LESSON 6: ALBANIA

PURPOSE

Children will learn that when Christians show hospitality, God can use this to help His kingdom grow.

BACKGROUND INFORMATION

Fast Facts

- Albanians are descendents of ancient people called Illyrians.
- The Apostle Paul probably traveled on the Roman Road that went through Albania.
- The capital of Albania is Tirana. It is the largest city in Albania.
- Although most Albanians are Muslim, a few Protestant churches are now being established.
- During World War II, the Albanians protected their Jewish people and only one family died.
- Mother Teresa's parents were Albanians.

The Roman Road, also called the “Via Egnatia,” was probably used by the Apostle Paul on his third missionary journey. This road went through the Roman province of Illyricum. Find a map of the Roman Road. (At the time of this writing you can find one at http://en.wikipedia.org/wiki/Via_Egnatia). Help children locate Albania on the map and then read Romans 15:17-21. Emphasize verse 19, which mentions Illyricum. Modern-day Albania is located in part of that province. So, it is likely that Paul brought Christianity to Albania. Also read Acts 17:1 and point out the word Apollonia. This ancient village was located near the modern-day Albanian village Pojani.

Prepare cutouts of feet and print Romans 15:19 on them, one or two words on each foot. Begin with “So from Jerusalem” and end with “gospel of Christ.” On the last foot, print “Apostle Paul” and the verse reference. Have students put the verse in order and tape it along the Roman Road on the map.

In another area of the room post a sign that reads, “Please Leave Your Shoes Here.” Encourage students to remove their shoes when they come into the room. Tell them in Albania it is considered very rude to wear your shoes in someone’s home.

If there is room, set up a small table or TV tray and put a set of dishes, silverware, a napkin, and a drinking glass on it. This will represent Albania’s well-known hospitality.

LESSON PRESENTATION

Introduction

Albania is an Eastern European country with an ancient and rich history. The famous Roman Road crossed through Albania. The Apostle Paul refers to places on the Roman Road in the Epistle to the Romans. During its early days, Albania was well-known for excellence in art, philosophy, music, and theater. Today, Albania is a rather poor country; but its people are still rich in many other ways. Albanians are warm and welcoming people. They quickly invite you in and give you their very best, even though they may have little to eat. This is amazing since during one period in their history Albanians were jailed for even speaking to foreigners.

Say, The average Albanian family is poor and does not have meat every day. Also, the electricity is often off for several hours each day, which makes it hard to cook a hot meal. A sandwich made of feta cheese and tomatoes is something a family might serve to you.

The Apostle Paul came through Albania in his travels, when it was still called Illyricum. Possibly he was a guest in a home and had a similar sandwich. Maybe he told the people in the home about Jesus as he munched away on cheese and tomatoes. Today, let’s pretend that I am an Albanian and you are going to eat at my home. As you do, I will tell you some more interesting facts about my country.

Help interested children spread cheese on bread and top with a tomato slice and another piece of bread. Do not insist that children make or eat a sandwich if they don’t want to or if allergies prevent them. However, encourage all children to perhaps try something (maybe some bread). While children are eating, share some of the Fast Facts, then tell the story.

MISSION STORY: Patient Faith

by Teanna Sunberg

Sometimes we expect things to change quickly. But what happens when you are a missionary in a country where hard situations do not change overnight?

The Allison could smell the salt air the first time their airplane landed in Tirana, Albania. The palm and olive trees, the grapevines, and the mountains all created a picture that must have been paradise at one time. Sandy Allison could imagine the Apostle Paul sitting in the sunshine, fingering olives as he talked about how Jesus Christ had changed his life.

As Sandy looked around her, she saw both the Albania of the past and the Albania of today. Years of harsh governments had left the country and the Albanian people very poor.

Since most Albanian families were of the Muslim faith, the Allisons had to try to understand what it meant to be Muslim. They soon learned that there were very different roles for men and women. Women were expected to do all of the work connected to the house and family. They had little free time for chatting or play. As a woman, Sandy had to be very careful about speaking to men other than her husband, David, in public. Not following these rules for the culture could make people think very poorly of the Allisons. Since they were there to tell people about how much Jesus loved them, they had to be careful.

Life was especially difficult for the Allisons when they first arrived in Albania. It was difficult even to find bread. Also, on most days there was electricity for only a few short hours at a time. Sometimes the electricity would be off for a full 24 hours. Nobody knew when there would be electricity or how long it would be on. This made it hard to make plans for cooking, cleaning house, or even working—especially if you needed a computer or light.

To help them in those early years, the Allisons bought a generator. That made things better, but it could produce only enough power to run the TV and one light. The Allison children quickly learned to read by candlelight. They also spent lots of hours playing board games instead of playing computer games or watching television.

Electricity was not the only problem. Water was also a challenge. People never knew when the water would be on. Sometimes it would come on very early, around 4:00 in the morning. When it did, the Allisons would jump up and turn on the pump so that they could gather water in huge jugs. This water would be used for cooking, drinking, bathing, and washing clothes. It had to last until the next time the water came on.

One other problem was even more difficult for the Allisons than the problems with water, electricity, and food. The Albanian people were afraid of foreigners. This was because for many years Albanians had been punished for even talking to foreigners. Some people had even been put into jail.

Shortly after the Allisons moved to Albania, another missionary family, the Hudsons, arrived. It was nice to have coworkers from their own country. But the missionaries' goal was to make friends with Albanians. After all, how could the Allisons and the Hudsons tell people about Jesus if no one would talk to them?

It took a long time, and the missionaries had to be very patient. But at last their Albanian neighbors began to believe that the missionary families were trustworthy. They began to invite them into their homes. Most of the time, the Albanian family had little food to offer. Sometimes it was just a piece of bread with white cheese and a tomato.

In many ways Albania has not changed much in the last 20 years. Electricity is still sporadic, and water is not always dependable. Many people live with deep feelings of hopelessness in their hearts because it seems like life will not ever get easier in Albania.

While it would be good to have dependable electricity and water, there are some parts of the culture that remain unchanged since the days of the Apostle Paul. Albanians still love to open their homes in hospitality, to chat around the table, and to have close friends. Through such hospitality, the Allisons, the Hudsons, and now a third missionary family, the Beilers, have been able to tell the Albanian people about their love for them and for Jesus. Now that these families have lived with and sat at the table with their Albanian brothers and sisters, they are no longer seen as foreigners to fear, but friends with which to share life.

STORY DISCUSSION

Say, **Remember that the Allison, Hudson, and Beiler children had to learn to do a lot of things without electricity. In fact, the Beiler family still lives in Albania with their three small children: Abby, Josh, and Hannah. Let's think about what a typical day might be like for the Beiler family.**

Have students think of what they do to get ready for school in the mornings. Older children can make their own list. For younger children, it might be better to make a list together as a class. Help students to think through the small details: Do they use an alarm clock to get up? Do they get ready while it is still dark outside? Do they have toast, toaster pastries, or any other hot food for breakfast? What do they do after school until bed time?

Say, **Now that we have our list, let's think about how many of these things take electricity.**

Students should see that a large part of their day is dependent upon using electricity. Spend some time thinking of creative ways to do the things on their list without electricity. Then let volunteers choose partners and pantomime these activities for the others to guess.

Challenge the children to spend a family evening like the Beilers in Albania and pray for the Beilers. Discuss some activities they could do that don't require electricity.

Distribute Activity Sheet 6, "Albania, Then and Now." Children will need orange, yellow, and green markers, crayons, or colored pencils.

Say, **Some things in Albania have changed a lot since the Apostle Paul traveled through on the Roman Road. But some things are much the same. Look at the statements on the Roman Road on your activity sheet. If a statement is true about the past, color that square on the pathway orange. If it is true about today, color the square green. If it is true about both the past and today, color the square yellow.**

Let children do the activity independently or as a group. Talk about the needs of the Albanian people, including their greatest need: to know Jesus as Savior.

Answers:

Olive trees—both, yellow

Most people are Muslim—now, green

Dirt roads—both, yellow

Albanians protected their Jewish people—then, orange

Bread, cheese, and tomato sandwiches—both, yellow

Problems with electricity—now, green

A well-known center for theater—then, orange

Feelings of hopelessness—now, green

Problems with water—now, green

Great hospitality—both, yellow

Many travelers passing through on the Roman Road—then, orange

PRAYER TIME

Before class, make postcards for each child with the picture of a minaret. Then, in the classroom, mark off a section of your classroom wall with masking tape to represent the Roman Road. From brown construction paper, cut out feet shapes, one for each student plus a few extras. Make them longer than the postcards.

Give each student a postcard. Ask someone to tell what is pictured (a minaret). Review what the minaret is and how a muezzin calls people to prayer from the minaret balcony. On the back of the postcard, ask students to draw a small picture of something from today's lesson. Then have them write a prayer for Albania or our missionaries there.

Remind the students again of the Roman Road that goes through Albania. Have each child place his or her postcard on a footprint on the Roman Road you created. Encourage children to pray aloud about the requests they put on their postcards. Then close in prayer for the people of Albania and the missionaries who seek to bring them to Christ.

LESSON 7: ISRAEL

PURPOSE

To make children aware of Israel's traditions and culture and how the Church of the Nazarene ministers there.

BACKGROUND INFORMATION

Fast Facts

- The official language of Israel is Hebrew.

- The Dead Sea in Israel is the lowest body of water on earth. It is 1,315 feet below sea level.
- Hyenas, porcupines, and wildcats are some of Israel's wild animals.
- Israelis read more books per person than people in any other country.
- It is impossible to sink in Israel's Dead Sea.
- There are two Nazarene preschools operating in Israel.

LESSON PRESENTATION

Introduction

Show Israel's rich history, culture, and traditions beginning at the entrance to your classroom. Hang a sign on the door that reads: **YOU ARE NOW ENTERING ISRAEL, THE LAND WHERE JESUS WALKED.** Place a basket at the door with head coverings for the children to wear if they like. For head coverings, ask several ladies to make simple skull caps or beanies for the boys and triangle head scarves for the girls. These items can be worn later in "Celebrate the Passover." Sandals (inexpensive or disposable flip-flops) may be put in another basket, if you choose, or ask children to bring their own.

Make a sign with the words "YOU ARE SPECIAL!" and the words from Matthew 18:5. Hang this sign where you gather with the children. Draw a large outline map of Israel on paper. Hang it on a wall where children can add the names of cities and bodies of water. Label a map of the area: **ISRAEL—LAND WHERE JESUS WALKED.**

The Church of the Nazarene has schools in Israel and in Jordan, a neighboring country, to reach children and adults and to help their communities. Israel is rich in traditions and diverse religions. It has been difficult to build the Church of the Nazarene. However, we have established schools in Nazareth and in Jordan. The schools' influence allows the church to minister through education and summer camps, aid to refugees, child sponsorships, and other programs. Parents see a loving church and want to be involved. In the fall of 2007, the Nazarene School Newsletter in Ashrafiya, Jordan, reported that parents met to register their children for Child Sponsorship. One couple had prayed, "Lord, we will not eat this year, but please make a way for our daughter to start school this fall." Soon after, she received a scholarship.

Before class, write a Fast Fact on each of six strips of parchment paper. Roll the strips from both ends, and tie with ribbon to make scrolls. Hide the scrolls in the classroom. Say, **Look at the map of Israel and find the Dead Sea. This is the place where archaeologists found the Dead Sea Scrolls. They are probably the most valuable treasures in the study of the Bible. Say, Because of this find, we have manuscripts that are about 2,000 years old. The Dead Sea Scrolls also provide valuable information about the time when Jesus lived on earth.**

Today I have some modern-day scrolls that will give you some current facts about the country of Israel. Tell the children that they must become archaeologists and find the hidden scrolls. Instruct children to bring the scrolls to you after they find them. Let volunteers unroll the scrolls one at a time and read the Fast Facts to the class.

When all of the scrolls have been read, distribute more parchment paper. Tell each child to write the words of Matthew 18:5 on a scroll, roll it up, and tie it with a ribbon to take home.

MISSION STORY: Rita's Story

by Rod Green, Middle East Child Sponsorship Coordinator
Adapted by Beverlee Borbe

This true story tells how Nazarene schools in the Middle East are improving their communities and the lives of children.

The ringing of the telephone awoke me suddenly. I don't get a lot of phone calls at my home. But when I do, chances are that the person calling is Nabil Mufid. Nabil is the pastor of the Iraqi refugee Nazarene congregation.

"Hello, my good friend," Nabil said. "There is someone I want you to meet." With Nabil, this means an Iraqi refugee family in need. Nabil and I have worked together for more than three years helping the Iraqi refugees in

Amman, Jordan. The refugees leave behind danger and tragedy in Iraq and enter Jordan with only a few clothes and family pictures. Nabil provides them up with things they need, like blankets, furniture, refrigerators, heaters, and medicine. In his broken English, he describes it as “running about my people.”

Nabil took me to meet Rita and her mother, Bayda. We climbed the steep steps to their one-room apartment. I recognized the little girl right away seated on her bed against a wall. The paint had begun to chip away due to the damp weather outside. “You’re Rita, from the Nazarene school!” I exclaimed.

Rita gave me a big smile. She is the kind of child you notice and never forget. In school programs and chapel services, she sings with joy and happiness. Her teacher says she is a leader for the other third graders in the class.

Rita and her mother have faced many struggles together. After the war started in Iraq, a terrorist group killed Rita’s father. Then they announced that they planned to kidnap Rita. Hearing this, Bayda quickly packed their bags and fled to Jordan, worried about where they would live and how they would survive on their own.

During our visit, I didn’t ask Bayda if she ever thought, “Why did this happen?” and “Where was God?” When I visit Iraqi families who have similar stories I often ask myself these questions. For Rita and her mother, though, I felt like I had at least part of the answer to “Where is God?” God lives in us. We are the Body of Christ. When we reach out in Jesus’ name with help and hope, it is like God is saying, “I am here.”

Bayda began telling me all that the Nazarene church had done for her. She pointed at many things around the room that Nabil had delivered, beginning with the little gas heater in the middle of their room. She said, “Nabil also brought our beds, the blankets, the couch, and the carpet under our feet.” Then she added, “Well, Pastor Nabil gave us just about everything you see in this room.”

Rita said excitedly how much she loves her teachers at the Nazarene school. She is learning English, French, Arabic, and science.

Bayda and Rita have landed in a place where God dwells. It is a community of believers who offered good news, encouragement, and help to them—and to many others like them. Perhaps Rita said it best, “I don’t have a father, so now Jesus is my Father. He will always take care of me.”

STORY DISCUSSION

1. **The children in Holland recently raised more than \$6,000 for projects in Nazarene schools in the Middle East. What do you think the children learned by giving this money?** (They learned the value of giving to missions, the joy of helping the poor, obedience to God’s will, and the happiness of sharing, which encourages others to do the same.)
2. **The people of the community are happy to have the Church build schools in their area. Besides an education, what other things do you think the school provides for the children and the community?** (summer camps, after-school programs, counseling, computer labs, playgrounds, sports, social events)

For background information on how to celebrate the Passover, read a detailed account of this feast in Exodus 12-13. Prepare the charoses (recipe below), and place the matzo (Explanation of this special bread below. Buy this where Jewish food is sold.) within the folds of a napkin.

Say, **The Passover is a Jewish holiday celebrating their freedom from Egypt. Jews around the world have celebrated the Passover for more than 3,000 years. Today Jewish families celebrate Passover with music, traditional foods, and the telling of the Passover story.**

Today we will experience customs that Jewish people celebrate during Passover. To prepare for the celebration, let children wear their sandals and head coverings. Play music, tell the Passover story, and let children sample the food items.

Traditional Foods

- Matzo is substituted for bread during Passover. It is placed within the folds of a napkin as a reminder of how quickly the Israelites had to flee Egypt, leaving no time for dough to rise.
- Charoses is a reminder of the mortar used by the Jews to construct buildings when they were slaves. Recipe: 2 cups chopped apples, 2 cups chopped walnuts, 2 teaspoons cinnamon, 2 tablespoons red grape juice. Combine and refrigerate.

Story

Pharaoh feared that the Jews were becoming too strong and gave the order to kill all the Jewish male babies. Moses' mother hid him in a basket and floated him down the river. Pharaoh's daughter rescued him and raised him as her son. When Moses grew up, he tried to get Pharaoh to free the Jewish slaves. When Pharaoh refused, God sent plagues to Egypt—blood, frogs, lice, flies, cattle disease, boils, hail, locusts, darkness, and finally the angel of death. The Jews were told to put lamb's blood on their doors so the angel of death would pass over them. Pharaoh finally agreed to let the slaves go. They had to flee quickly. Since there was no time to let their bread rise, they had to bake it without yeast. This is why the Jewish people eat matzo during Passover.

After Pharaoh freed the slaves, he changed his mind and sent his army to bring them back. However, God parted the Red Sea, and the Jews crossed on dry ground. As the Egyptian soldiers tried to follow, God closed the waters over them.

Steps to the Cross

Say, **There is a Catholic Church in Nazareth called the Basilica of the Annunciation, which means the "Church of the Announcement." It is believed that this church is built on the ancient site where the Archangel Gabriel told Mary that God had chosen her to be the mother of Jesus. Wherever the announcement took place, it told of the world's most important event yet to come.**

Let's look at some other important events in Jesus' life. Distribute Activity Sheet 7. Say, **This activity will show you the events that led Jesus to the Cross. Use Bibles to help you fill in the missing words.** (Answers: 1. Bethlehem; 2. Egypt, Herod; 3. Nazareth; 4. Jesus, healed; 5. cross.)

PRAYER TIME

This lesson on Israel—Land Where Jesus Walked, provides an opportunity for you to invite students to accept God's gift of salvation. Pray for your class. Then lovingly, thoughtfully, and with the Holy Spirit's help, present the Gospel message to them. Ask them to make a commitment. When they do, let the children's parents know, so the parents can follow up in the home. Your church might want to consider a gift Bible for the children who receive Jesus as Savior and start a follow-up Bible study class for these children.

Before class, prepare take-home school bags from file folders. Cut just enough off the top of each file folder to straighten the edges. Then divide each folder into four equal sections and cut apart. Staple the sides and bottom of each bag, and attach a handle. Write prayer requests on the board.

Make postcards before class with a picture of a map of Israel. Give each child a postcard. Remind children of the important work that the Church of the Nazarene does in Israel and Jordan. Discuss the prayer requests, and let children write one or more on their postcards. Take time to pray. Then tell the children to decorate their school bags, drop the post cards inside, and take them home.

Prayer Requests

- Pray for peace in Israel.
- Pray for students and teachers at Nazarene schools.
- Pray for Iraqi refugee students.

LESSON 8: FRANCE

PURPOSE

To help children understand that God and His people work together to build the Church around the world.

BACKGROUND INFORMATION

Fast Facts

- In France, it is impolite to put your hands in your lap while eating.
- There is such a wide variety of cheeses in France that you could eat a different cheese each day of the year and still not taste them all.
- The Tour de France is the world's biggest bicycling race. It lasts 22 days, covers about 2,000 miles, and always finishes in Paris.
- The Eiffel Tower was built in Paris for the World's Fair in 1889. It is one of the most recognized monuments in the world.
- Notre Dame Cathedral, located on an island in the center of Paris, stands as a testimony to 800 years of Christian faith.

LESSON PRESENTATION

Introduction

Give your classroom a French flair with embroidered linen tablecloths and napkins or place mats; French art prints; French perfume (make sure there are no fragrance allergies); a basket of breads, such as croissants and baguettes; and cheeses. Add the subtle scent of the French countryside with dried or fresh lavender. Visit a travel agent to obtain posters of Paris monuments, such as the Eiffel Tower, the Arc de Triomphe, and Le Sacre Coeur (Basilica of the Sacred Heart). Look on the Internet for "Paris monuments" to get information about these and other monuments. To represent the Tour de France cycling race, display a racing bicycle. If you can find an accordion, this would add interest and authenticity. Play French music.

The Alves from Africa and the Crows and Fraleys from the United States answered God's call to go to France and plant the Church of the Nazarene. Pastor Noel and Marie Alves came from Cape Verde and Senegal to France. They started the first Church of the Nazarene in France in their home. A few years later, in 1979, Rev. Walt and Linda Crow and Rev. David and Carolita Fraley arrived from the United States to plant the Church of the Nazarene in France. The three families soon discovered each other, and God used His team of workers to build His church in France.

God guides, provides, and works through people who answer His call to go wherever He sends them to build His kingdom.

Ask, **What do workers need to build a church?** Let children respond with the obvious answers. (tools, cement, bricks, wood) Say, **Those are the kinds of materials workers would use to build a church building. But a church is more than just a building. A church is made up of people who become the "Body of Christ." We build, or grow, a church by helping more people to learn about Jesus Christ and receive Him as their Savior. What are some ways that people can help the Church to grow?** Let children respond.

Distribute Activity Sheet 8, "How to Build a Church." Discuss the information on the stones at the bottom of the page. Let children share ideas about how to accomplish each one.

1. **Make visitors welcome.** (be friendly; invite them to special events; call, visit, or send a card)
2. **Provide opportunities to serve.** (ushers, teachers, choir members, musicians, drama teams, class leaders)
3. **Teach the Bible.** (Sunday school, preaching, Bible studies)
4. **Participate in missions.** (mission studies, read mission books, mission trips, missionary speakers)
5. **Have meaningful worship services.** (baptism, Communion, holiday celebrations, baby dedications)
6. **Minister to those in need.** (clothes closet; food pantry; compassionate ministries projects, such as Child Sponsorship and Crisis Care Kits)
7. **Develop prayer ministries.** (prayer meetings, prayer chains, prayer walks, prayer partners)
8. **Minister through music.** (choirs, congregational singing, instrumental music)
9. **Provide ministries for all age groups.** (Bible quizzing, Caravan, Vacation Bible School, senior adult ministries, nursery care)

10. **Provide opportunities to give.** (tithing, World Evangelism Fund, Alabaster, faith promise, Vacation Bible School mission offering)

After the discussion, tell children to cut out the stones at the bottom of the page, find where they fit in the puzzle, then glue them in place. Remind children that everyone can help build the Church by sharing God's love with others and telling them about His Son, Jesus Christ.

MISSION STORY: A Story of Trust

by Simone Finney

adapted by Lorie Beckum

This is the story of Pastor Noel Alvez—his childhood, his call to pastor, his marriage to Marie, and their journey together in ministry. Pastor Alvez tells how the Church of the Nazarene was started in France more than 25 years ago. It took a team of committed Christians from Africa and the United States who did what God asked them to do.

I remember taking our three-year-old son to see *Bambi* in Paris in the early 1970s. Paris is a city full of movie theaters and nearly empty of churches. As I stood in the doorway of the theater after the movie, I prayed that someday God would make that building a church. I prayed this prayer for 10 years. I said that if God answered my prayer, I would serve him for all of my life.

I grew up attending a Nazarene church in Cape Verde with my mother, brothers, and sisters. My mother had began attending the Church of the Nazarene before I was born. She was walking by the church one day and heard the music. She was tired and went in to sit down. When she heard the wonderful news of God's love and salvation, she accepted Jesus into her heart.

When I was 5 years old, I began to feel a call to pastor. When I was 16, I moved to Senegal. God let me know that being a pastor was indeed His plan for my life. I married a lovely lady named Marie. We moved to France in 1968 to go to Bible college. We had planned to return to Cape Verde after 3 or 4 years. But we ended up staying in Paris for 37 years! What made us stay that long? Let me tell you.

While living in France, I began to realize that people had a desperate need for God. So Marie and I began a church in our apartment. We invited friends to come and study the Bible with our family.

In 1979, I discovered that Walter and Linda Crow and David and Carolita Fraley had been sent as missionaries to France. In 1980, they started a church in Versailles, not far from Paris.

One day, I rode the Metro to meet Walt Crow in downtown Paris. He was excited because he had found a building we could use for a church. Our house church had outgrown our small apartment. I could hardly believe my eyes when we walked up to a theater that was for sale. It was the very same theater where I had prayed 10 years earlier!

We worked together as a team, and in 1981 began the second Paris church. Many Nazarene Work & Witness teams came to help us repair the theater where our church would meet. It needed a lot of work. We are so thankful that Alabaster offerings helped to pay for the building. The money that people gave in their Alabaster boxes was used to buy the old theater that became our church.

At least three pastors have come out of this congregation to start other churches. We have been blessed with many new people. God has been faithful, and we want to be faithful to Him, too.

Today there are three congregations in Paris. There is also one in Versailles and one in Montpellier in southern France. There are other churches at Ecouen, Dreux, and Roanne. This is a blessing to me. We have been reminded to trust God for everything.

STORY DISCUSSION

1. Tell the children your personal story of trusting God and obeying Him when He has asked you to do something.
2. Ask the children what they are trusting God to do for them.
3. Close in prayer together. Ask God to help the children find His will for their lives and to trust and obey Him.

PRAYER TIME

Say, **A long-ago Christian called St. Theresa of Avila said, “Christ has no body now but yours. No hands, no feet on earth but yours. Yours are the eyes through which He looks [with] compassion on this world. Christ has no body now on earth but yours.”**

Say, **God wants us to be His fellow workers, to love people and to tell them about Jesus. There are many people in France and the French-speaking world who do not know Jesus.** Direct the children’s attention to the prayer requests on the board. Then distribute the postcards. Have each child write a prayer about one request on his or her card.

Say, **Listen to God as we pray together. Tell Him “Yes” if He asks you to be a missionary to a French-speaking country.** After prayer, allow time for children to respond. Follow-up with anyone who senses a call from God.

Encourage children to take their postcards home as a reminder to pray for the people of France and for the missionaries and others who are working together to serve them.

Prayer Requests

- Thank God for the team of pastors and leaders in our French churches.
- Pray for the pastors’ families of the churches in France.
- Pray that the French people will want to hear about Jesus.
- Pray for Sunday school teachers and youth workers to be trained.

LESSON 9: GERMANY

PURPOSE

To teach children that ministries are sometimes creatively adapted in order to reach people in other cultures.

BACKGROUND INFORMATION

Fast Facts

- On the first day of school in Germany, children receive large, brightly colored cardboard cones filled with candy and school supplies.
- The Brothers Grimm wrote popular German fairy tales, such as “Snow White” and “Hansel and Gretel,” and published them in a book.
- Martin Luther was a German Catholic priest who began the Protestant Reformation.
- Frankfurt am Main, also called Frankfurt, is one of the largest cities in Germany. It is located on the Main River.
- Gummy bears were invented in Germany.
- Germany’s most famous castle is Neuschwanstein (New Swan Stone) Castle.

LESSON PREPARATION

Introduction

Follow a German tradition: When each child enters the classroom give him or her a brightly colored construction paper cone filled with treats. Play German (oompah-style) music, such as polka. Hang a picture of the German flag

on the wall. Visit a travel agency or a German-based tourism Web site to obtain posters of German castles, including one of the most famous, Neuschwanstein (New Swan Stone) Castle. Display the posters.

This lesson focuses on Project Noah, an evangelical ministry in Frankfurt, Germany, that brings together American young people and German Nazarenes to conduct creative outreach ministries in the cities. Pastor Hans Zimmerman in Frankfurt, Germany, leads this mission ministry, in which they work alongside each other to share Christ in the German cities of Frankfurt, Kaiserslautern and Mainz. Project Noah is based on the principle that teams must first understand the local needs, culture, and ways that people are receptive to Christ. Then the teams use creative, nontraditional outreach methods to minister to people where they are and in a way they can understand.

Before class, write each Fast Fact on a card shaped as a shield. Ask, **What do you think of when you hear the name Germany?** (Let children respond.) **There are many things to learn about Germany and its people. Let's learn a few fun facts about this country right now.**

Locate Germany on the world map. Say, **Germany is located in Central Europe. France and the Netherlands are among its nine neighbors! Germany's beautiful mountains, forests, rivers, and historic cities and buildings make it a tourist attraction. If you lived in Germany, soccer would be your favorite sport. The World Cup is very popular there. Children in Germany play a wide variety of sports, but school teams are not common. Instead, children play sports in after-school clubs.**

Hold up the cards and ask children if they know what the shape is called. (shield) Say, **On these shapes are six more facts to learn about Germany.** Let volunteers read the six Fast Facts to the class, one at a time, then collect the cards.

Show children the Neuschwanstein (New Swan Stone) Castle on a travel poster or in a book. Say, **A German king built this castle about 150 years ago. There are hundreds of castles in Germany. Some of them are 1,500 years old.**

Review the Fast Facts, and then divide the children into pairs. Say, **I will give you and your partner 10 seconds to recite a different Fast Fact to each other. Then I will ask you to change partners. Each time you change partners, try reciting a different fact to help you learn all six of them. There's a prize for the person who can remember the most.**

After the children have changed partners at least six times, ask if anyone can recite all six of the facts. Give a prize to the child(ren) who can recite the most facts from memory. Give a smaller reward to the other students for participating.

Before class, print the words of 1 Corinthians 9:22b on the board. Read 1 Corinthians 9:22b to the children, then have them read the verse with you. Say, **What do you think Paul is talking about in this verse?** Let the children tell what they think he meant. Then read 1 Corinthians 9:23: **"I do all this for the sake of the gospel, that I may share in its blessings."**

Paul said that when he met different kinds of people, he tried to understand their viewpoints. As he became better acquainted with people, he learned how to tell them about Jesus in ways they could understand. He learned how to creatively share the Gospel with the people he was trying to reach.

Ask, **Are there people you could communicate with better if you learned more about them and tried to understand their ways of thinking? Ask God to help you share Jesus with others in a way they will understand.**

Let children take turns erasing one word of 1 Corinthians 9:22b and leading the group to say the verse.

MISSION STORY: Cafeteria Conversations

by Gina Grate Pottenger

Emily Gibson, a Trevecca Nazarene University student, traveled with the Project Noah team to Germany in 2006. They spent time talking to students in university cafeterias so they could effectively introduce them to the gospel of Jesus Christ.

Emily's stomach flip-flopped as she walked into the large university cafeteria with her Project Noah mission team. As her group stopped inside the doors, she glanced at the long tables. Dozens of college students were scattered around the room eating their food alone. Others chatted quietly with a few friends.

Pastor Drew turned to Emily and the other team members. "Here's our plan," he said. "Go through the line and get your lunch. Then find a table with one or two students and get acquainted with them. Don't be shy. Many German students like to meet Americans. Our cultures have a lot in common, like music and films. Remember, many students may feel uncomfortable talking about God or faith with someone they don't know."

"Aren't we supposed to talk to them about God?" asked another team member. "We *are* on a mission trip."

"Many young people in Germany do not think God is important in their lives," Drew replied. "By getting to know us, they may begin to see things differently."

"What *should* we talk about?" Emily asked Pastor Drew.

"Ask questions that will help you learn more about them."

Emily took a deep breath to calm her fears before getting in line. With lunch on her tray, she walked toward two boys sitting together.

She didn't know how to ask in German if she could join them, so she pointed at an empty seat. They nodded and moved their books to make room.

One boy with shaggy, dark hair smiled before returning to his book. The other boy with short, blond hair wore a sweater with a patch on the sleeve. Emily noticed that the patch was in the shape of a shield, like a coat of arms. In the days of knights and castles, people designed coats of arms to identify themselves or their families. On the boy's shield, a black eagle spread its wings on a red background.

"*Sprechen sie English?*," Emily asked. Drew had taught her this phrase, which means, "Do you speak English?" The dark-haired boy nodded, and the blond said, "A little." They gave her shy smiles.

"Hi, I'm Emily," she said, smiling back.

"I'm Tim," the blond-haired boy said. He pointed to his right. "This is Paul."

"Good to meet you," Emily answered, putting a straw into her glass of soda.

"English. Hmmm. You must be from England or America," Tim guessed.

"America," Emily said. "I'm visiting Frankfurt am Main, Germany, during a break from my university."

"Ah, you are a student like us. What are you studying?" Paul leaned forward with interest.

"Christian ministry," she replied before pushing a French fry in her mouth.

"Really?" Paul asked, exchanging a glance with Tim. "I don't know anyone else studying religion. Few people our age go to church. I'm studying history," he added.

"What about you?" Emily asked Tim.

"History, too. Mostly the Middle Ages."

"Is that why you have that patch on your sweater?" she asked, pointing at his sleeve.

"Yeah." Tim sat up a little straighter. "It's the coat of arms for this city—Frankfurt. The eagle means leadership, and the red color stands for kindness."

"Tim is a history—what do you call it in English? Nerd?" Paul teased Tim. "He knows everything about the Middle Ages. Sometimes I think he would be happier wearing a suit of armor and riding a horse than wearing jeans and riding his bike."

"It's an important period in German history!" Tim insisted, slapping the table. Then he grinned. "Paul is right, though. I am studying all the different symbols that people used to put on their coats of arms. Colors symbolized different qualities, such as joy, peace, and kindness."

"And animals stood for things, too," Paul added. "A horse meant servanthood, and a pelican meant generosity. There are other symbols besides animals, too. For instance, a ring stood for faithfulness."

As Emily listened, it all began to sound familiar. She tried to remember where she might have heard this before.

Tim stopped and sighed. "Kindness? Generosity? Nobody these days has these qualities, you know? It's so hard to be kind or generous. Who can live up to it?"

Paul looked at his watch and said, "Hey Tim, we have class in a few minutes."

The boys stood up, collecting their lunch trays and books.

"It was good to meet you, Emily," Paul said, reaching down to shake her hand. "I hope we will see you here again."

"Yes! I will be back tomorrow for lunch. I would love to hear more about the Middle Ages."

As the boys walked away, Emily knew why she recognized the qualities Tim had listed, like servanthood and generosity. These are qualities of Jesus!

Emily smiled to herself as she finished her French fries. She prayed silently that she would have another chance to talk with Tim and Paul. Maybe God could show them that there is Someone who has the qualities on the coats of arms.

STORY DISCUSSION

- Plan a prayer walk at least one week in advance.
- Tell the children that German people love to walk outside in a park or along a trail.
- Invite additional staff to help supervise the prayer walk.
- Notify parents and get signed permission slips if you go away from your church or school for this activity.

Let's Walk!

Take your children on a walking event. Turn this popular German activity into a creative "Prayer Walk."

Before class, plan the route at your church or in a nearby park. Set up three checkpoints along the route. At each checkpoint, provide a small table with glue sticks and the "stamps" from Activity Sheet 9. At the third and final table, provide trays of bratwurst and cheese on toothpicks and small cups of apple juice. Set up a CD player. Copy Activity Sheet 9 for each child. From the bottom of each sheet, cut apart the three "stamps."

Before beginning the prayer walk, say, **In Germany, people of all ages like to participate in walking clubs. Walking events often take people through scenic areas or past historical sights. People carry walking books with them. At checkpoints along the trail, they receive stamps to put in their books. At the final checkpoint, they celebrate with bratwurst—a traditional German sausage—and beverages while they listen to music. Those who complete an event receive a small medal, drinking glass, or other collectible.**

Today let's go walking like they do in Germany. Let's combine our walking with the Christian practice of prayer. Prayer walking is a ministry. Participants usually walk in neighborhoods throughout cities while praying for the people who live there. During our prayer walk, we will pray for Germany.

I will give each of you a walking booklet to carry. We will walk along the route together and stop at three checkpoints. At each checkpoint, you will glue a "stamp" in your booklets, and then we will pray (Lead the group in prayer, ask volunteers to pray, or have children pray silently). **After we pray at the third checkpoint, we will enjoy refreshments and music.**

Give children a sheet of paper and tell them to fold it in half twice to create a booklet and write the words "Let's Walk!" on the front. After the prayer walk, give each child a small collectible. Encourage children to keep their booklets and add additional prayer requests on the back.

Option

Say, **People who lived in ancient castles often created designs in the shape of a shield called a coat of arms. The symbols and colors that people used on their shields stood for virtues or character qualities for which they wanted to be known. Coats of arms have also been designed for organizations and cities.** Find the coat of arms of your city, learn the meaning, and show it to the children, explaining the meaning, or locate the coat of arms of Frankfurt, Germany and say, **This is the official coat of arms of Frankfurt am Main, one of the largest cities in Germany. It was given this name because the Main River flows through the city. The eagle on its coat of arms means leadership. The red color in the background stands for kindness. And the crown on the eagle stands for authority. People who see this shield understand that the city's government wants to be known for kind, authoritative leadership.**

Discuss the qualities the children would like people to recognize in them. Ask how these qualities could be represented on a shield. Then discuss the qualities of Christ and how they could be represented. Have children create their own shield or coat of arms designs to represent the Christlike qualities they want in their lives. When

children complete their designs, display them in the room or send them home as reminders to live in a Christlike way. Remind children to pray for Nazarene missionaries and mission workers who represent our Church with Christlike qualities among those they serve around the world.

PRAYER TIME

Ask children to tell one way that volunteers minister in Germany. (Young Christians get acquainted with students in college cafeterias, and then they share the Gospel.)

Distribute prayer postcards that you have made for the children and ask children to write prayer requests for Germany on the cards. Include missionaries, mission workers, and the people they serve. Gather the children in a circle and ask volunteers to read their requests. Then pray together.

LESSON 10: THE NETHERLANDS

PURPOSE

To help children understand that God calls missionaries from many different cultures and groups of people.

BACKGROUND INFORMATION

Fast Facts

- The Netherlands is often called Holland, but The Netherlands is its official name.
- Because half of The Netherlands is below sea level, windmills and pumps are used to help drain water from the land.
- The Netherlands is famous for tulips. The largest flower garden in the world is in The Netherlands.
- Farmers in The Netherlands still wear wooden shoes while working in the soil. The wooden shoes keep their feet dry.
- The Netherlands is the world's largest exporter of cheese and is famous for Dutch pastries.
- Amsterdam, the capital city, is the bicycling capital of the world. The Netherlands has twice as many bikes as cars.

LESSON PREPARATION

Introduction

Create an atmosphere that “shouts” to the children, “You are in The Netherlands!” Decorate with tulips, either real or artificial. Place several bicycles around the room. Draw a windmill on a large piece of paper and hang it on a bulletin board. If possible, obtain a pair of wooden shoes to display on a table. For a “Dutch treat,” provide cheese cubes, licorice, or cookies.

The Netherlands is a small country that has produced several missionaries for the Church of the Nazarene. Two of them are Antonie and Wilma Holleman who teach at European Nazarene College (EuNC) in Switzerland. Antonie, the son of a Nazarene pastor, also became a Nazarene pastor. When missionary Jeanine van Beek invited Antonie to teach at EuNC, he agreed. Both Antonie and Wilma love helping the students prepare for ministry. The Hollemans have two children, Frank and Corianne. The family is trilingual: They speak Dutch at home, the children use German in school, and the parents teach in English.

Say, **The country we will learn about today is often called Holland; but The Netherlands is the official name of the country. The people are called Dutch, and Dutch is the name of the language spoken there. Although The Netherlands is a small country, it has sent missionaries to other countries to share the Gospel.**

Ask, **Who can find The Netherlands on this map of Eurasia?** Have a volunteer locate The Netherlands in Europe, bordering the North Sea. Tell children that The Netherlands is famous for its tulips. Say, **Today we will learn much more about this country. But first, we're going to play a game called Pin a Tulip on The Netherlands. This will help all of us learn where the country of The Netherlands is located.**

Stick a pin through the center of the tulip shape that you have cut out of colored construction paper. Blindfold a volunteer. Then let the other children verbally guide the blindfolded child to the map to pin the tulip on The Netherlands. As the child approaches the map, allow the other children to give directions, such as "walk straight ahead," "move to the left," "move your hand down," "move your hand up," "you're getting closer," and "pin the tulip right there." Have as many children play as time allows. **Option:** Let children work in pairs, with one child giving directions to the partner who is blindfolded.

MISSION STORY: Missionary to the World

Adapted by Wes Eby from *Adventure with God* by Helen Temple

Say, **Today's story is about a girl who lived in The Netherlands during a war. She grew up and became a missionary who served God around the world.**

"Mama, what's that noise?" Jeanine asked. She had never heard a sound like this.

"I don't know," her mother replied. Jeanine and her mother hurried to the bedroom window.

"Look at the big black birds!" Jeanine exclaimed.

"They are not birds," her mother replied. "They're airplanes."

Papa van Beek joined his wife and daughter. His face was pale with worry. They watched as the sky lit up with a red glow. Flames of fire shot high into the sky. "They have bombed Rotterdam," he said. "We're at war!"

The word *war* frightened Jeanine. She buried her face in her mother's robe and cried.

The Dutch people were not prepared for war. But the enemy had come and attacked the city of Rotterdam.

"What will happen now?" Papa van Beek wondered. "When will the soldiers bomb our town?"

Jeanine's father went to work each day in the tulip business. But the Dutch people could no longer buy flowers. The family became poor.

Eight-year-old Jeanine went to school, but it was hard to study. Each day another child was absent. She was told that enemy soldiers took entire families away and put them in prisons.

One day Jeanine's friend Hanna was absent. Jeanine decided to go and see if her friend was sick. At Hanna's home, she saw a huge army truck. She watched as soldiers forced Hanna and her family to climb into the truck. Jeanine saw the fear on their faces.

Jeanine hurried home. Her heart was filled with hatred. "Why?" she wondered. She ran to her room, flung herself on her bed, and cried. Slowly, Jeanine became aware of a Presence in the room. She had no idea what it was. Her parents never talked about God. She did not understand; but the Presence brought peace to her. From somewhere, she did not know where, she heard a soft voice say, "Be still, my child. There is a better future. Everything is under control." A quiet calm came over her.

The horrible years of war were very difficult for Jeanine and her family. Supplies were scarce. Often the family was hungry, and sometimes they had to eat tulip bulbs. In the winter, they were very cold. There was no money to buy fuel to heat their home. Jeanine often went to her bedroom and talked to the unknown Presence. This Presence brought peace to her troubled heart.

When the war was finally over, Jeanine no longer talked with the Presence. She did not need its comfort any longer.

One day when Jeanine was in high school, some young people came to her. "We'd like you to come to our youth meeting to hear a speaker from Scotland," they said.

"Is the meeting at a church?" Jeanine asked. "If so, I'm not interested."

But the young people begged her, and finally Jeanine agreed to go. She learned about God's love and that Jesus died for her sins. She finally understood who the Presence was that she had talked to during the war. She accepted Jesus as her Savior.

Jeanine's father moved with his family to New Zealand to begin a tulip business. There, Jeanine was introduced to the Church of the Nazarene and learned about a Bible college in Australia. She decided to go there with four of her friends. While she was in college, God called Jeanine to be a missionary. After graduation, she went to the United States to continue her education.

Jeanine moved to Germany to pastor a Nazarene church. Then she went to the European Nazarene College in Switzerland to teach. Next, her missionary work took her to Haiti to the Bible college. She returned to the European Nazarene College and became its president. Last, she went to the Caribbean area where she helped train pastors.

Jeanine, who lived and worked in many countries, spent 27 years as a missionary. Truly, she was a "missionary to the world."

STORY DISCUSSION

Discuss the following questions:

1. Who was the Presence that Jeanine talked to as a child?
2. Why is Jeanine van Beek called a missionary to the world?

Use a globe or world map to help children see the following countries where Jeanine van Beek lived, studied, or worked as a missionary: The Netherlands, New Zealand, Australia, United States, Germany, Switzerland, Haiti, and the Caribbean area. This will help children understand why she is called a "missionary to the world."

What Is Right? What Is Wrong?

Before class, cut tulip shapes from red and yellow construction paper. Give every child one of each color.

Say, **We're going to play a game called, "What Is Right? What Is Wrong?" I will read a statement about the story. If you think the statement is right, hold up the red tulip. If you think the statement is wrong, hold up the yellow tulip.**

1. Jeanine was a Dutch girl who lived in Netherlands. **(Right)**
2. Jeanine thought she saw big black birds in the sky. **(Right)**
3. The people in the airplanes were friends of the Dutch people. **(Wrong)**
4. Jeanine's father worked in a cheese factory. **(Wrong)**
5. Jeanine was 10 years old when war came to her country. **(Wrong)**
6. Jeanine saw her friend Hanna taken away in an army truck. **(Right)**
7. Jeanine knew right away that the Presence in her room was God. **(Wrong)**
8. Jeanine's family always had food to eat during the war. **(Wrong)**
9. Jeanine became a Christian when she was in high school. **(Right)**
10. Jeanine moved to New Zealand with her family. **(Right)**
11. Jeanine went to a Bible college in New Zealand. **(Wrong)**
12. After graduating from college, Jeanine went to school in the United States. **(Right)**
13. Jeanine was a missionary in several countries. **(Right)**
14. Jeanine was a missionary for about 17 years. **(Wrong)**
15. Jeanine was a "missionary to the world." **(Right)**

Ask, **Do you remember what language the people in The Netherlands speak?** (Dutch) Say, **Missionary Jeanine van Beek spoke Dutch. She also spoke French, German, Haitian Creole, and English. As a missionary, she had to learn the language of the people in the country where she was living and serving God. Most missionaries have to study and learn one or more languages. Only then can they really help people know that Jesus loves them and died for their sins.**

Bible verses also help people know that Jesus loves them, and the Bible gives us instructions. What instructions do you learn from the Bible verse on this page?

Distribute Activity Sheet 10. Let children fill in the missing words from the list . After a few minutes, have the children give the answer: "Go and preach the good news to everyone in the world" (Mark 16:15).

PRAYER TIME

Say, **We send thank you cards to people who have given us something or who do nice things for us. For what things do you give thanks to God?** Make a list on the board. Ask, **What can we thank God for regarding the country of The Netherlands?** Add children's responses to the list and include the following: missionary Jeanine van Beek and other missionaries from Netherlands, churches that have been started, and that people are learning the good news about Jesus. Say, **Today we're going to write thank you notes to God. We will write the notes on postcards.**

Distribute postcards on which you have glued or printed a picture of a windmill; and on the postcard, have children write one thing from the list. Lead the children in a time of prayer. Encourage each child to give a sentence prayer. Then let children color the windmills on their thank you postcards. Remind the children that God knows what they wrote, even though the cards cannot be delivered to Him in heaven. God hears our prayers.

LESSON 11: INDIA

PURPOSE

To show children how Nazarene missions in India has resulted in changed lives.

BACKGROUND INFORMATION

Fast Facts

- English is the common language of India.
- Many Indians are vegetarians because they do not believe in killing animals.
- Indian women wear the colorful and beautiful sari.
- The lotus is the national flower of India.
- The Taj Mahal is one of the wonders of the world.
- The peacock with its brilliantly colored feathers is native to India.

LESSON PRESENTATION

Introduction

Give children a sense of India's exotic culture and its beauty by displaying the following items in the room: lotus flowers, mangos, pictures of tigers, a map of India, the Indian flag, and fabric used for saris or pictures of women wearing saris. Add the aroma of Indian food by cooking a recipe with curry in an electric slow cooker.

The large country of India is characterized by many things: elephants; barefoot village boys and beautiful girls in saris; jewels; the Taj Mahal; the Ganges River; dusty roads and rocky trails leading to more than 700,000 villages; Eastern philosophy; and modern cities, such as Bombay, New Delhi, and Calcutta. The Church of the Nazarene has been in India for more than 100 years. It has made a difference in many peoples' lives by telling them about Jesus and meeting their needs in education and health. India is the oldest mission field in the Church of the Nazarene.

MISSION STORY: Zabbu Finds Jesus
by R. Franklin Cook, *Water from Deep Wells*
adapted by Lorie Beckum

Zabbu represents many individuals who found Christ as their personal Savior through evangelism and compassionate care at Reynolds Memorial Hospital in India.

Zabbu is her name. She was born into a Muslim home. Something wonderful happened to her when she was at the Reynolds Memorial Hospital.

"I just had a dream," Zabbu said to her nurse, Shanti, who was changing the burn dressing on her arm.

"Was it a happy dream?" asked the nurse.

"Yes, Jesus Christ, whom you told me about yesterday, came to me and said, 'Your arm is burning, but your heart is burning more because of the sin that is present there. But I am going to take away all the sin and leave your heart clean.'"

"Would you like to turn from your sins and ask Jesus into your heart right now, Zabbu?" asked the nurse.

"Yes, YES! I want to give my life to Him and let Him change me," exclaimed Zabbu.

One day, the only brother of Zabbu, a teacher in a village school, was brought to the hospital with tetanus. He was having spasms and could not open his mouth. Zabbu prayed into the night, "Jesus, I know You are the Savior of the world. I know You are my Savior. But please just give me this one more proof by healing my brother."

Early in the morning, Zabbu went back to her sick brother's door, not sure what to expect. She heard his voice calling, "Zabbu, bring me some food. I am hungry."

There have been other people who have gotten well from tetanus, but rarely when they were so sick. It was a miracle. Even the Hindu patients said, "We call on our gods year in and year out, and they never hear. But when you Christians call on your God, He hears and answers your prayers."

Zabbu has remained a strong Christian, even in times of persecution. She has shared her faith by telling people about her dream. She has prayed for people to have physical and spiritual healing. When she was baptized, it was a final sign of breaking with old ways and old beliefs.

Zabbu learned about the early missionaries who came to India to tell people about Christ. Some of them got sick with diseases and died. But because of their ministry, many Indians became Christians and began to tell others about Jesus Christ. They taught in schools, aired radio broadcasts, gathered for camp meetings, did "village touring," and became nurses and doctors to work in the Reynolds Memorial Hospital.

One day, Zabbu visited Shanti at the hospital. Zabbu said, "Tell me again the story of Dr. Orpha Speicher who came to start this hospital."

Shanti was glad to share the story about her friend. It was Dr. Speicher who led her to faith in Christ. "Dr. Speicher arrived in India in 1936. She knew that God was calling her to be a missionary to India. Church leaders advised her to study medicine and surgery. She worked hard to finish her medical degree. Dr. Speicher arrived in Washim (then called Basim) where she discovered an old, mud-walled building with broken-down benches, splintered chairs, chalky blackboards, a few mice, and lots of dust. This was to be her hospital! With the promise of many prayers and good wishes, but with no money, she was expected to open up a medical institution. The job looked impossible."

Zabbu added, "It is amazing to think that this modern hospital and the nurses' training school had such humble beginnings."

Nurse Shanti continued, "Not only that! There was so much fear and superstition that for months no patients would come. Visits to the villagers met with slammed doors. Fear was stronger than disease in those early years. Dr. Speicher pled for more money, worked to get building permits, drove the delivery truck to pick up materials, and even made concrete blocks herself. She built careful trust in the community and throughout the nation for the worth of the medical work.

"Later, when the bubonic plague broke out, Nazarene nurses and doctors came in with help. Desperate families also came and were shown the love of Christ."

STORY DISCUSSION

Say, Today there are many Nazarene Indian evangelists, preachers, teachers, doctors, nurses, writers, and radio speakers. They are working together with the field strategy coordinator and 10 district superintendents in India to reach people with the good news of Jesus Christ. Jesus wants us to be His hands and feet to tell of His love and help people who are hurting.

Discuss the following questions. Then have children unscramble the words of Acts 10:38 on Activity Sheet 11. (“[Jesus] went around doing good and healing . . . because God was with him.”)

1. How did nurse Shanti help Zabbu become a Christian?
2. How did Zabbu influence many people to follow Christ?
3. Do you know people like Dr. Orpha Speicher who work hard to do good, even when things seem impossible?
4. What can you do with God’s help this week to make a difference in something that seems impossible?

Before class, make a sample lotus flower to show children. See instructions below.

Say, **The lotus flower is the national flower of India. It is a symbol of triumph. The lotus is rooted in mud, yet it can survive to regeminate for thousands of years. Even though the lotus grows in mud, it remains pure and produces beautiful flowers. Jesus can make us like the lotus, pure in our hearts and minds. A pure heart will show love, respect, and understanding to people from other cultures. Let’s discuss some ways that people are unique from one another.** Let children respond. Explore what multicultural differences there are among the children at church and in their schools. Talk about how they can respect the differences and the unique qualities of individuals.

Say, **Let’s each make a lotus flower. Although it will not grow, it will be a reminder that Jesus can help us grow in our love, respect, and understanding of others.**

Give children tissue paper and chenille wire. Show them how to make 1 1/2” accordion style folds in the tissue paper. Then explain how to fold the length in half, secure it with a chenille wire, and pull open the separate pieces of tissue paper to produce the flower.

Plan a trip with your class to a nearby nursing home or hospital. Discuss your visit with personnel at the home. Obtain written permission from parents and additional staff to accompany the group. Let the children give their flowers to residents at the home, talk about the love of Jesus, and sing a song.

PRAYER TIME

Say, **Christianity has always faced great challenges in India. The two main religions are Hinduism (80 percent) and the Muslim religion (10 percent). There are also small numbers of Buddhists and other various religions, including Christianity.**

In many areas of the country, there is intense persecution of Christians. Sometimes our Indian pastors and leaders are put in prison or beaten by mobs. We need to pray for their protection.

There are no more missionaries in India now that Indian leaders are doing all the work. Pray for the Indian field strategy coordinator and the 10 district superintendents. Many good things are happening as the churches are growing. India is helping to start churches in other parts of the world, too. Pray for more people to hear God’s call to spread the good news of Jesus Christ.

Distribute the prayer postcards. Have the children write several prayer requests for India on the cards. Ask volunteers to pray for the requests. Encourage the children to take their cards home and to continue praying for India.

LESSON 12: BANGLADESH

PURPOSE

To help children learn about the nontraditional methods being used to share the Gospel message with people around the world.

BACKGROUND INFORMATION

Fast Facts

- The National Monument is a famous Bangladesh landmark. It is shaped like a giant triangle and is 150 feet high at its point.
- In Bangladesh, monsoon weather means natural disasters, such as floods, cyclones, and tornadoes.
- The religion of most people in Bangladesh is Muslim.
- The Royal Bengal tiger is the national animal of Bangladesh. It can grow to be nine feet long!
- Rickshaws are two-seated carts that carry one or two people and are pulled by a runner. They are used mainly in Asian countries.
- The Ganges River is the main river in Bangladesh. It begins in an ice cave in the Himalaya Mountains in India.

LESSON PRESENTATION

Introduction

Create an interest center with a sign that reads, “Things to see and do in Bangladesh.” Display the following: bamboo items; a bag of rice; tea bags; a soccer ball; a football; and a basket of mixed tropical fruit, such as pineapple, watermelon, guava, mango, and bananas. Provide items that show the following: a Bengal tiger, the Himalayan mountains, a rhino, a rickshaw, busses, chickens, a goat, pigs, cows, a thatched hut, a house on stilts, and a modern cityscape.

The Bangladeshi countryside is landscaped with miles of peaceful rice fields and plantations. In contrast, urban Bangladesh is crowded with people competing for space, money, and food. Many families in both the country and the cities live in poverty. Millions of children must work to help their families survive. Into countries like this, the Church of the Nazarene sends workers such as missionaries, doctors, teachers, JESUS Film teams, and Work & Witness teams. These people help Bangladeshis meet a loving God who not only seeks to save their souls, but also to bring an elevated standard of living. This lesson illustrates the Church in evangelistic action in Bangladesh.

Say, **Today we’re going to learn about the country of Bangladesh.** Locate Bangladesh on the world map. Say, **Bangladesh is a small country. But it has lots of two things—people and birds. Bangladesh is a wonderful place for birds. That could be why there are more than 700 species of birdlife in this small country! Let’s take a look at Bangladesh the way a bird might see it as he flies over the country.**

Distribute colored pencils and Activity Sheet 12. Discuss the three birds at the bottom of the page. Say, **As we continue to talk about Bangladesh, I will ask you to do some things on your maps. And I will tell you when to draw or color on them.**

First, notice that the country of Bangladesh is the white part of the map. Run your finger around the country of Bangladesh. See what an unusual shape it is. Now look at all the shaded areas. They represent other countries. The dotted lines are rivers. Color all the dotted lines blue.

Next, find the flag of Bangladesh on the map. Color the circle red and the rest of the flag green. Find the star with the word Dhaka under it. Color the star red. Dhaka is the capital of Bangladesh. Not far from Dhaka

is the National Monument. Say, This monument is dedicated to those who gave their lives in the 1971 War of Independence from Pakistan. Put a triangle near Dhaka to represent the National Monument.

Notice that Bangladesh is surrounded by India. Color all of India yellow. Now find the Bay of Bengal. Color the bay blue. Be sure to color all of the bay. It extends north to the Ganges River—the main river of Bangladesh. The Ganges River begins in an ice cave in the Himalayan mountains in northern India. The river is very sacred to the Hindu religion. You should have already colored the Ganges River blue.

Find the country of Myanmar and color it orange. Find the small country of Nepal; that's where you'll find the high mountains of the Himalayas. Color Nepal yellow.

Say, Many of the people in Bangladesh are very poor, and few know of Jesus. You'll notice that there are no churches on the map. That's because there are very few Christians in this country. Most people are Muslim.

Tell children that Bangladesh also has lots of rice, tea, tropical fruit, and small huts on stilts. To complete their maps, have children draw symbols to represent these items and then color the three birds of Bangladesh.

MISSION STORY: The Day Jesus Came to Bangladesh

by Beverlee Borbe in consultation with Lynn Roney

JESUS Film teams use a tool called the JESUS Film to share the Gospel message with people around the world. In this story, they use another tool called the EvangeCube, an evangelistic tool with seven picture panels that flip and fold to present the story of God's plan of salvation for the world.

"Alaya, wake up!" Someone shook seven-year-old Alaya, and she opened her eyes to see her mother's smiling face. "Hurry, Alaya, or we'll be late for work."

Alaya and her mother worked in the brick fields on the outskirts of Dhaka, the capital city of Bangladesh. All day long they chipped bricks into little pieces with a hammer-like tool. After a long day in the hot sun, Alaya might make only 40 taka (U.S. 60 cents). Even this small amount helped Alaya's family survive.

Today, Alaya would not have to work so hard. There was excitement in the air. Word had spread that some people were visiting Bangladesh. They wanted to speak to the workers in the brick fields. Alaya's boss had given workers the afternoon off so they could hear the visitors speak.

Everyone had questions. Why were these people coming? What did they want? Little by little word leaked out. A JESUS Film team of five people was coming to tell about a man named Jesus. This man could change one's heart, bring happiness to one's life, and peace to their land. He was God's own Son who could do miracles. Everyone wanted to hear His story.

When the crowd began to gather, Alaya saw many people coming from other parts of the city. And there were boys and girls from a learning center nearby. Alaya was surprised to see Dominica, a friend from her neighborhood. Dominica had been sick a long time, and Alaya had missed playing with her.

When they sat on the grass, everyone became very quiet and attentive. Soon, one of the team members stood to talk. In his hand he held something he called an EvangeCube. On each side, it had pictures that told about Jesus' life. Alaya looked at the pictures as he told how Jesus came to save people from their sins. The man told how Jesus promised eternal life to all who repent of their sins and believe in Him. Alaya and many others accepted Jesus into their hearts.

The team prayed for the people. Suddenly, Alaya's friend, Dominica, moaned and fell on the grass, shaking. Her father was nearby, and he allowed the team to read some scriptures from the Bible and pray for her healing. Dominica soon stopped shaking and fell asleep. The team continued to pray for her. Within a few minutes, Dominica sat up and looked around. She had no memory of what had just happened, but she felt well and happy.

People began to praise the Lord and thank Him for healing Dominica. Her father and many others were amazed that this wonderful healing happened through prayer. One person said, "Today we have come to know that Jesus is the Lord, and He can do everything we need." All the people said, "Praise the Lord, this day Jesus came to Bangladesh."

STORY DISCUSSION

JESUS Film teams travel all over the world sharing the Gospel message with everyone who will listen. Each showing of the JESUS Film ends with an invitation to accept Jesus as Savior. Throughout the years of the JESUS Film ministry, millions of people have come to the Lord.

1. **What hardships do you think the JESUS Film teams face when they go into other countries?** (Villages will not allow teams to enter. People will not let them tell about Jesus. Equipment breaks down. Weather prevents them from holding meetings. Satan is always working to stop people from coming and listening.)
2. **What do you think the JESUS Film teams do to prepare for each meeting?** (They pray. They contact city leaders and church people. They learn about the customs and lifestyles of the people they are visiting. They check their equipment and arrange for an interpreter.)
3. **If you could serve on a JESUS Film team, to which country would you like to go?**

Bangladeshi Banquet

Shemai (Bengali Dessert—25 small servings)

1/2 cup butter, melted in a pan
2 handfuls of very fine angel hair pasta broken into 3" pieces
4 cups milk
1 pint whipping cream
1 handful of raisins
3 tablespoons sugar

Before class, prepare the Shemai. Lightly brown the pasta in melted butter over low heat. Pour in milk and stir over medium heat until it comes to a boil. Add raisins, almonds, and sugar. Cook on low heat for 10 minutes. Pour in whipping cream and continue to cook for a couple of minutes. Remove from heat and cool. Chill in refrigerator before serving.

Say, **Today we're going to have a banquet. In Bangladesh, the traditional way to eat a meal is to sit on the floor on small pieces of carpet. So first we will prepare our pieces of carpet.** Distribute the materials: colored construction paper, white sheets of paper, pencils, scissors, and glue sticks. Have children trace around their feet on the white paper, cut them out, and glue them on the colored paper. Tell children to write the words of Romans 10:15 (written out before the class and placed where children can read and copy the verse) on their papers.

Say, **Bengalis begin and end each meal with hand washing. Vegetables, fruits, green chilies, wedges of lime, and fritters are served on large banana leaves and placed on the floor within each person's reach. In the center of each leaf is a mound of hot rice. Little bowls are used for dessert. All food is eaten with the fingers—even the rice and dessert!**

Explain your seating and serving arrangements. Provide small towels and trays of food. Pray a blessing for the food and thank God for the opportunity to learn about the people of Bangladesh. While enjoying the banquet, ask children to tell some facts they've learned about Bangladesh.

Option: Monsoon Rain Prayer Sticks

Say, **Summer winds that blow from the ocean toward land in parts of the world like Bangladesh are called monsoons. Monsoon weather means natural disasters, such as floods, tropical cyclones, and tornadoes for the people of Bangladesh. Many times people are killed and villages and cities are destroyed. When disasters occur, the Church of the Nazarene responds by providing things like food, shelter, and medicine. In addition to meeting physical needs, Christians use creative tools to share the Gospel.**

As a reminder to pray for Bangladeshis who experience disasters, we're going to make Monsoon Rain Prayer Sticks.

Have children cover and decorate empty paper towel tubes. Help them cover one end of their tubes with strong sticky tape, and then let them pour in the desired amount of rice, popcorn, or seeds. Help them tape the other end. Suggest turning the sticks back and forth slowly to make the sounds of rain.

PRAYER TIME

Discuss the following prayer requests for Bangladesh and then distribute prayer postcards. Ask children to write one or more of the requests on their postcards and commit to pray about them each night. Say, **Your prayers will be like little feet carrying your love to the people of Bangladesh.**

Prayer Requests

- Abusive child labor
- Poverty
- Lack of school opportunities
- Yearly monsoon disasters
- Large Muslim influence
- Few workers to tell of Jesus