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# **2010 International Mission Education Journal**

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# CHILDREN'S CURRICULUM

## LESSON 1: EURASIA

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### 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.

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"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.

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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.**

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## **LESSON 2: ARMENIA**

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### **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.

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## **LESSON 3: UKRAINE**

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### **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](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.

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## **LESSON 4: BULGARIA**

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### **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.

### PRAAYER 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**

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### **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.

"Si, si, 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.

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## **LESSON 6: ALBANIA**

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### **PURPOSE**

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

### **BACKGROUND INFORMATION**

#### **Fast Facts**

- Albanians are descendants 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](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 Allisons 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.

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## **LESSON 7: ISRAEL**

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### **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**

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### **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 begun 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**

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### **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.

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## **LESSON 10: THE NETHERLANDS**

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### **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 Hollermans 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.

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## **LESSON 11: INDIA**

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### **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 regerminate 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

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### 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