



2017-2018

# Children's Mission Education Curriculum

## ASIA-PACIFIC REGION

Nazarene Missions International  
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2017–2018  
Children’s Mission Education  
Curriculum

**ASIA-PACIFIC REGION**

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# CHILDREN'S CURRICULUM

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# LESSON 1: ASIA–PACIFIC: AN OVERVIEW

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## *PURPOSE*

To help children understand the diversity within the Asia-Pacific Region and the unique challenge it presents in sharing the gospel.

## *BACKGROUND INFORMATION*

### **Fast Facts**

- The Asia-Pacific Region has a diverse population with many different languages, religions, ethnicities, foods, and climates. Identifying cultural similarities is difficult because it is the diversity in this region that is evident.
- Many of the world's religions began in Asia.
- The Asia-Pacific Region contains approximately one-third of the world's population.
- Rice is the major crop in Southeast Asia.
- Giant pandas are found only on the continent of Asia.
- The world's deepest ocean—the Pacific—and its highest mountain—Mount Everest—are found in the Asia-Pacific Region.
- The Asia-Pacific Region contains the Pacific Rim—famous for active volcanoes, violent earthquakes, and destructive typhoons.

## *LESSON PRESENTATION*

### **Introduction**

#### **What's Your APR Score?**

Before class, make a copy of the Fast Facts listed above on poster board. Cut apart each fact and place the sections in an envelope. Number the envelopes 1- 6. For large groups, prepare two sets of the Fast Facts. Display a world map.

Ask children to guess what the letters APR represent. Say, **APR stands for Asia-Pacific Region. It is one of many areas in the world where the Church of the Nazarene has missionaries. They and other Christian leaders share the gospel of Jesus Christ and try to help the people who live there. We are going to learn about some of the countries in this region.**

Ask volunteers to locate the following countries on the world map: South Korea, Japan, China, Thailand, Fiji, Samoa, New Zealand, Australia, Philippines, Indonesia, and Papua New Guinea. Note that some of the countries are located in Asia and some are island countries located in the Pacific Ocean, thus explaining the name Asia-Pacific Region. Point out Australia, the only country that is a continent.

Say, **Now, to help you learn some facts about this region, we're going to play a game called "What's Your APR Score?" I will give you an envelope with a fact inside, but the fact has been cut into sections. You can earn an APR score of four points by arranging the sections to complete a sentence giving the fact.**

Divide the class into groups of three to four students, and give each group an envelope. After the groups have put together their facts, let a volunteer from each group read the fact aloud. Say, **You may earn an additional point for each new fact your group can tell the class. Learn your fact, then exchange it with another group, and learn their fact. Continue exchanging facts until you've had all six facts.**

Tell students they cannot write the facts; they must work together to remember them. When the groups have exchanged all six facts, give each group one chance to tell all the facts they remember. Total the points, and award prizes to all students.

## A Tasting Party!

Bring some of the following items:

- rice
- sweet potatoes
- bananas
- fish sticks
- sugar cane
- dried fruit
- pineapple
- mangos
- fruit juice
- tea
- small plates and cups
- spoons and forks
- blindfolds

Cut the fruit into bite-size pieces, and prepare small portions of other items.

Say, **People who live in the Asia-Pacific Region enjoy a variety of foods. Some are like foods you may eat. Some may taste different to you. I have brought several foods for you to taste. First, I need a volunteer to blindfold. That volunteer will sample one of the food items and then guess what the food is.**

Allow other volunteers to sample and guess the food items. After the game, let all students enjoy tasting the items you have brought. (When allowing children to taste foods—or when any foods are given to children, be aware of any allergies that the students might have.)

For an extra challenge, have students guess the countries associated with the foods.

## MISSION STORY: Culture Shock

by Jenny Selvidge

For the mission story, ask three teens to play: **KATE**—Thailand, **JOEY**—Papua New Guinea, **MARK**—Philippines. Explain the following terms, used in the story: **SONGKRAN [song-KRAHN] Festival**—Thai New Year's Festival, words mean "Water Festival"; **Chiang Mai [CHANG MIE]**—a town in the northern part of Thailand.

The following sketch highlights the cultures of three countries where missionary kids (MKs) live.

**CONFERENCE LEADER:** Welcome to the Asia-Pacific Regional Conference in Manila, Philippines! It's wonderful to be together again with missionaries from across this great region. We're especially happy to have the missionary kids with us too! MKs, since we're starting our meetings, you may be excused. We have planned fun activities for you while your parents are at this conference.

**KATE:** Joey! Joey, over here!

**JOEY:** Hi, Kate! It seems like forever since the last conference. It's so good to see you! What's new in Thailand?

**KATE:** There's nothing new, I guess. Same old stuff. School. Friends. Church. We just celebrated the Songkran Festival. You know, the Thai New Year's Water Festival. It was a blast!

**JOEY:** Oh, yeah? What did you do?

**KATE:** Well, sometimes my parents work at the orphanage in Chiang Mai. We took all of the children who weren't too sick and went to town for the water fight.

**JOEY:** Water fight?

**KATE:** Yeah, everybody has a water fight. Then, we watch the parade.

**JOEY:** That sounds like so much fun!

**KATE:** Yeah, the kids were so happy. It's great to see them smile. My parents have also been working with the kids in Bangkok who have AIDS. Did you know over 41,000 kids in Thailand have the disease?

**JOEY:** I had no idea. That's terrible!

**KATE:** Our church has many programs to help parents and kids who suffer from AIDS. Recently, some people from our church took a couple of families to the zoo. It's amazing how much joy that brought to them. Just seeing the animals made them feel better and forget about their problems for a day.

**JOEY:** It's so hard for me to imagine.

**KATE:** Tell me about it! What about you? What are you doing in Papua New Guinea?

**JOEY:** I've been going with my dad to the villages where he treats patients.

**KATE:** Wow! That sounds interesting!

**JOEY:** I like to help. My sister and I have been making pinwheels out of banana leaves for kids who are sick. I gave them to the kids a couple of weeks ago when I went with my dad. You should have seen the looks on their faces. For some kids, it was their first toy!

**KATE:** You're kidding!

**JOEY:** The coolest part is seeing how my parents help people to feel better.

**MARK:** Kate! Joey! Hey, you guys!

**KATE:** Hi, Mark. It's about time you showed up.

**MARK:** We were stuck in traffic. It's really bad here in Manila today! Mom had to stop at the radio ministry center.

**KATE:** You have a radio ministry in the Philippines?

**MARK:** Yes! The program is broadcast from every major city in the country. That makes it possible for hundreds of people to hear the gospel every day.

**JOEY:** Can people hear music too?

**MARK:** Of course. They even play Christian rock music!

**KATE:** No way! That's so cool! I bet the kids love that!

**MARK:** Yeah, it's a great way for them to hear about God through music.

**JOEY:** I agree. How's your mom involved in the radio ministry?

**MARK:** My mom makes sure there's enough money to operate the radio ministry every month. Nazarenes from around the world help by sending money.

**JOEY:** I think it's so cool to learn about each other's cultures.

**MARK:** Yeah! Now let's go have fun at the water park!

## **STORY DISCUSSION**

Discuss some of the problems children face in Thailand, Papua New Guinea, and the Philippines (possible answers—AIDS, orphans, not hearing about Jesus). Have students tell about the work of the three missionary families in these countries (medical missions, orphanages, radio ministry).

After the story, say, **Missionaries need God's help to do what He has called them to do. In Acts 1:8 the Bible tells us, "You will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth." God gives missionaries the Holy Spirit to help them wherever they are. God will help us to tell others about Him, also.**

## **Chinese Lanterns**

Decorate your classroom with Chinese lanterns. Say, **Making paper and cloth lanterns is a special handicraft in China. Lanterns are displayed inside the house or at the front door for decoration during festivals, weddings, and other celebrations.**

Distribute Activity Sheet 1, and have the children color the entire page. Demonstrate the following steps to help children create their lanterns.

1. Fold the paper in half horizontally.
2. Cut along the vertical lines.
3. Unfold the paper, and then bring together the right and left edges to form a long cylinder.
4. Glue the edges together.
5. Staple or glue each end of the string inside the top of the lantern to make a loop for hanging.

### **One-Legged Rabbit (Gradai Kha Dee-O)**

Before class, mark a designated area of the floor with masking tape. In this traditional Thai game, the players are divided into two equal groups. One group will be the rabbits. The other group must stay within the designated area of the room. The rabbits take turns hopping, one-legged, into the designated area. They tag each person they can without putting both feet on the floor or changing feet. If a person is tagged or a rabbit puts both feet on the floor, they are out. However, if a rabbit gets tired, the rabbit may hop back and let another rabbit have a turn. The game is over when there are no people left in the designated area.

Say, **Let's divide into two groups and play this game. Wherever children live in the world, they like to play games. Many of their games are like the ones you play. This one may be different than any you have played. You can teach this new game to your friends.**

### **Rice Art Activity**

You'll need:

- 1/2 cup (92.5 grams) uncooked white rice per child
- food coloring
- 1/2 teaspoon (2.5 millilitre) vinegar
- large bowl
- baking sheet
- oven
- small bowls
- paper, 8 1/2" x 5 1/2" (21.5 x 14 centimetres)—1 per child
- pencils
- glue (1 bottle for every 2-3 children)

Before class, prepare the rice according to the following steps.

1. Place the uncooked rice into a bowl.
2. Add food coloring, one drop at a time to achieve the desired color.
3. Add vinegar to set the dye.
4. Spread the rice in a single layer on a baking sheet.
5. Bake 45 minutes at 200°F (93°C) to dry.

Option: Prepare a larger quantity of rice in a variety of colors. Bake the colors separately.

Discuss ideas for rice art (fruit, animal, lantern, flag, boomerang, chopsticks, boat). Give children paper and pencils, and ask them to lightly draw the outline of their objects.

Distribute the small bowls of rice and glue. Instruct children to cover the outlines on their papers with glue. Have the children place the colored rice on the glue. Allow the pictures to dry. Display the rice art, or let children display it at home as a reminder to pray for the Asia-Pacific countries and the MKs who help their missionary parents.

Say, **Many people in the Asia-Pacific Region eat rice. Every time you look at the rice art you made, remember to pray for the MKs and their parents who are helping the people. Also, pray for the people who may not know Jesus as their Savior.**

### ***PRAYER TIME***

- Thank God for the opportunity Nazarenes have to serve people in the Asia-Pacific Region.
- Pray that more kids will learn about Jesus each day.
- Thank Him for the missionaries who tell them about God's love.
- Pray that the people who come to know Jesus as their personal Savior will go and tell others about His great love.

## LESSON 2: SOUTH KOREA

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### *PURPOSE*

To help children realize God has plans for them, regardless of their limitations.

### *BACKGROUND INFORMATION*

#### Fast Facts

- South Korea is a peninsula located on the continent of Asia.
- In South Korea, you must take off your shoes before entering a home.
- It is customary in South Korea to bow when you say hello or good-bye.
- In most Korean homes, the floor is heated to keep you warm.
- Korean children go to school Monday through Saturday.
- The martial art tae kwon do originated in Korea and is more than 2,000 years old!
- South Korea is a land steeped in tradition and history. Yet it is open to the gospel and even sends missionaries around the world.
- Korea Nazarene University is a large educational institution located in South Korea. It is designed to equip students for a life of Christian service in whatever profession they may choose. One of the university's strengths is its outreach to students with disabilities.

### *LESSON PRESENTATION*

#### Introduction

Turn the classroom into a traditional Korean home. Have children remove their shoes when they enter. Bow when you greet them. Move tables to the perimeter and provide cushions on which the students can sit. It is polite in Korea for girls to sit on their legs and boys to sit cross-legged. Play Asian music. When it comes time for snacks, provide chopsticks!

Say, **Today you will learn more about South Korea and a Nazarene school located in this country. Have you ever had an injury that made it necessary for you to use crutches? How did you feel? Was it difficult to attend school and participate in daily activities?** (Allow time for children to respond and share their stories.) **Today, we're going to experience how it feels to rely on other people to help us move from place to place.**

Create a winding pathway with shoeboxes. Blindfold a student volunteer and position the student at the beginning of the path. Give the student a stick to use for guidance through the pathway.

As the student attempts to stay within the boxed pathway, allow the other students to give directions, such as turn right, turn left, walk straight.

Let students take turns wearing the blindfold and walking through the pathway. Rearrange the boxes for each volunteer if there is time.

Ask children how they felt when they could not see. Ask children how they felt when they helped their friends through the pathway. Tell the class, **You've experienced something similar to what people experience who have physical disabilities.**

**It is important to remember God has plans for our lives. He can help us accomplish His will no matter what limitations we have.**



## MISSION STORY: Making a Difference for God

by Aimee Curtis

Today's story is about a special person who was unable to walk, yet he was determined to receive a good education.

Chung-hoon is a very special young Korean man. He was born with an illness called muscular dystrophy. Have you ever heard of this disease? It is a disease that affects the physical abilities of a person. Muscular dystrophy causes the muscles to weaken and break down. Most of the time, people who have this disease lose control of their movements, including the ability to walk.

As a result of his disease, Chung-hoon is confined to a wheelchair. But don't think for a minute this has caused Chung-hoon to feel sorry for himself. In fact, he sees his disability as a way to make a difference for God.

When Chung-hoon was growing up, his mother would often tell him, "God wants you to accomplish great things." Instead of hiding him, his parents prepared him for a lifetime of service. They made it possible for him to receive a good education. When the time came for Chung-hoon to go to college, he enrolled in Korea Nazarene University, also known as KNU, to continue his education.

This Nazarene university is located in South Korea in a city called Cheonan [CHOH-nahn]. The university was started in the 1950s, just after the Korean War, by a Nazarene missionary named Rev. Donald Owens. Today there are more than 5,000 students who attend the university. It is well-known throughout Korea for its excellent academic programs.

While at KNU, Chung-hoon faced the difficult task of getting to and from classes in his wheelchair. He often had to rely on other students to carry him up many flights of stairs to get to his classes, the library, and chapel. The students didn't mind. They loved and accepted Chung-hoon.

When Chung-hoon first entered the university, his health was very poor. He didn't think he would live much longer. However, during his time in school, his health began to improve because of all of the people who cared for him. After a lot of hard work and determination, Chung-hoon graduated with a degree in human rehabilitation. He was the first person with muscular dystrophy to graduate from a university in South Korea!

The good news didn't stop there. Soon after his graduation, he was hired by the Ministry of Labor. This was an amazing accomplishment. There weren't many physically challenged people working for the Korean government at that time. But Chung-hoon's hard work helped to change that. The South Korean president appointed Chung-hoon as a vocational counselor. Today Chung-hoon helps unemployed men and women find jobs, including those who are physically challenged. God is using this special young man to make a difference in the lives of many hurting people.

Chung-hoon is especially thankful to Korea Nazarene University for making a difference in his life and in the lives of other students who have disabilities. Today, KNU is completely wheelchair accessible and even has state-of-the-art accommodations for students who are hearing-impaired, sight-impaired, or have other disabilities.

Young men and women who attend this university have the opportunity to become friends with those who have disabilities as well as learn how to love them with Christ's love. Students can even take classes to help prepare them for a lifetime of serving people with disabilities.

All of these things are possible because of young people like Chung-hoon. They did not let their physical disabilities keep them from accomplishing their goals. Instead, they allowed God to help them change their world.

### STORY DISCUSSION

Discuss the following questions with the children:

1. Have you ever felt you did not have the ability to do something you wanted to do? Did someone help you?
2. How did Chung-hoon overcome his disability and successfully earn a degree and find a job?
3. How are you letting God help you in your daily activities?

### Korean Feast

You'll need:

- bowls
- chopsticks (1 set per child)
- cooked Ramen noodles or fried rice
- spoons

Ask, **What kinds of food do you think Koreans eat?** (Rice, noodles, vegetables, marinated meat, fruit) **Today we're going to experience eating Korean food in a Korean way. What do you think they use to eat their food?** (Chopsticks)

Give each child a bowl of cooked noodles or sticky rice and a set of chopsticks. Encourage the children to give the chopsticks a try to see if they can successfully use them. **Note:** Be aware of any food allergies the children in your group may have.

After a few minutes, ask the children how they are feeling. (Frustrated, silly, hungry, impatient, embarrassed) Remind the children that sometimes people in other cultures do things differently than we do where we live. They're not wrong, just different. Similarly, people with disabilities might have to adapt some of their everyday activities.

Say, **Just like you had a difficult time using chopsticks, others might have a difficult time with some of our customs. It's important for us to be patient with those who do things in a different way. We must never make fun of others.**

If necessary, give the children spoons or forks and allow them to finish their "Korean" meal. Say, **Today, let's thank God for the healthy bodies He has given us and for the different ways of doing simple tasks, such as eating.**

### **1 Timothy 4:12**

Read and discuss this scripture, then distribute Activity Sheet 2. Have the children use the key to solve the puzzle. Allow students to work with partners. Ask volunteers to share the correct answers.

Have children tell how they can be an example for other people in their speech, in conduct, in love, in faith, and in purity. Ask, **How did Chung-hoon set a good example for the students and teachers at Korea Nazarene University?** (He worked hard to graduate while in a wheelchair.) **How do you think he is setting a good example in his job today?** (He helps unemployed people—some physically challenged—find jobs.)

Review the scripture verse, then give students an opportunity to say it from memory. Say, **Children are very important to teachers, parents, and especially to God. Children can influence the lives of other people in many ways. Ask God to show you how to be a positive example for your friends and family.**

Encourage students to offer sentence prayers and praises.

## ***PRAYER TIME***

- Pray for people in South Korea who need to know Jesus as their Savior.
- Pray for Korean Christians who are telling others about God's love.

## LESSON 3: JAPAN

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### *PURPOSE*

To help children understand that missionaries must adapt to the cultures where they serve.

### *BACKGROUND INFORMATION*

#### Fast Facts

- The three main religions of Japan are Shintoism, Buddhism, and Christianity.
- Sumo is the national sport of Japan. Sumo wrestlers weigh more than 300 pounds (136 kilograms).
- Japan has at least three minor earthquakes every day of the year.
- Eels have been eaten in Japan for centuries and are thought to be a healthy food.
- Japan has the most active volcanoes of any country in the world.
- Mount Fuji is the highest and most well-known mountain in Japan, considered sacred by the Japanese.
- The capital city of Japan is Tokyo. It is a very large, modern city with many tall buildings.

### *LESSON PRESENTATION*

#### Introduction

When missionaries go to other countries, they soon realize that they are different from the people to which they minister in what they believe, how they behave, how they think, and in the way they see and understand the world. Dr. William A. Eckel was a missionary to Japan from 1916 to 1964. Dr. Eckel said, "I realized that I had not only to learn a new language; I must think as the Japanese think; I must act as the Japanese act; and I must . . . be one of them." A missionary must strive to achieve "oneness" with the culture in order to open the door of the people's hearts and win them to the Lord.

Display a map of Japan and a world map. Say, **Today we're going to take a look at Japan. Just like a missionary, we're going to learn about the country and the people.**

Have a volunteer find Japan on the world map. Point out its four main islands: Honshu [hahn-SHOO], Hokkaido [hah-KIE-doh], Shikoku [shee-KAH-koo], and Kyushu [kie-OO-shoo]. Tell children that Japan includes hundreds of smaller islands.

Let other volunteers find Japan's neighbors (Russia, China, and Korea) and locate the Pacific Ocean and the Sea of Japan. Talk about how far Japan is from your country.

#### **MISSION STORY: A Samurai for Jesus**

Adapted by Bev Borbe from *God's Samurai* by Juliaette Tyner and Catherine Eckel, 1979.

Say, **This story is about William Eckel, a boy who grew up to be a samurai [SA-muh-rie] for Jesus. William was a missionary to Japan for more than 40 years.**

Long ago in Japan, there were warriors called samurai who were known for great strength of character, bravery, and for the way they could use a large sword to fight. They wore heavy metal armor and were considered to be fearless.

A boy named William Eckel, who grew up in Pennsylvania in the U.S.A., became a samurai for Jesus. His dad was a circuit rider. Every Sunday William's father would saddle his horse and ride to churches around the countryside. During the week, he worked at another job.

William was a happy child who enjoyed school activities. His teacher probably called him a little rascal because he liked to try to trick her. But William did everything with a twinkle in his eye and never really caused serious trouble.

One day, William's father bought him a special gift—his own horse! William named the horse Maude. All he wanted to do was ride Maude and teach her to jump fences.

One Sunday, William's father asked William if he would like to go to one of the churches in the circuit. William eagerly agreed because it would give him an opportunity to ride Maude and be with his dad too.

When they arrived at the church, it was time for Sunday School. There were several boys William's age. He sat on a back row with them. The Sunday School superintendent told the children how important it was to ask Jesus to forgive their sins. He said if they did, Jesus would be with them wherever they went.

Then the superintendent pointed his finger at the back row and said, "I want you boys to come to the altar and be saved." William scooted down in his seat. All the other boys went to the altar, but not William. He was left alone on the bench. The superintendent said, "Wasn't there another boy back there?" William couldn't hide any longer. He decided that he would go to the altar, confess his sins, and be a good Christian all his life.

Years later, God called William to be a missionary to the people of Japan. William accepted God's call, left his own country, went to Japan with courage, led others to Christ, and accepted challenges no matter how difficult. William went to Japan dressed in the armor of the Lord, with his sword of truth—the Bible.

When William arrived in Japan, he found that sleeping on a mat on the hard floor, taking cold baths, and eating rice every meal were not as difficult as trying to win the Japanese people to Jesus. William soon realized if he was to win them, he would have to find a way into their hearts. He said, "I have to live a different way. I have to learn their language. I have to think like they do. I must act like they do. I must forget I am an American and be one of them."

Over the years of faithful service, William's plan worked. He and his wife were loved and accepted by the Japanese people. William won many people to Jesus after he learned that he must first attract them to himself.

William lived in Japan longer than he did in the United States. Many people thought he looked, talked, and acted like the Japanese. William died in 1976. Someone has said, "William A. Eckel was a missionary statesman with few equals. To him, I bow deeply from the waist, as a proper Japanese would do."

## STORY DISCUSSION

Ask the children the following questions:

1. What samurai qualities did William have that made him a good missionary? (Unafraid, accepted difficult tasks, had strong character)
2. How can you be God's samurai at school and at home?
3. How can you make friends with children from other cultures? (Learn about their interests, culture, and customs)

## The Japanese Me—How Easy Will the Custom Be?

Read 1 Peter 3:15. Say, **This is a good description of William Eckel. He was sympathetic, compassionate, and humble. He loved the people. When Eckel went to Japan, he found some customs easier to do than others. As a missionary, it was important for him to accept the traditions of the people he wanted to win to the Lord.**

Distribute Activity Sheet 3. Discuss the Japanese customs boys and girls do. Ask the children to cut apart and glue the strips with customs they would find easy to do under the column titled "Easy to Do," and those they would find difficult to do under the column "Hard to Do." Let children share their answers with the class.

## PRAYER TIME

- Pray that missionaries sent to Japan will be able to share the message of God's love.
- Pray that people will hear the gospel.
- Pray that children in Japan will learn early about Jesus.

## LESSON 4: CHINA

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### *PURPOSE*

To help children understand that missionaries can make a lasting impression on people and influence them to spread the gospel in spite of persecution.

### *BACKGROUND INFORMATION*

#### **Fast Facts**

- Chinese invented paper, porcelain, and fireworks.
- Chinese dragons signify greatness, goodness, and blessings.
- The Great Wall of China extends 3,950 miles (6 357 kilometres). It is one of the largest construction projects ever completed.
- One of the first emperors of China was buried in a tomb with more than 6,000 life-sized clay soldiers.
- One out of every five people in the world live in China.
- Although the Chinese government encourages atheism, almost one-half of the Chinese people have some religious faith.

### *LESSON PRESENTATION*

#### **Introduction**

You will need two areas for this lesson. In the first area, provide a “Made in China” atmosphere with décor such as butterfly kites, Chinese lanterns, silk clothing, bonsai, Chinese hats and umbrellas, China dolls, a porcelain teapot, scripture cookies, chopsticks, and bowls of rice. When students enter, have them sit at tables and sip tea.

In the second area, provide a “prison camp” atmosphere. Remove the chairs and tables. Cover the windows with black paper. And turn the lights down low.

Say, **Early missionaries to China felt God wanted them to stay when China was invaded by another country. They were caught and kept in prison for many long months. It was very difficult for the missionaries, but they worked hard and showed God’s love to everyone. They quoted scripture, prayed, and kept a positive attitude. They had faith in God and focused on Him—not the problems. Finally, they were set free when the war was over. Although missionaries had to return to their home countries, the impact they made on the Chinese people is still evident today.**

#### **Prisoners in Waiting**

Ask, **Have you ever imagined what it is like to be a prisoner?** Give an example of the apostle Paul waiting in the prison in Rome or Paul and Silas waiting in the Philippian prison. Say, **Today we’re going to pretend we’re a group of Christian friends who are being put into prison—not for doing something wrong, but for following Jesus.**

Ask the students to stand up as two or three of the teens or adults enter the room. Say, **Don’t be afraid, be strong and courageous, for the Lord is with us. No laughing, no talking, only smiles!**

Have the “guards” lead the children into a dimly lit area. Provide enough light so children are not frightened and can see their Activity Sheets. As students enter the room, have the guards hand them a blanket. Ask the students to quietly sit down on their blankets.

Say, **We are prisoners here because we follow Jesus Christ and His teachings. Jesus taught us to love our enemies and do good to those who persecute us because He is our Friend and Savior.**

**Since we’re in a prison camp, our conditions are not good, and we don’t have very many things, especially Bibles. In fact, all we have is a piece of paper for each person.** Distribute Activity Sheet 4 with the English verse folded under. Ask the children if they know what the paper says. Say, **The Chinese characters on**

this page make it difficult to read. Unfold the bottom of the sheet. Let's read the verse together. This verse would help us if we were in prison.

## MISSION STORY: Prisoner by Choice

by Lisa Elliott

Say, Today's story is about Mary Scott, a former missionary to China. She followed God, showed courage and perseverance, and was even put into prison.

"Now what do I do?" Mary asked herself. She stood on the deck of the Tirkuzan Maru [tur-KOO-zan ma-ROO]. Nervously, she watched the pier below. Chinese workers shouted to each other. "What confusing sounds!" Mary thought. "How will I ever make sense of them? How will I find my way to the Knights' home?" Soon someone came to help her.

Mary had followed God's call to go to China as a missionary. At the age of 11, she met her first missionary and soon knew she was to be a missionary too. She prepared to serve as a teacher. Mary was sent to teach missionary children at the Nazarene mission station in Taming [DA-ming]. She soon learned an enemy had invaded much of the territory where mission stations were located. Most of the women and children were sent back to their home countries.

Mary decided to wait for God to guide her. Since there were no missionary children to teach, Mary worked as a secretary at the mission station and continued to study Chinese. She and her friends visited famous places in China, such as the Great Wall and the Forbidden City where emperors had lived. They saw the place where one of the first emperors of China was buried in a tomb with more than 6,000 life-sized clay soldiers.

Mary felt God's presence at the mission station. But one December morning, a knock at the door interrupted her reading. She found Rev. Osborn there with two soldiers behind him. "The invaders are here," he told her. "They want to see us in front of the station."

Mary lined up with the other missionaries, including 200 Chinese who lived with them at the station. They were told to prepare to leave. Mary packed her warmest clothes into a suitcase.

The missionaries were put into an army truck. They had no idea where they were going or when they might come back. Mary repeated to herself God's promise in Matthew 28:20. "Surely, I am with you always," she whispered under her breath.

The missionaries were set free after a few months. However, six months later, the invaders marched the missionaries to the railroad station and sent them to Tsinan [TIN-an]. A crowded bus took them to a prison camp in Weihsien [WAY-shen]. Someone read the camp rules. Others passed out blankets and assigned beds for the night.

About 1,751 prisoners were crowded into the prison camp that had an eight-foot (2.4-metre) wall. In machine-gun slots at each corner, guns pointed down at them.

The prisoners organized themselves to make a hospital, a church, kitchens, and dorm rooms. Mary scrubbed toilets with only water and a cloth, no soap. She prayed, "Now, Lord, help me clean...in a way that glorifies You."

One day a prisoner told Mary, "I always thought missionaries were strange. Now I've changed my mind. I've watched you. You have a good attitude, you give encouragement, and you help others without asking for anything in return." People could see what Jesus was like by watching His followers inside the prison.

Suddenly, an American plane flew over the camp, and paratroopers fell from the sky. The prison crowd charged past the guards and climbed over the wall and across the electric wire. They didn't think about loaded guns or electricity. They thought only of welcoming the rescue team of soldiers. For the first time in years, they felt free!

The mission board called Mary home. But she returned to China after a year and a half. God had answered prayer. She discovered many Chinese Christians, and there were new little churches.

Because of the rebels, Mary and the other missionaries had to return home. They worried about the Chinese friends left behind. In their last prayer together, the Chinese pastor wept as he asked God to protect the missionaries as they left China and the people who were staying in China. He asked God to give them courage and strength. He asked for faith to keep from giving up.

## STORY DISCUSSION

Ask the children the following questions:

1. Have you ever felt like giving up because you were afraid, or tired of trying?
2. How did Mary Scott respond when the times were rough?

## *PRAYER TIME*

- Pray for Christians in China who are persecuted for their faith in Jesus.
- Pray that we will all be strong in the Lord when we face tough times.

## LESSON 5: FIJI

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### *PURPOSE*

To show children how missionaries and pastors use the JESUS Film to reach boys and girls with the gospel message.

### *BACKGROUND INFORMATION*

#### Fast Facts

- The Fijian islands were formed from volcanic activity.
- Most people travel by open-air bus on the left side of the road.
- Rugby, soccer, and cricket are popular team sports.
- A “thumbs up” gesture means “good” or “OK.”
- Coconuts from the coconut palm trees and sugarcane are leading crops in Fiji.
- Nearly half of Fiji’s 300 islands are covered with tropical rain forests.

### *LESSON PRESENTATION*

#### Introduction

Create a tropical setting. Cover the classroom floor with burlap to represent land. Crumple blue tissue paper to represent water, and duct tape it around the burlap. On the burlap, place a palm tree and tropical plants. Under the palm tree, place a basket with coconuts, pineapples, and bananas. From the ceiling, hang a large round piece of yellow poster board to represent the sun. Use a small fan, blowing on a low setting to represent tropical breezes. Remove tables and chairs, and have children sit on individual beach towels or one large beach blanket. On 6” x 6” (15 x 15 centimetre) poster board pieces, print each word of the Bible verse and the reference, Acts 22:15. Place the 16 word cards where children can easily scramble and unscramble the verse.

The JESUS Film is one of the most significant films ever made because it tells the salvation story. Missionaries, pastors, and children in local churches in Fiji use the JESUS Film to reach boys and girls with the gospel message. The JESUS Film has made a remarkable impact in Fiji. As a result of the JESUS Film showings, many boys and girls have become Christians. Nazarene churches throughout Fiji have formed Kids Clubs. The purpose of these clubs is to disciple children who have accepted Jesus as their Savior at the end of the JESUS Film. They want to help children learn more about Jesus.

#### GROUP DISCUSSION

##### What’s in a Club?

Attach butcher paper or poster board to a wall.

Say, **A “Club” means “a group of people who meet together regularly for a common purpose.”** Name some clubs. (school clubs, sports clubs, music clubs, Bible clubs)

**Clubs usually have a charter that tells the club’s name, who can belong, the rules, and goals. Some clubs have a motto and a symbol to represent them. Today, we’re going to form a club and create a charter on this poster board.**

Have children discuss and decide each of the following. Ask volunteers to write the information on the charter.

**Club Name:** The name should emphasize telling others about Jesus. Give examples: Kids for Jesus Club, Jesus Shines Brightly in Us Club.

**Club Motto:** A motto states what someone stands for or believes. Examples include: “Be Prepared” “To Love—To Witness—To Serve,” “Everyone Should Know Jesus.”

**Club Membership:** All boys and girls who want to know Jesus can become members of this club, and the membership should keep growing.



**Club Logo:** A logo is a symbol that represents an organization or company. Show a sample logo and give examples—cross; Bible; sign language symbol for love (arms crossed over heart); index finger pointing upward, indicating Jesus first.

**Club Goals:** Discuss goals children want to accomplish and give examples—serve others, pray for the unsaved, witness to others. Say, **In Fiji, Kids Clubs help children learn about Jesus.**

**Club Rules:** Rules help members work together. Examples of rules include: “Be kind to each other,” “pray for each other,” “greet other members with a long friendly handshake (typical of Fijian culture).”

**Pledge:** A pledge is a promise members make to follow the club’s rules. Have children recite the pledge together, then sign their names on the charter with a pen.

Let children decorate their club charter with symbols representing Fiji and the church, such as the Fiji flag, palm trees, volcano, sun, rain forest, sugarcane, cross, Bible, or church building.

## Prepare

Make a word card for each Fijian word used in the story. Include its pronunciation. As you reach each word in the story, hold up the card and give the word’s meaning. Have children say the Fijian word. Make a scripture card for Acts 22:15, and have the class read it together at the end of the story. When you come to “Stop and Predict,” allow children to predict what will happen next in the story. Continue reading and either correct or confirm predictions.

Explain the following words:

**Viti Levu** [VEE-tee LAY-voo]—the largest Fiji island

**Suva** [SOO-vah]—capital city located on Viti Levu

**Bure** [BOO-ray]—traditional Fijian hut

**Bula** [MBOO-la]—traditional greeting which means “health”

## MISSION STORY: Kids Reaching Kids

by Susan Moore

Say, **This story tells how Jonate and his friends from the Kids Club helped his father, Pastor Asseri, get ready for the JESUS Film showing.**

“Get up, Jonate!” yelled Divie, Jonate’s best friend. “The pastors are here preparing for the JESUS Film showing!”

Jonate leaped from his bed, quickly dressed, and headed toward the kitchen.

Jonate’s father, Pastor Jon Asseri, and the other pastors were eating breakfast together.

“Pastor friends,” Jon Asseri said, “we’ve been praying and planning for the salvation of the Fijian people for many months. Today, we’ll distribute flyers announcing the JESUS Film showing.”

Jonate and Divie greeted the pastors. “**Bula,**” they said.

“**Bula,**” the pastors repeated together.

Pastor Jon gave flyers to the boys and said, “Ask your friends in the Kids Club to help you!”

### (Stop and Predict.)

Jonate and Divie rode their bikes to meet the other kids. The Kids Club meeting place consisted of four poles with a thatched roof and a sign that hung at the doorway. It read, “The Watering Hole.” Their club was located next to the Church of the Nazarene, where Jonate’s father pastored. Club members were there waiting for their assignments.

Out of breath, Divie said, “Pastor Jon wants us to distribute these JESUS Film flyers throughout our village. Other people are taking the flyers into parts of **Suva**.”

### (Stop and Predict.)

The boys and girls from the Kids Club distributed flyers all day. On their way back home, Jonate said to Divie and his sister, Lisa, “Let’s stop by Mela’s **bure** and invite him to the JESUS Film.”

“That’s a great idea, Jonate,” agreed Lisa.

“I told him about the film last week at school,” Divie added.

Mela was playing in the yard. **"Bula!"** they yelled.  
**"Bula!"** Mela responded. "What are you up to?"  
"We're passing out flyers about the JESUS Film tomorrow night," answered Lisa.  
Divie asked, "Can you come?"

**(Stop and Predict.)**

"Maybe, I'll have to check with my parents," Mela answered.  
Jonate handed Mela the last flyer. "We'll be looking for you!"  
Members of "The Watering Hole" Kids Club spent the next day setting up for the film. They were so excited.  
As the praise band played, the village people came. Finally, it was dark enough to start the film.  
"I'm disappointed Mela didn't come to..." Lisa was interrupted by a tap on her shoulder. "Mela! I have a special seat for you."

The people in the audience were moved as they saw the life of Jesus unfold. Expressions on people's faces told the story. Pastor Asseri invited people to pray and ask Jesus to become their Savior.

**(Stop and Predict.)**

Mela was the first to step forward. Jonate whispered to Divie and Lisa, "God has answered our prayers for Mela!" That night, Mela asked Jesus to forgive her sins.  
Mela told the gang, "I have many questions about how to live this Christian life."  
Pastor Jon overheard Mela and replied, "Come and join our church's Kids Club. You will learn how to live the Christian life."

**(Stop and Predict.)**

Mela responded, "I will do that!"  
A few weeks later, Mela joined the Church of the Nazarene and became an active member of the Kids Club—"The Watering Hole."

**(Stop and Predict.)**

Now Mela is witnessing to her family and praying they will come to know Jesus.

**BioPoems**

Say, **Bio** is short for **biography**, which is the story of a person's life. A **BioPoem** is a type of poem that follows a pattern to describe a person. Today, we're going to write a BioPoem about Jonate, the main character in our story.

Distribute Activity Sheet 5 A to older children. Have the children suggest words or phrases for each line of the poem. Record the words. Allow children to use the words and phrases given or choose their own to complete the BioPoem. Use the following poem as an example:

1. Jonate
2. Fiji
3. Energetic, friendly, and concerned for the lost
4. Jesus
5. Excited about the JESUS Film
6. Friends wouldn't accept Jesus as Personal Savior
7. All his friends know Jesus as Savior
8. Asseri

Distribute Activity Sheet 5 B to younger children. Have them complete the poem with the older children's help by using each letter of Jonate's name to begin a word or phrase that describes him. Use the following poem as an example:

J Jesus-follower  
O Outgoing  
N Nice  
A Awesome  
T Talented  
E Excited about Jesus

Mount the BioPoems on construction paper, and display them on the wall for class members to read.

### ***PRAYER TIME***

- Pray for Nazarene churches in Fiji.
- Pray for missionaries and volunteer groups who show the JESUS Film.
- Pray for pastors and kids who help form the Kids Clubs and who witness to others about Jesus.

## LESSON 6: SAMOA

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### *PURPOSE*

To show children how missionaries from other countries are crossing cultural boundaries to share the gospel message.

### *BACKGROUND INFORMATION*

#### **Fast Facts**

- For two days each year, a worm called the palolo leaves its coral home to spawn in the ocean; Samoans catch the worms in nets and eat them as a delicacy.
- Many Samoans live in fale, which are homes that have no walls and stand on platforms.
- The ukulele, a four-stringed guitar, is commonly used during Samoan feasts.
- Most Samoans are Christian, and religion plays an important role in daily life.
- Samoans point with their chins; pointing with the index finger is impolite.
- In Samoa, delicious foods are cooked in an umu—an outdoor oven made with dirt and rocks.

### *LESSON PRESENTATION*

#### **Introduction**

Use the tropical setting created in the Fiji lesson for Samoa. Print Mark 1:17 on poster board as follows: (Come,) (follow me,) (Jesus said,) (and I will send you out) (to fish for people.) (Mark 1:17). Place the cards where all children can see them. Have children put the cards in the correct sequence. Display the verse as part of the room atmosphere and encourage children to memorize it.

Give each child a copy of Activity Sheet 6, Fishers of Men. Ask them to think of ways that they can “fish for people.” Let them write down their ideas and ask them to share with the group.

God calls people from all cultures to be missionaries in cultures other than their own. Today's lesson is about Rev. Peni Fakaua, who was born and raised in Samoa. He served as president of the South Pacific Nazarene Theological College in Fiji. He heard God's call to missions and left his native island to shape and prepare students for ministry and leadership. Rev. Fakaua is now a Nazarene missionary serving in Papua New Guinea. This lesson is about the great influence and impact cross-cultural missionaries are having in the Church of the Nazarene.

Ask children to look at the world map and locate Samoa. Say, **You'll find Samoa in the middle of the Pacific Ocean. The country is made up of nine islands—two main islands and seven smaller islands. I'm going to tell you some other important information about Samoa. It may be true, or it may be false. Tell me what you think by responding the Samoan way. Samoans respond with “yes” by raising their eyebrows. They respond with “no” by furrowing their eyebrows, or making deep wrinkles in the brows.** Let children practice. Then read the following statements and explain the answers using the Fast Facts at the beginning of this lesson.

- Samoans catch worms in nets and eat them as a delicacy. **(True)**
- Samoans live in homes that have no walls. **(True)**
- Very few Samoans are Christian. **(False)**
- Samoans point with their index fingers. **(False)**
- Samoans cook their food in microwave ovens. **(False)**
- Samoans love to sing and dance to ukuleles. **(True)**

### It's Fiafia [FEE-ah FEE-ah] (Feast) Time

Prepare children for the feast:

1. Have children make their own lavalava (a piece of knee-length cloth wrapped around the waist, worn by both men and women). Pieces of white cloth can be purchased or old white sheets can be cut into appropriate sizes. Let children use fabric paints or markers to create a unique lavalava. Their decorations can be symbols to represent the country of Samoa—palm trees, ocean, sun, fish, collage, and Samoan words. When completed, the children pin the lavalava around their waists to prepare for the feast.
2. Children then sit in a circle and sample traditional foods: bananas, yams, fish, coconuts, corn beef. **Note:** keep food allergies of your children in mind for this activity.
3. Either sing along with a person who can play songs on a ukulele, or have guitar/ukulele music playing in the background. If possible, bring a ukulele to class, and discuss the size and sounds it makes and how it differs from a guitar. Tell students that drums are also used, and people perform drama sketches or traditional dances in which the dancers tell stories with their graceful hand motions.
4. Tell today's mission story while children are seated in a circle. Then take a picture of all the children outfitted in their lavalavas and hang this on the bulletin board.

### MISSION STORY: Live with Max and Mia Rae

by Susan Moore

Say, Today's story is in the form of a TV show. The TV hosts, Max and Mia Rae, will interview Rev. Peni Fakaua, former president of the South Pacific Nazarene Theological College. Viewers will learn how he crossed cultural boundaries to help prepare people for ministry in the Church of the Nazarene in Samoa.

Prepare the "set" for the TV show.

#### Preparation:

- Secure a large cardboard box—large enough for three children to be viewed during the interview.
- Cut out the back of the box, leaving only the sides.
- Place the box on a large table and reinforce it with dowel rods and duct tape.
- Decorate the TV set.
- Make poster board cue cards with the word "Applause" on them.
- Place three chairs behind the table for Max, Mia Rae, and Rev. Fakaua.
- Put coffee mugs on the table for the hosts and guest.
- Place scripts in folders on the table ready for host and guest to role play.
- Select the following characters for the show: Max, Mia Rae, Rev. Fakaua, and cue card person—to hold the cards that tell the viewing audience when to clap.
- Suggest the guests wear clothes to look older and professional.

**MAX:** Welcome to CCB's most popular TV show. We have an interesting interview today.

**MIA RAE:** Yes! I'm excited about today's guest, Peni Fakaua, former president of the South Pacific Nazarene Theological College in Fiji and currently a Nazarene missionary serving in Papua New Guinea.

**MAX:** Well then, let's bring out our guest.

*(CUE CARD PERSON holds up Applause Sign.)*

**MIA RAE:** Welcome to our show, Rev. Fakaua.

**FAKAUA:** Thank you. It's nice to be here.

**MAX:** Rev. Fakaua, tell the audience about your childhood.

**FAKAUA:** I grew up in a Christian family in Samoa. My family attended church faithfully. I hardly ever missed Sunday School! I thought I was a Christian because I always went to church. Finally, I made a personal decision to accept Jesus as my Savior.

**MAX:** At what age were you saved?

**FAKAUA:** I was 17. From that moment, I had a desire to become a preacher.

**MIA RAE:** How did you prepare for ministry?

**FAKAUA:** I participated in Youth With A Mission that allows young people to be involved in cross-cultural ministry. I helped churches with compassionate ministry activities. That was my first informal missionary work experience.

**MAX:** Did you attend college to help prepare for ministry?

**FAKAUA:** Yes. When I was 23 years old, I attended the South Pacific Nazarene Theological College (SPNTC). At that time, I had a family with two children.

**MAX:** How did you meet your wife, and what role does she play in your ministry?

**FAKAUA:** I met my wife at a Youth for Christ Easter Camp in Samoa.

**MIA RAE:** Tell us about your children.

**FAKAUA:** We have five children—four girls and one boy. My oldest girl lives and works in New Zealand. The second oldest married a Fijian who graduated from SPNTC. My son is involved in high jumping, rugby football, and volleyball. My children are all involved in the church music program.

**MAX:** What are the church services like in Samoa?

**FAKAUA:** There are two services on Sunday—morning and evening. They have prayer meeting on Wednesdays and NYI meetings every Friday. Other days of the week we have choir practice and more activities. Morning services are formal and vary from one to three hours.

**MIA RAE:** What special events did you celebrate in the church?

**FAKAUA:** A highlight for the Samoan Church was the worship service is conducted by children, ages 1 to 25. Drama and music were a part of this special day. It is called White Sunday, and everyone wears white.

**MAX:** Tell us about the college where you served as president.

**FAKAUA:** SPNTC is the only school for ministers in the South Pacific. We have five campuses—Samoa, Fiji, Solomon Islands, Vanuatu, and Micronesia. I lived in Fiji. A few years ago, I became a missionary for the Church of the Nazarene and now serve in Papua New Guinea.

**MIA RAE:** Thank you, Rev. Fakaua, for sharing about your ministry.

*(CUE CARD PERSON holds up Applause Sign.)*

## ***PRAYER TIME***

- Pray for Nazarene churches in Samoa, and especially for Rev. Peni Fakaua.
- Pray that God will help us to accept His call to “fish for people.”

## LESSON 7: NEW ZEALAND

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### *PURPOSE*

To help children know missions at home can encourage missions in other parts of the world.

### *BACKGROUND INFORMATION*

#### **Fast Facts**

- New Zealand's two major islands and a number of small islands lie southeast of Australia.
- New Zealand has more than 29 million sheep. That equals more than 6 sheep for every person living in New Zealand.
- The Maori [MAHR-ee] people were the first New Zealanders. Maori, along with English, are the official languages.
- The kiwi bird, the national bird of New Zealand, cannot fly, and its nostrils are on the end of its long beak.
- New Zealanders are nicknamed the "Kiwis."
- New Zealanders are known around the world for their skill in rugby, cricket, and water sports.

### *LESSON PRESENTATION*

#### **Introduction**

New Zealand is a beautiful country with a very unique and dynamic culture. It is home to the "Kiwis"—not just the birds or the fruit, but rugged individuals who have made a difference in the world.

Influenced by the gospel of Jesus Christ and the message of holiness, several New Zealand Nazarenes have followed God's call to missions. They have had an impact on many other world areas with the love of Christ. Missions at home has become missions around the world.

Display New Zealand and Maori arts, or find pictures of carvings and weavings, kiwifruit, shells, and kiwi birds. Since more than half of the land is used for sheep farming, show items made of wool, an important New Zealand export. Display posters from travel agencies showing New Zealand's beautiful scenery—active volcanoes, geysers, spectacular mountains, and huge glaciers. Include pictures of New Zealanders enjoying outdoor sports.

Arrange chairs in the classroom similar to airplane seating. Prepare Guava Bars or other snack, obtain video clip of New Zealand, and invite guests to role-play the flight attendant and pilot. **Note:** Be aware of any food allergies your children may have.

#### **Guava Bars**

- 1/2 pound (227 grams) butter
- 1 cup (192 grams) granulated sugar
- 2 egg yolks
- 2 cups (250 grams) flour
- 1 cup (121 grams) chopped nuts
- 1/2 bar guava paste

Cream butter. Gradually add sugar, and beat until light and fluffy. Add egg yolks, and beat well. Gradually add flour and mix. Fold in nuts. Spoon 1/2 of the batter into a greased square pan. Top with slices of guava paste. Cover with remaining batter. Bake 1 hour at 350 degrees F (180 degrees C) until lightly browned. Cool completely before cutting.

Say, New Zealand is a beautiful country located in the Pacific Ocean southeast of Australia. It is two large islands and a number of smaller islands. The first missionaries came by boat to New Zealand, but

today most people fly the long distance. Today, we're going to take a pretend flight to New Zealand. You'll need a boarding pass.

Distribute Activity Sheet 7. Say, **During the flight, you will be given information to complete this activity. First, fasten your seat belts, and listen to the flight attendant's instructions.**

Ask the flight attendant to explain safety rules, serve water and Guava Bars—a New Zealand favorite, and introduce the pilot. Have the pilot welcome the passengers and give takeoff and landing information throughout the flight. Show a video clip about New Zealand from the Internet or your public library. Read the Background Information, and have students fill out the missing information (underlined below) on their boarding passes.

1. New Zealand's two major islands and a number of small islands lie southeast of Australia.
2. New Zealand has more than 29 million sheep. That equals more than 6 sheep for every person living in New Zealand.
3. The Maori people were the first New Zealanders. Maori, along with English, are the official languages.
4. The kiwi bird, the national bird of New Zealand, cannot fly, and its nostrils are on the end of its long beak.
5. New Zealanders are nicknamed the "Kiwis."
6. New Zealanders are known around the world for their skill in rugby, cricket, and water sports.

Set up a container, half-filled with water. Let children tell what they think the pebbles will do to the water. Say, **When you drop pebbles into water, ripples, or rings of water, keep moving out from the center to the farthest edges. Watch while I drop a pebble in this container of water.** Have children observe. Let them take turns dropping pebbles to watch the ripples. Say, **Each ring represents how one person can influence many people, not just those nearby.**

Then place a floating object in the water as an "obstacle." Say, **Although this changes the effect somewhat, the ripples still continue. Missionaries face obstacles too. Roland and Dorothy Griffith faced many obstacles as they planted the first Church of the Nazarene in New Zealand.**

Place a pebble in the water as you say each of the following obstacles:

- finding a new home
- traveling through the mountains
- sick with pneumonia
- shivering in the cold
- clearing off debris from the church property
- hitting rock when digging for the church's foundation

In spite of obstacles, the Lord helped missionaries and pastors to plant churches and influenced many people through the years.

### MISSION STORY: Like Ripples on the Water

by Connie Griffith Patrick

Say, **New Zealand Nazarenes have influenced people not only in New Zealand, but also in Europe, Papua New Guinea, the Samoan Islands, Australia, Vietnam, the United States, the Philippines, and Bangladesh. Let's meet some of these people and hear their stories.**

1. **Rev. Roland and Dorothy Griffith** obeyed God and went to New Zealand in 1951, taking their six-year-old daughter, Connie. They started six new churches. Slowly, the churches grew. There were many discouragements, but they preached God's Word in tents, halls, and churches, and had lively music. **(Choose three children to stand in the middle of the circle to represent the Griffiths.)**
2. **Neville Bartle** grew up in one of the churches the Griffiths started. He felt God's call to be a missionary to Papua New Guinea (PNG). Neville is known throughout PNG for his picture sermons. He drew stick figures to teach God's Word to many people who did not know how to read. Bible college students helped to print the charts and take them to people in remote areas of PNG. Neville and his wife, Joyce, were also missionaries in Fiji. Neville now serves as the district superintendent for New Zealand. **(Two children stand near "Griffiths" to represent the Bartles.)**



3. **Susie Bartle**, Neville and Joyce's daughter, was a missionary kid with a desire to help people know Jesus. She became a teacher, and then went as a missionary to Bangladesh. She teaches many missionary kids and reaches out to women who have not accepted Jesus as their Savior. **(Child stands beyond "Neville" to represent Susie.)**
4. **Stephen Bennett** was a New Zealand pastor's kid. Stephen became a Christian and accepted God's call to missions. Stephen studied at Nazarene Theological Seminary in Kansas City, taught in six Nazarene colleges, and pastored in three countries. The church appointed Stephen and his wife, Christi-An, to the Philippines to teach at Asia-Pacific Nazarene Theological Seminary. **(Child stands beyond "Griffiths" to represent Stephen, and children stand beyond "Stephen" to represent pastors.)**
5. **Jeanine van Beek** and her family moved to New Zealand and began attending the Church of the Nazarene. Jeanine wanted to live a Christian life. She studied at the Bible college in Australia, Northwest Nazarene College (now University), Colorado State University, and Southern Nazarene University in Oklahoma. Then she went to Europe to pastor a church in Germany. There she met Cor and Miep Holleman and helped them start the Church of the Nazarene in the Netherlands. **(Child stands beyond "Griffins" to represent Jeanine, and children stand beyond "Jeanine" to represent Cor and Miep Holleman.)**  
 Jeanine also trained many pastors and missionaries at the European Nazarene College in Germany and directed the Bible college in Haiti. She returned to the United States, where she continued to teach and preach until she retired. **(Children stand beyond "Jeanine" to represent pastors and missionaries.)**

**And the ripples continue to spread around the world. What a difference each of our lives can make when we follow Jesus closely! Jesus is still telling us today: "Go into all the world and preach the gospel to all creation" (Mark 16:15).**

#### **STORY DISCUSSION**

Have children discuss how family, friends, and teachers have helped them to follow Jesus. Ask children how they can influence others to follow Jesus.

### ***PRAYER TIME***

Pray for:

- Dr. Neville Bartle, district superintendent of New Zealand, and the church leaders
- New Zealanders (Kiwis) who need God
- The gospel of Jesus Christ to be stronger than evil influences
- Nazarene Kiwis to live holy and loving lives, ready to serve with sacrifice and reject the popular lifestyles of comfort and wealth
- Pastors and laypeople to be Spirit-filled and Spirit-led, showing people near and far the love of Jesus

## LESSON 8: AUSTRALIA

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### *PURPOSE*

To help children learn about and pray for the aboriginal people of Australia.

### *BACKGROUND INFORMATION*

#### Fast Facts

- In the middle of Australia is a vast desert known as the outback—one of the hottest places in the world.
- Australia is the only country that is also a continent.
- The Great Barrier Reef is located off the coast of Australia. It is the largest coral reef on earth with 1,500 species of fish.
- Sydney is Australia's largest city, but Canberra is the capital.
- The stonefish that lives off the coast of Australia is one of the most poisonous fish in the world.
- Kangaroos can go months without drinking. They can jump more than 40 feet (12 metres), but cannot walk backward.

The first Australians were the aboriginal people. They were hunter-gatherers—people who depended on hunting wild animals and gathering natural plant food. They developed these skills to make a living. Their worldview revolved around the idea of mysterious beings who created everything and became the guide for spiritual and everyday life. In time, the aboriginal people were forced to move to the cities, where even today, their families suffer great hardships. Many of them still live in the outback, untouched by civilization. They want a deeper understanding of life. These people are an example of why God calls the Church to send missionaries and mission workers to share the gospel of Jesus Christ.

### *LESSON PRESENTATION*

#### Introduction

Make Australia's wealth of unusual animals the focus for room decorations. Print the names of the following creatures on different colors and shapes of large construction paper—kangaroo, koala, platypus, wombat, cockatoo, dingo, emu, kiwi, frilled lizard, barracuda, kookaburra, and blue ring octopus. Scatter the shapes of paper on the display. Fringe the edges of the paper, or use craft scissors for an interesting art effect.

Before class, cut paper into large boomerang shapes. Prepare at least six—more for larger classes. Print one Fast Fact on each boomerang, then decorate with straight and wavy lines and circles. Cut each boomerang into several pieces and place in an envelope. Label "Boomerang Fact." Display a map of Australia.

Say, **What do you think of when I say, "Australia"? A country? The outback? Kangaroo? Great Barrier Reef? Any of those things would be correct, but Australia is much, much more.**

Ask a volunteer to locate Australia on the map. Point out the Pacific and Indian Oceans that surround the island. Tell children that Australia is the smallest, flattest, driest, inhabited continent in the world.

Say, **Australia is also known for the boomerang—a curved stick that can be thrown so it returns to the thrower. The boomerang was invented by the aboriginal people of Australia.** Tell children that they will see what a boomerang looks like and learn more about the country of Australia if they can correctly piece together some Fast Facts.

Divide the class into groups and give each an envelope with the "Boomerang Fact." Instruct the children to arrange the boomerang pieces to form a Fast Fact. Then have each group exchange with another group until they have had all six facts. Have a volunteer from each group read a Fast Fact. Ask students to tape the boomerangs together.

Say, **There is an aboriginal people group in Australia, who are an unreached people group. Unreached means they have not heard about Jesus, and aboriginal people are the original inhabitants of Australia. Many, many years ago, they lived a simple life.**

They survived by learning about the land, the climate, and the plants. They learned about game animals and the streams and lakes. They planted seeds and encouraged the growth of grasses for themselves and for the animals.

Until 1960, aboriginal people lived in the rural part of Australia. Then they began moving to the cities in small numbers. They didn't seem to fit. Things were hard for them, and many died young or landed in prison. Children didn't always have the opportunity to attend schools. Over the years, there have been few missionaries to tell them about Jesus. Even today, they are a neglected group of people.

Distribute Activity Sheet 8. Read and discuss Romans 10:14-15. Say, God calls missionaries and other Christian workers to tell people about Jesus. This Bible verse talks about the feet of those who tell the Good News. There are six scrambled words in the feet from the last sentence of verse 15. Unscramble and print them in the empty feet.

When the children have unscrambled the words, read together the verses at the bottom of the sheet. Pray, thanking God for people who tell about Jesus to those who have never heard.

### MISSION STORY: Mattie's Walkabout Surprise

As told by Jo Bourne to Bev Borbe

Say, In this story, Mattie and her aboriginal family take a desert "walkabout" looking for the truth about life. Mattie discovers the truth in a surprising place.

Mattie ran around the corner and crashed right into her best friend, Samantha.

"Whoa!" said Sam, "what's the hurry?"

Mattie caught her breath. "My family's going on a walkabout."

"A walkabout. What's that?" asked Sam.

"It's a trip. We're going into the outback to learn about our family roots," replied Mattie.

"What are 'family roots'?" questioned Sam.

"We're aboriginal people," stated Mattie. "Our ancestors were the first Australians. This trip will help us to learn some of the history of our ancestors."

"But, Mattie," began Sam, "what about the Bible school class that's starting tomorrow? There's a missionary coming from the United States!"

"I know," said Mattie, giving her friend a good-bye hug. "I'll go when we get back."

Mattie and her family piled into an old pickup truck and left early the next morning. In a few days, they were in the outback—a big, big desert in the middle of Australia. There were lonely stretches of road for hundreds of miles (kilometres), and it was dusty, hot, and dry. But some parts of the desert were beautiful, especially when the rain turned the plants into brilliant flowers.

The best parts of the trip for Mattie were the amazing creatures that crossed the outback roads. There were kangaroos, emus, camels, koalas, dingoes, wombats, wallabies, duck-billed platypuses, and other native creatures roaming the unfenced property. There were birds of all kinds, poisonous snakes, and strange and unusual insects and spiders. Mattie started drawing pictures of everything she saw, so she could show Samantha and her friends back at school.

One night, Mattie showed her mother the drawings of animals and other unusual creatures. "Who made all these creatures, Mum?" Mattie asked. "Who made the desert and all the beautiful sunsets? Who makes the dry desert turn to flowers after the rain?"

"So many questions from such a young girl," Mum said with a smile.

Mattie snuggled up against her mother and asked again, "Who made our beautiful world, Mum?"

"Our ancestors told us that in the beginning, mystical beings formed the land, plants, animals, and people. These dream beings were given unusual powers to give us the things in our world as long as we followed their plan for our lives. That plan would be given to us through dreams."

"Do you believe that, Mum?" questioned Mattie.

"I don't know, Mattie," Mum said softly. "No one has ever spoken to me in a dream. But it's all I know. No one has ever told me to believe anything else. Go to bed now. Perhaps someone will talk to you in a dream tonight and tell you what to believe and what to do."

For a long time, Mattie lay awake, thinking about what her mother had said. Mattie thought there had to be more to life. "Someday I will find the answer," she thought, as she drifted off to sleep.

Mattie and her parents spent the next two months on the sheep farm where her father had once worked.

Soon Mattie was back in school with her friend, Samantha. It was fun to be in the missionary's class. On the first day, he gave her a Bible and told her it had all the answers to life.

"Does it tell about the dream people?" asked Mattie.

"No, it doesn't, Mattie. It is a book of truth. It will tell you who made the world and all the wonderful things in it. It will tell you all the answers to your questions about life. You will find the most wonderful gift of all—Jesus."

When Mattie opened the Bible, she read, "In the beginning, God created the heavens and the earth." Something told Mattie this was the real truth. This was the answer. It wasn't a dream. She would read the Bible with her mother, and together they would find all the answers and the most wonderful gift Jesus.

### STORY DISCUSSION

Discuss the story with the children. Ask, **Who should tell the aboriginal people about Jesus?** (Missionaries, Work & Witness teams, JESUS Film teams) **What can we do to help aboriginal people?** (Pray, give, have compassion)

### *PRAYER TIME*

- Pray for the children of Australia, especially aboriginal children, who don't know about the love of God and His Son, Jesus.
- Pray that the Australian Nazarenes will reach the people with the good news of salvation.

## LESSON 9: THAILAND

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### *PURPOSE*

To help children feel assurance of God's protecting power and His plan for each of their lives.

### *BACKGROUND INFORMATION*

#### Fast Facts

- Long ago, the Thai used elephants in warfare. Today, wild Asian elephants are a fully protected Endangered Species.
- Children sit on the floor as a sign of respect.
- Thailand's king ascended to the throne in 2016 at the age of 64. The previous king began his reign at age 19 and was the oldest reigning king in the world at the time of his death in 2016.
- A common type of transportation used in Thailand is a tuk-tuk [took-took], a three-wheeled motor scooter.
- Tin is one of Thailand's main exports.
- Klongs are canals, on which are traditional floating markets, where people go from boat to boat to buy fruits and vegetables.

### *LESSON PREPARATION*

#### Introduction

Turn the room into a Klong river market. Put down blue paper to represent a canal. To represent boats, arrange several clusters of chairs in two lines with space in between. In some boats, have baskets filled with merchandise; in other boats, have empty bags or baskets for shopping. Place long strips of cardboard on the outside of the chairs to make them look more like boats. Since sitting on the floor is a sign of respect in Thailand, leave a corner of the room open where children can sit to hear the story.

Today's mission story is about missionary Samuel Yangmi. Before Samuel Yangmi was born, God had a plan for Samuel's life. That plan rescued Samuel from death in infancy and gave him Christian adoptive parents. It provided an escape to America and a Christian education. It found him a Christian wife. The plan led him back to Thailand to work among Thailand's tribal peoples. A part of the Yangmis' ministry was to build a children's home. This allowed tribal children with no school in their village to be nurtured in a Christian environment and receive a sound education. Samuel is a beautiful example of how God protects and leads a completely surrendered individual.

#### The Making of an Asian Elephant

Before class, prepare a sample elephant to show as you discuss the instructions.

Say, **Thailand is a land known for elephants. The country even looks a little like an elephant's head and trunk.** Display a world map. Ask a student to locate Thailand. Say, **Thailand is a long peninsula. A peninsula is a skinny piece of land that sticks out from a larger land mass and is almost completely surrounded by water. The middle of the country is flat, rich farmland. But most of Thailand has rain forests and rubber and coconut plantations.** Review the Background Information found at the beginning of this lesson for more information about the country of Thailand.

Say, **Since elephants represent Thailand, today we're going to make an Asian elephant head.** Distribute Activity Sheet 9. Show the completed sample. Discuss the instructions and demonstrate as needed.

1. Loosely stuff one paper bag with crumpled newspapers. Fold over the top of the bag and tape flat.
2. Use a marker to draw the elephant's mouth and eyes on the bag.
3. Using the patterns on Activity Sheet 9, cut two elephant trunks and two ears from the second paper bag.
4. Cut out the two tusks from white paper. **(Note: Patterns can be outlined on bags and white paper before cutting. Flip all patterns before making the second trunk, ear, and tusk.)**
5. Use a marker to draw details on the ears and trunk.

6. Tape the tusks, trunks, and ears onto the elephant head. Tape the two trunk pieces together.

Say, The elephant is the symbol we are using to remind us to pray for Thailand. It is not easy to be a Christian in Thailand. Let's pray for the children in Thailand. Dear God, thank You for sending missionaries to Thailand. I pray that You will help them teach the children about Jesus. God, may many of the children accept Jesus as their Savior and Friend. I pray this in Jesus' name. Amen.

### A Thai Shopping Experience

Say, You might find many differences in the country we are studying today: government, religion, food, language, and maybe driving on the other side of the road. But one custom seems to be popular worldwide. Everyone loves to shop. Today we are going to pretend we're visiting a river market and shop in Thai style.

Divide the class into groups of customers and boat merchants. Provide both groups with money. Place customers in a boat with empty shopping bags or baskets and merchants in the boats with merchandise to sell. Include items such as tropical fruits (mangoes, guavas, coconuts, watermelons, and papayas), Thai artifacts (elephants, jewelry, woven tapestries, and fresh or silk flowers). Have several children in the merchant boats making garlands of flowers to sell as bracelets or necklaces.

Let the children spend some time shopping. Then ask them to share how the Thai shopping experience is different from the way they shop for food and other items.

### MISSION STORY: No Mountain High Enough

by Carol Anne Eby

God kept His hand on Samuel Yangmi. His plan for Samuel was to become a Nazarene missionary to Thailand.

When the young Lisu couple fled from China and crossed the snow-covered Himalayan Mountains into Burma, they became refugees. While at the refugee station, the young couple had a baby boy. Five months had passed. Now, Burmese troops were driving the refugees back to China. The couple begged Esther, a kind, young nurse, to take the baby. They believed she was his only chance to survive.

Esther did so and named him Samuel. Later, Esther met Jesse Yangmi, and they were married. The Yangmis served as missionaries in Burma until 1965, when the government of Burma ordered all missionaries to leave.

After seven years and several miracles, the Yangmis traveled to Joplin, Missouri, in the USA. Samuel was 16. When he was a sophomore in college, his parents decided to return to the mission field in Thailand. Two years later, Samuel joined them.

"Samuel, will you give me your word that you will marry the Christian girl your father and I choose for you?" his mother asked.

"Yes," agreed Samuel.

One day, as Samuel was playing his guitar and leading a youth group, he noticed an attractive Lahu girl. Samuel was delighted to find this was the girl his parents had chosen for him.

Samuel and Lumae did not speak the same language, but on November 16, 1978, they were married. Samuel depended on sign language until he learned to speak Thai and Lahu. They worked together to serve the tribal people. God blessed Samuel and Lumae with four daughters.

Samuel was sad to see how poverty forced the Thai people to raise opium to sell, but then become addicted themselves to the drug. Samuel wanted to help the people find other ways to support themselves.

"We're going back to America," Samuel said. Samuel knew MidAmerica Nazarene University had an agriculture program. He believed this was God's plan to free the Thailand tribal people from their dependence on opium. The Yangmis made many Nazarene friends and sensed the church's support.

The Yangmis returned to Thailand, and God blessed their ministry. Samuel found 17 families to help start a Christian village. Samuel taught them to start orchards and build tanks for drinking water. The villagers learned to grow coffee, tea, and other crops to sell instead of opium. The village grew until there were 65 Christian families.

Many children in the mountains had no schools. To help them, Samuel founded the Maetang Tribal Children's Home in Chiang Mai. This gave the children a Christian environment to live in and attend school.

At night, the children placed their shoes outside the house. In the morning, they washed clothes and cleaned their rooms. Then they put on their uniforms, found their shoes, and formed a line and marched to their classes.

Like children everywhere, they loved to play. They played relay races—carrying an egg on a spoon or tossing water balloons over a net. They also loved to climb trees and play with slingshots. A teacher remembered a fourth grader who was proud of catching a rat in a trap. Later, the teacher found the boy had cooked the rat with rice and herbs for the evening meal.

When the Church of the Nazarene entered Thailand, they needed Samuel's help. Many miracles occurred, and the church was established in the most Buddhist nation on earth. Samuel and Lumaee became official Nazarene missionaries. Today, they are dynamic leaders in Thailand. There was no mountain high enough to stop God's plan—not a rugged mountain range or mountains of difficulties.

### STORY DISCUSSION

Say, **God's plans for Samuel included being a missionary. Samuel went through many hard things growing up, but he always followed Jesus. Our verse today is from Jeremiah 1:7-8.**

Divide the children into five groups. Have each group learn part of these verses. Have Group 1 learn, "Do not say, 'I am too young'"; Group 2—"You must go to everyone I send you to"; Group 3—"and say whatever I command you"; Group 4—"Do not be afraid of them"; and Group 5—"for I am with you and will rescue you." When the children have memorized their parts, have them quote the verses as a choral reading. Say, **God speaks to children as well as adults. Listen to God's voice and obey Him.**

Pray with any child who responds with a request.

### *PRAYER TIME*

- Pray for the Yangmi family and all the other missionaries in Thailand as they lead the people to know Jesus.
- Pray for the children in the Maetang Children's Home as they live and study away from home and families. Pray that many of them will come to know Jesus.

## LESSON 10: THE PHILIPPINES

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### *PURPOSE*

To help children learn about the importance of radio as an evangelism tool.

### *BACKGROUND INFORMATION*

#### **Fast Facts**

- Because the Philippines is in a typhoon belt, a hurricane could happen at any time.
- The Philippines is one of two mostly Christian nations in Asia.
- The national food of the Philippines is a whole pig roasted for several hours over hot coals.
- A jeepney is a colorful minibus found only in the Philippines.
- The tarsier [TAHR-see-er] is a six-inch-long primate that can turn its neck almost 180 degrees and move its ears to locate prey.
- World Mission Broadcast programs connect with Filipino listeners and change lives.

### *LESSON PREPARATION*

#### **Introduction**

The Philippines is made up of more than 7,000 islands, but most people live on the 11 main islands. More than 101 million people live in this country, including 12 million who live in the capital city of Manila. More than 120 languages are spoken in the Philippines, and it has the fifth largest English-speaking population in the world. World Mission Broadcast uses radio as a very effective evangelism tool. Thousands are reached by radio and even more by text messaging, since there are more than 107 million registered cell phone users in the Philippines.

Set up your classroom to resemble a radio station. Position an “anchor” desk or table with microphones and headsets in the front of the room. Make an “ON THE AIR” sign to hang on the wall, and make a poster displaying the “call letters” of the station. Place electronic equipment on the table to indicate a recording process. Include a TV screen and a DVD or CD player. Have music playing as the children enter. Arrange chairs for a live “classroom” audience.

Before class, make a card for each child. On one side of each card, print “I Believe!” On the other side, print “No Way!” Show a map of the world to introduce the Philippines.

Ask, **Can you imagine a country made up entirely of islands?** Locate the Philippines on the map. Say, **More than 7,000 islands make up the Philippines in Southeast Asia. Most people live on the 11 main islands.**

Say, **I’m going to share some hard-to-believe—or maybe not—facts about the Philippines. On the ones you think are true, hold up your card with the words “I Believe!” showing. If you don’t think a fact is true, hold up “No Way!”**

Give each student a card. After you read the following statements, let children respond and discuss their opinions. Then give the explanation that follows the answer.

1. The Philippines is in a typhoon belt, which means a hurricane could happen at any time. **(I Believe!)** Tell children a typhoon is a type of hurricane that happens in the western Pacific Ocean.
2. A jeepney is a bird that kills insects with its poisonous beak. **(No Way!)** A jeepney is a colorful minibus found only in the Philippines.
3. The national food of the Philippines is pizza. **(No Way!)** A pig, roasted over hot coals, is their national food.
4. The Philippines is one of two mostly Christian nations in Asia. **(I Believe!)** The other nation is Timor-Leste, also called East Timor.



5. An unusual primate that lives in the rain forest can turn its neck almost 180 degrees. **(I Believe!)** This primate is only six inches long. It can also move its ears to locate prey.
6. World Mission Broadcast programs connect with Filipino listeners and change lives. **(I Believe!)**

Say, Let's hear a story about how Nazarene radio programs are making a big difference in many people's lives.

### MISSION STORY: Waves of Hope

by Carol Anne Eby

Say, This story tells how missions in the Philippines is adapting to today's culture and using radio to reach a vast audience with the gospel.

"Wow!" Josh shook his head in amazement. He thought a missionary was a preacher, a teacher, or maybe a doctor or nurse. But, Miss Margie, their teacher, said missionaries in the Philippines worked at a radio station! She said they used a little microphone to spread the gospel through radio waves to millions of listeners. That's cool!

"Every major city in the Philippines has a radio station. What a wonderful way to spread the gospel!" exclaimed his teacher.

Miss Margie said, "Through prayer, offerings, and volunteers—such as Work & Witness, Alabaster, and long-term volunteer missionaries, God supplied what they needed to build a new Regional Communications Center. The center is on the campus of Asia-Pacific Nazarene Theological Seminary in Manila, Philippines. It is equipped with:

- A large multipurpose audio/video recording studio,
- Two digital audio studios with separate recording booths,
- Three digital video studios,
- Multiple production workstations,
- Offices, classrooms, and conference rooms."

Josh liked the program names Miss Margie mentioned. *Rated PG, Life in a Minute, Take Five, and Family Spectrum* were a few. It sounded like there was a program for all ages and interests, even kids.

Miss Margie continued, "*Perfect Rhythm* is a successful youth program. Youths cheered, danced, clapped, and sang when a band performed contemporary Christian songs. *Perfect Rhythm* is produced in 'Taglish.'"

Josh's hand shot up. "Miss Margie, what kind of language is that?"

Miss Margie chuckled, "That's a combination of Tagalog [tuh-GAH-luhg] and English, the common street language of Filipino youth."

Miss Margie said, "*Perfect Rhythm* grew in popularity, and this made it possible for other types of programming. *Take Five* is a daily, five-minute inspirational program heard not only in the Philippines, but in Fiji, Tonga, Vanuatu, and the Solomon Islands.

"These programs could reach 12 to 15 million listeners. More than 100 responses come in every night, most of them by text messaging. There are more than 107 million registered cell phone users in the Philippines."

That caught Josh's attention. He wanted his own cell phone too. His sister was always text messaging her friends. Just think! Text messaging can be used to spread the gospel. That brought on another "Wow!"

Miss Margie continued, "The program *Perfect Rhythm* saved someone's life! A young Filipino man named Aris was thinking about suicide when he turned on the radio and heard the program *Perfect Rhythm*. He called the phone number given and was connected with a counselor who helped him."

Miss Margie said, "Let's pray for Aris and the millions of others around the world who listen, searching for answers and hope. Let's also pray for the announcers, scriptwriters, counselors, and technicians in the radio ministry."

They did just that, and Josh added, "Amen!"

## **FIND THE TARSIER**

Say, **The tarsier is a small primate with enormous round eyes, long legs, and a long, nearly hairless tail. Its neck is extremely flexible and can turn almost 180 degrees. It also can move its ears to help locate prey.**

Discuss the characteristics of the tarsier [TAHR-see-er]. Say, **Just as God gives animals, like the tarsier, a keen sense of its surroundings and unique characteristics for survival, God gives missionaries the ability to adapt to different cultures and the strength to overcome challenges.**

Give Activity Sheet 10, "Find the Tarsier," to students. Say, **The tarsier lives in the rain forests and bamboo fields of the Philippines. The tarsier spends its entire life in trees and cannot walk on the ground.** Have the students find the tarsier hiding in the rain forest. Tell them to color his huge eyes brown and his fur brown, and lighter brown on his belly. Add lots of green to the rain forest.

## ***PRAYER TIME***

- Have children join hands in a circle and pray for the missionaries and other people who are working with the World Mission Broadcast ministry in countries around the world.
- Pray especially for those working in the Philippines and the people who are listening to the programs.
- Pray for the power of the Holy Spirit to work through the radio ministry to save and change lives completely.

# LESSON 11: INDONESIA

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## *PURPOSE*

To help children learn how the Church of the Nazarene responds to disasters around the world.

## *BACKGROUND INFORMATION*

### Fast Facts

- The earthquake that caused the 2004 tsunami began in Indonesia.
- More Muslims live in Indonesia than in any other country.
- About 17,000 islands make up the country of Indonesia. It is the largest group of islands in the world.
- Some of the best-selling coffee is from the Indonesian island of Sumatra.
- About 26 percent of the people in Indonesia are under the age of 15 years old.
- The world's largest lizard, the Komodo dragon, lives in Indonesia and is 10 feet (3 metres) long!

## *LESSON PRESENTATION*

### Introduction

Create a "First Aid" station. Make a banner or sign with the Red Cross symbol. Display first-aid items at the station, such as cotton balls, adhesive medical tape, gauze, bandages, Band-Aids, hot and cold packs, and empty vitamin bottles. Post pictures of children who are sponsored by church members and posters with health slogans. Provide a cot with a small blanket and pillow. Hang a white "lab coat" and a stethoscope on a coat rack. Invite a guest to role-play a doctor or nurse.

Nazarene Compassionate Ministries (NCM), a ministry of the Church of the Nazarene, gives compassion and hope to people around the world, helping their physical and spiritual needs. NCM responds in many ways to crisis situations around the world. When a sudden disaster occurs, or other relief efforts are being done, NCM provides people with medical assistance, food, clothing, shelter, tools, and much more. This lesson tells one way that Nazarene Compassionate Ministries helps people who have lost their belongings, livelihood, and even family members. It gives children an opportunity to participate in a practical way and support NCM in its service to others.

Talk with the class about natural disasters. Ask the children to give examples (possible answers—earthquakes, floods, tsunamis, volcanoes, hurricanes/typhoons, tornados). Say, **People around the world experience hardships when natural disasters occur. Many countries do not have the money or resources to help rebuild homes and care for the sick and injured people. Many people who are poor become poorer as a result of the natural disaster. It is the responsibility of others to help people in emergency situations.**

Tell students that today's story is about a natural disaster, the 2004 Indian Ocean tsunami. Explain that a tsunami is a huge, destructive wave caused by an underwater earthquake. Tell children 2004 tsunami began off the coast of Indonesia. Look at a world map or a globe, and locate the islands of Indonesia. Say, **Indonesia is made up of 17,000 islands! They stretch 5,000 miles (8 047 kilometres) throughout the Indian and Pacific Oceans.**

### **MISSION STORY: Joy to the World** by Jenny Selvidge

This story is told from an American girl's perspective as she hears about the devastation after the 2004 Indian Ocean tsunami. She thinks of a way she can help in the relief effort of the Church of the Nazarene.

December 26, 2004, I was in Indiana with my parents and my 25 uncles, aunts, and cousins celebrating Christmas. I was excited when my parents got me the pink ballerina costume I wanted. I had wanted it for as long as I could remember. I twirled around in a blur of pink. Suddenly, everyone rushed into the family room to see something on television.

"Why are there so many people swimming in the ocean?" I asked.

"They're not swimming, Honey. There was a tsunami in Asia, and those people have lost their homes."

"What's a tsu...tsu...?"

"Tsunami. Well, it's like an underwater earthquake that makes a big wave."

We all sat in disbelief as we stared at the TV. The news reporters said 87,450 people died. I couldn't believe it. I had never heard of so many people dying from an ocean wave. But quickly, the number changed to 115,000. Every time I looked at the TV, the number increased. The final number of deaths reported was more than 287,000 people. They were people from different countries, beliefs, and cultures. But they were all experiencing the same thing...sadness. As I watched the tragic events, I realized that even though they were so different from me, they still loved their families and cried when bad things happened, just like I do.

At first, I tried to imagine what such a disaster would be like, but I couldn't. Then I started thinking about all I have and how I take it for granted. I bowed my head and thanked God. I sensed He wanted me to help the kids in Asia who had suddenly lost everything. They were kids just like me.

"What can I do to help?" I asked my dad.

"That's a great question, Honey. When a disaster like this happens, it's normal to feel like there's nothing one person can do to make a difference."

"Yeah. And I'm just a kid. What can I do?"

"Well, our church is part of a larger church family that can do something to help. It takes all of us working together to help those who are suffering.

"So what does the Church of the Nazarene do to help people who survived the tsunami?"

"We have Nazarene Compassionate Ministries, or NCM. They respond to all kinds of disasters that happen in all parts of the world. They provide food and supplies to help people with their daily needs."

"Like the Crisis Care Kits I've heard the pastor talk about?"

"Exactly! You go to the store and buy things like shampoo, tissues, and Band-Aids. Then you put them in a plastic bag and send it to a warehouse. So, when there's a crisis somewhere in the world, NCM sends the kits to people who need them."

"Hmmm," I said, as I thought about what I had seen on TV.

I wanted to help but didn't know what I could do. I felt so small. My friend, Abi, came over to play since she also got a ballerina outfit for Christmas. As we were twirling around in my bedroom, a thought popped into my head.

"That's it!" I cried.

Two weeks later, we were ready.

"Welcome to Adams' Elementary School and our performance of the *Nutcracker!*" bellowed the principal from the stage.

Six of us from school floated onto the stage in our pink ballerina outfits and amazed the crowd for the next 30 minutes.

We raised over \$1,000 for the Tsunami Relief Project. Almost 200 people came from our school and our church, and each person paid a few dollars to get in.

As I licked the envelope with the check to send to NCM, my heart was full of joy. That money was going to help people I didn't know and would probably never meet who were thousands of miles (kilometres) away. They would get food and clothes, and maybe even supplies to start rebuilding their homes. And maybe, just maybe, they would know the love of God because of it.

It was the best Christmas ever.

## STORY DISCUSSION

Say, **Natural disasters occur around the world. Sometimes people are warned and have time to prepare. But other times, disasters strike with no warning. People lose possessions and even their lives.**

Tell children that after natural disasters occur, adequate care for people is often difficult because of insufficient water, food, medical supplies, and shelter. Say, **Many organizations respond by meeting the physical needs of people. The Church of the Nazarene helps disaster survivors with physical and**

spiritual needs. Missionaries who serve in disaster areas help the church to respond quickly and efficiently. Through this, people learn that God is their source of comfort and strength.

Distribute Activity Sheet 11 and discuss the major types of natural disasters. Ask children to match each word with its definition. Allow children to work with a partner, or complete the activity as a class.

1. earthquake—**(d)** when the earth's plates move against each other
2. tsunami—**(f)** a huge, destructive wave caused by an underwater earthquake
3. hurricane—**(h)** a fierce, rotating that begins over the ocean
4. typhoon—**(a)** a hurricane that happens in Southeast Asia
5. tornado—**(g)** when warm and cool air meet, air begins to rotate, forming a cone that drops from the bottom of a cloud
6. flood—**(b)** when a large amount of water gathers after a lot of rain
7. volcano—**(e)** an opening in the earth's crust through which molten lava, ash, and gases are ejected
8. drought—**(c)** when there is no rain

### ***PRAYER TIME***

- Pray for people in areas of the world who suffer from natural disasters.
- Pray for people who live in poverty with not enough to eat and no place to sleep and keep warm at night.

## LESSON 12: PAPUA NEW GUINEA

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### *PURPOSE*

To help children learn about medical missions in Papua New Guinea.

### *BACKGROUND INFORMATION*

#### Fast Facts

- Papua New Guinea has more than 800 people groups, and each group speaks its own language!
- In Papua New Guinea, asking for a second helping of food is considered rude.
- Food is often steamed in a ground oven called a mumu.
- Pigs are a very important part of the culture in Papua New Guinea.
- Wooden storyboards are a popular way to tell people about the events in village life.
- Many Papua New Guineans have a strong belief in witchcraft, black magic, and ancestor worship.

### *LESSON PRESENTATION*

#### Introduction

Create a tropical atmosphere. Cut palm tree trunks out of cardboard and branches out of green tissue paper. Place these on a wall or bulletin board. Drape a fish net between two of the trees. Display paper, stuffed, or plastic pigs of all shapes and sizes around the room. Provide a colorful photo book of Papua New Guinea, and hang a poster for the children to see as they enter the room.

Papua New Guinea is a primitive country where many people live in spiritual darkness. Often, they do not have access to good medical care when they are sick. Thus, the Church of the Nazarene has established a hospital and a nursing school to assist those who need medical help and to provide a practical avenue for sharing the gospel. The doctors and nurses seek to heal bodies. But they also point the way to Jesus, so the spirits of their patients are healed as well. This lesson will highlight their work as well as some of the more unique cultural aspects of this Asian country.

While children are arriving, give paper and markers and have the children draw stick figure stories about their families, an outing they enjoyed, or a special event in their lives. Have the class do a stick figure mural about Papua New Guinea with the six sentences from the Background Information.

#### Stick Figure Stories

Before class, cut the sentences apart from each Activity Sheet 12.

Say, **Many people in the mountains of Papua New Guinea, also called PNG, are unable to read and write. How do you think missionaries share with them about God? They use stick figures to tell stories! This method of sharing the gospel is very effective in PNG. Christians learn to tell others about God through the pictures on a chart. They take pictures back to their communities and go from house to house and garden to garden with their stick charts. Even those who can read find the stick figure stories helpful in understanding the Bible.**

Tell the children they are going to read a stick figure story like those used in Papua New Guinea. Distribute the top portion of Activity Sheet 12. Have the children look at the first picture. Ask if they know what part of the story the picture is telling. (Jesus' birth)

Have students work with a partner to decide what the remaining pictures mean. When everyone is finished, distribute the sentence portion of Activity Sheet 12. Have students cut apart the sentences and match them with the stick figure pictures. Review the answers, then have the students glue the sentences to the back of each matching picture.

Picture 1—Jesus was born in a stable.

Picture 2—Jesus died on a cross for our sins.

Picture 3—Jesus was raised from the dead.

Picture 4—Jesus ascended into heaven.

Encourage the children to take home their picture stories and share them with their families, particularly younger brothers or sisters who cannot yet read or write.

### **MISSION STORY: God's Miracle Healing**

by Aimee Curtis

**Say, When Salome's friends took her to the Nazarene Hospital in Kudjip, she was very sick. But God answered prayers and a miracle happened!**

Twelve-year-old Salome loved recess at Banz Catholic School in Papua New Guinea. In this country, where it is constantly springtime, recess is always outside. The sun is always shining and the air is warm. On this particular day, Salome and her friends were enjoying a game of tag in the schoolyard. Suddenly, one of the other girls accidentally bumped into Salome. They both fell down, laughing and giggling. When the other girl jumped up and ran on, Salome discovered she could not get up. She lay on the ground, wondering why she could not move her legs.

Salome's friends ran for the teacher who checked Salome for injuries, but found none. Still, she thought it would be best to take Salome to the Nazarene Hospital in Kudjip, about five miles (8 kilometres) away, just to make sure she was OK.

Salome tried to be brave. She did not want to cry, but she was very scared. Her teacher comforted her on the ride to the hospital, and that helped Salome feel better.

Once they reached Kudjip, Salome was taken to the emergency room by one of the Nazarene doctors at the hospital. By this time, the weakness in Salome's legs had progressed up her body, and now she could no longer move her arms. Everyone realized Salome's condition was much worse than they had originally thought.

Salome stayed in the Nazarene Hospital for many weeks. The weeks turned into months. She was still unable to move most of her body. The doctors worried that if the paralysis reached her lungs and heart, she would die. Salome needed a miracle.

A Nazarene missionary named Ruth became Salome's special friend while she was in the hospital. Ruth prayed with Salome and brought her cookies and lemonade to help make her feel better. One day, Ruth invited the nurses at the hospital to pray with her for Salome's healing. She knew Salome needed God's miracle of healing to get better. Ruth and the nurses prayed together for Salome, then they went to Salome's bedside to pray with her. They shared some encouraging verses from the Bible. Salome was very happy to have them pray for her and read the scriptures.

The next day, one of the nurses felt God telling her to check on Salome. When she walked into Salome's room, she asked her, "What did Jesus do for you last night?"

With a big smile, Salome showed the nurse how she could move the fingers on her right hand. It was the beginning of the miracle for which they had prayed! Each day, Salome grew stronger, and the paralysis in her body began to disappear. Soon, she was completely healthy again and able to walk. When it was time to go home, the hospital staff threw Salome a big good-bye party. Everyone—especially Salome—rejoiced and praised God for miraculously healing her body from a strange illness.

## STORY DISCUSSION

Read Matthew 9:35. Tell the children that healing was part of Jesus' mission, and it is part of the mission of the Church as well. Share the following information about Nazarene missions:

- The Nazarene Hospital in Kudjip is a mission hospital operated by the Church of the Nazarene.
- Missionary doctors and nurses have been serving at this hospital since 1967.
- In addition to the hospital, there is also a Nazarene College of Nursing where Papua New Guineans are trained as medical professionals.
- The Nazarene church sends volunteer medical teams, medicines, supplies, and equipment to physically and spiritually impact the lives of Papua New Guineans.

Ask the children how they can help make a difference in PNG. (Pray, give, go.)

## *PRAYER TIME*

- Pray for the doctors and nurses at the Nazarene Hospital in Papua New Guinea, the volunteer teams, and the people who need physical and spiritual healing.
- Ask God to show you ways to serve others.