

Fine-tuning Our Focus on Missions

Lessons 1-4

Adult Missions Education 2020



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Let's Get Started!

Welcome to the 2020 Adult Missions Education. You may notice changes, but you can be sure the current missions content should appeal to a wide range of ages in your congregation.

New: A Staggered Release of Lessons

This year, we are releasing Adult Missions Education lessons in a new way. Four lessons will be released in **March**, four in **July**, and four in **November**. With these releases will also come videos for many lessons. Lessons and videos are being translated into French, Portuguese, and Spanish. All lessons and videos will be available on the NMI website (www.nazarene.org/nmi) and may be downloaded for free.

Launching a New Learning Year

- Review this guide, noting upcoming topics and planning the lessons within your church calendar. Some options may require more than a month to initiate; keep this in mind as you plan.
- While the lessons are planned for approximately an hour, material can be used for shorter “missions moments” in worship services, Sunday School classes, small groups, and fellowship times.
- Consider your group. If they like to discuss, plan such times in the sessions. Some people learn while “doing.” Provide topic-sensitive activities, and your group will remember the information better.
- If you wish to use a video, plan for any technical equipment needed and test the audio and video in advance of your session.
- **Something New:** A number of lessons have intergenerational components or aspects of the topic designed specifically for youth and/or children. This is ideal for involving those age levels and letting them know they have roles in missions.

The Lessons

Most lessons follow the same format. Using the summary below, familiarize yourself with lesson components and their purposes.

- **Lesson Purpose:** Missions stories are inspiring and more memorable when listeners understand the importance behind them. Stating the purpose isn't necessary, but consider it in your planning.
- **Scripture:** The verses coordinate with the topic. These are sometimes used within the presentations. If not, please read them to the group. This helps your people associate scripture with missions.
- **Fast Facts:** These statistics about the lesson topic are, at times, worked into the presentation. For those times when they are not, use them to enrich the learning experience.
- **Lesson Information:** This may include an introduction, one or more missions stories, and sometimes additional material on the topic. Use as much of the Lesson Information as time allows.
- **Presentation Ideas:** There are three options to present the material. Feel free to create your own.
 - Option 1 is for groups that, due to space or lifestyle, prefer to stay seated during the session.
 - Option 2 is for groups that prefer moving around the room as they learn.
 - Option 3 is for groups that prefer in-depth discussion. You may add questions. Just keep the group on topic.
- **ACT ON IT:** These practical ideas for personal involvement pertain to the lesson topic. They are varied and can include prayer, giving, and participating in local or global projects that may turn into long-term ministries for your church.
- **Recipes:** Food is culture! In most lessons, we have included recipes from places mentioned in the material. Many were provided by Nazarenes who lived/live in that area. Because the recipes are global, measurements and temperatures may differ from where you live.
- **Resources:** This lists websites, videos, books, and additional articles on the lesson topic. If you are reading the PDF version of the guide, the web links are live, so you can go directly to the web page.
- **Handouts:** These are as varied as their topics. They may be puzzles, reader's theatre scripts, information reminders, and discussion tools. Most lessons have at least one, but feel free to create your own to coordinate with your presentation. When people take something home, they can think further about the topic, allowing God to speak.

New Video Supplements to the Lessons

- Again this year, we are creating short videos to accompany many lessons. These videos may be used in the following ways:
 - Promote aspects of missions in your local church,
 - Announce an upcoming missions service,
 - Educate your people regarding the lesson topic, or
 - Sermon illustrations.

Additional Ideas to Enrich the Presentation

- In most options, we suggest that others assist you in the presentation. Involvement invests individuals in the topic and helps them remember and apply the concepts taught.
- Visit this website throughout the year for additional information about the lesson topics: Nazarene Missions International (www.nazarene.org/nmi).
- Many people may be unfamiliar with the locations mentioned in this guide. Help them by having a world map or a globe available.

Fine-Tuning Our Focus on Missions

This year's theme is meant to build upon last year's: Bringing New Focus to Missions. Help bring focus to our mission as a church, and to understand our individual and local church role(s) in carrying out that mission to God's glory. There are "focus" lessons on mission areas: old and new. We will meet missionaries: newly sent and retiring. Of course, within these lessons, we focus on our Top 5 Areas of Impact: Prayer, World Evangelism Fund, Alabaster, Engaging Children and Youth, and Links. Participation in each of these areas connects people to the larger Nazarene family. As the group progresses through the lesson content and learning activities, there should be a deeper clarity and an expanding appreciation for NMI and its purpose to "mobilize the church in missions." Both are relevant and imperative to the growth and maturing of the local church, increasing its significant reach around the world. Through stories and scriptures and missions principles, we fine-tune the focus through an NMI lens, which should help us to see what we may have missed, or clarify our vision for what we must be and do to participate effectively in sharing the eternal purposes of God in missions.

This Year's Authors

For the 2020 *Adult Missions Education* lessons, two wonderful writers present six lessons each:

Debbie Salter Goodwin

Debbie has served with her husband, Mark, for 40 years of pastoral ministry. Debbie is a freelance writer, speaker, and spiritual formation blogger living in Roswell, Georgia, USA.

Cheryl Crouch

Early in her marriage Cheryl served with her husband, Jeff, as a Nazarene missionary to Papua New Guinea. More recently, she has been a local and district NMI president. Cheryl is an active layperson, teacher, and writer living in Denton, Texas, USA.

The NMI Team

Several of the lessons will be developed by the NMI team, working together with NCM writers and others who bring special understanding to topics of focus. We thank every contributor for the part they have played in bringing this year's *Adult Missions Education* together.

Throughout the process of bringing these lessons together, we are seeking to "fine-tune our focus on missions" in order to be better equipped to work together in this great missions enterprise. Biblically, this finds its roots in the living out our disciple lives with clarity, singularity, and holy passion to be the holy people of God, and to bring glory to Him. We really do need each other. Our lives and work are enriched, because together with you, in Jesus' name, we are changing our world.

Lola Brickey
Global NMI Director

1

Praying God's Mission in the World

by Debbie Salter Goodwin

LESSON PURPOSE

To review The Lord's Prayer in order to pray the prayers that God wants to answer as His people pray for global evangelization.

SCRIPTURE: One day, Jesus was praying in a certain place. When he finished, one of his disciples said to him, "Lord, teach us to pray, just as John taught his disciples." (Luke 11:1)

FAST FACTS

- An estimated 2 billion people pray or sing The Lord's Prayer on Easter Sunday every year - almost a third of the world's population. www.24-7prayer.com/lordsprayer
- About 821 million people in the world do not have enough food to lead a healthy, active life. That's about one in nine people on earth. www.who.int/news-room/detail/11-09-2018-global-hunger-continues-to-rise---new-un-report-says
- "If somebody said, give me a summary of Christian faith on the back of an envelope, the best thing to do would be to write Our Lord's Prayer." (Dr. Rowan Williams)
- One of the best ways to pray for God's will is to pray according to the Scriptures (John 15:7). www.seedbed.com/learning-to-pray-the-lords-prayer

LESSON INFORMATION

Lord, Teach Us to Pray

The disciples had seen Jesus regularly remove himself from people, including them, to pray. They had heard priests pray during Feast Days. They knew some of the prayers that David prayed. However, when they saw Jesus pray, they sensed something so different that they asked for a lesson. Jesus shared a model that was so personal, so practical, and so simple that it still is one of the most quoted prayers around the world.

Since the Lord's Prayer shares the prayer priorities, Jesus prayed as He came into the world to "seek and save what was lost," shouldn't we pray the same prayer for people who do not know Jesus or have not heard of him?

How do we do that? This lesson will share missionary perspectives of where God directed or answered prayer according to the model from the Lord's Prayer. Take this opportunity to pray for global evangelization with the prayer Jesus taught us to pray..

Our Father and His name...¹

Our Father in heaven, hallowed be your name.
(Matthew 6:9)

From the very beginning of this model prayer, Jesus taught us to acknowledge God as our Father. What does that teach us? Scott and Emily Armstrong are coordinators of the ministries of Mesoamerica Global Mission and Mesoamerica Genesis. Scott learned an important lesson about these two words when he was in seminary. The lesson still directs his prayers to this day.

I remember the question from my seminary professor: "If you were on an island by yourself in the middle of nowhere, would you need to pray The Lord's Prayer differently?" Without much thought, I answered, "It would be difficult to pray 'Our Father' without anyone else around." Then, my professor reminded the class how these first two words unite Christians past, present, and future. He painted a picture of a gathering of cultures and languages from all over the world. From that time, I have

¹ This lesson will use the wording from Matthew 6:9-13, NIV, 2011

prayed "Our Father" and understand that I am never alone in this prayer. I pray it with all God's children, no matter where and when they have lived.

Recognizing the large circle of those who join our prayer when we pray Our Father is empowering. That's why the second part of the beginning of this prayer should follow naturally. We should be anxious to respect and honor God's name and model that respect with our words and actions.

The recited version of this prayer uses the word "Hallow," which isn't a word we use in daily conversation. Maybe it's good that we connect it to God's name almost exclusively. To hallow is to handle carefully because of the worth of God's name.

Do you remember when the commercial airliner crashed in Cuba in May of 2018 with twenty Nazarene pastors and spouses on board? Paquita [pah-KEE-tah] Bido [BEE-doh], the Mesoamerica Central Field coordinator for Nazarene Compassionate Ministries, shared a psalm most of us would not have chosen after such an unimaginable loss. She modeled what it meant to hallow God's name.

Paquita stood before the grieving community and read Psalm 100:1-2 for her devotional that morning. "Shout for joy to the LORD. Worship the LORD with gladness: come before him with joyful songs."

"We are his people, the sheep of his pasture," she said, her own heart heavy. In mourning, they would not say or do anything that did not hallow God's name. Through their tears and grief, they declared, "The LORD is good, and his love endures forever." They resolved they would not say or do anything that did not hallow his name.

Praying "Our Father..."

- Envision the circle that stands around the globe praying "Our Father" with you.
- Pray to become more sensitive to God's parent-heart for all His children, those who love Him as we do and those who don't... yet.

Praying "Hallowed be your name..."

- In places where grief and tragedy bring pain, pray that no one maligns God's name.
- Pray for those who honor God's name in the middle of persecution and suffering, that they will know the presence of God to persevere.

God's Kingdom and Will

Your kingdom come, your will be done, on earth as it is in heaven. (Matthew 6:10)

Praying for global evangelization is praying what God desires more than anything, that obedience to His

will restores God's kingdom on earth. The problem is that God's kingdom is at odds with so many kingdoms of the world. Another problem is that you don't find God's kingdom on a map or by GPS. God's kingdom is in the heart. The more hearts that give priority to God's will, the more God's kingdom comes to this earth.

Emily Armstrong's thoughts turn us to prayers for obedience in every situation.

I understand that God's kingdom is a kingdom of obedience. We are his servants and obey the King's will. Our ministry of training missionaries has given me a glimpse into the "yes" of our people. Often, they don't know from where the finances are going to come. They don't know the specifics of their assignment. However, they say "yes" and walk forward in faith. God uses their "yes" to bring His kingdom to earth.

Sometimes praying for God's kingdom and His will requires waiting. Rev. Fernando [fer-NAHN-doh] Almeida [ahl-MAY-dah], Director of Curriculum Development and Quality Assurance at European Nazarene College², explained it this way:

Throughout the past couple of years, we participated in a variety of ways to recruit new students. However, throughout the year, we saw no specific results. Then, recently, at a family camp, God delivered the results, and we now have eleven new students starting their preparation, including some called to pastoral ministry. We need to realize that for God's will to come, we need to surrender to His leading as well as His timing.

Dr. Bill McCoy finished twenty-two years as a family medicine doctor in Papua New Guinea and eight years in Eswatini [ee-swah-TEE-nee] (formerly "Swaziland") before that. Bill has learned that if he obeys the first part of this prayer to make sure that his life demonstrates the fatherhood of God, His sacred name, and obeys His will to honor God's kingdom, he will do everything that the rest of the prayer calls for. "To the extent, I apply the truths of this prayer, my conflicts within and without find answers."

Praying "your kingdom come, your will be done on earth as it is in heaven..."

- Pray for all those who have said "yes" to God to become His representative around the world.
- Pray that as a sending church, we will also follow Jesus with our intentional "yes," whether the call sends us across the world or across the street.

² European Nazarene College (EuNC) is a decentralized college with multiple learning centers spread across Europe.

Daily Bread.

Give us today our daily bread. (Matthew 6:11)

We have aisles and bakeries dedicated to bread in easy-access grocery stores, bodegas, and local markets. Going without bread for most of us is an inconvenience or choice. Not so with most of the world. About 821 million people in the world do not have enough food to lead a healthy life. That's one in nine people on this earth. But there is another group of people who go to bed without the "Bread of Life." That starvation is often harder to address.

Evie [E-vee] Gardner, missionary in Kenya, teaches part-time at Africa Nazarene University in Nairobi [nye-ROH-bee] and is East Africa Work and Witness and Event Coordinator. She saw a story unfold where hungry people received bread, and something only God could orchestrate happened.

A few years ago, a feeding program in Kenya made the Chief of the area wonder why we were being so kind to his people. He inquired about the Church of the Nazarene, and we gave him tracts and information. Local pastors and our relief coordinator at the time kept reaching out to him. After about one year into the food relief program, he gave his life to Jesus. Soon after, he felt called to be a pastor and is currently taking the course of study and pastoring a church that a Work and Witness team built some years ago. We call him Pastor Chief John. He is also mentoring several young adults who feel called into ministry. It all started with feeding hungry people who were struggling during an intense drought in their area. The result raised up a man who is helping more people to encounter the "Bread of Life."

We, who have full stomachs, must pray more fervently that God will call more people to dispense spiritual protein as well as addressing their physical hunger.

Praying "Give us today our daily bread..."

- Pray for feeding programs, for safe delivery of food donations, and for economic improvement that makes more food possible.
- Pray for spiritually starving people to awaken to their need for spiritual food.
- Pray for ourselves to stay spiritually nourished.

Forgiven to Forgive

Forgive us our debts as we also have forgiven our debtors. (Matthew 6:12)

For people who know how to pray this prayer, who can recite it from memory without skipping a word, shouldn't that make us the most forgiving people on this planet? Why doesn't it? Read this verse again. What words appear in this translation that don't appear in the memorized version we use most often? "as we also **have** forgiven our debtors." (*author's emphasis*)

There are many places in the world with stories of inhumanity, abuse, unthinkable cruelty, places where we would never think to find forgiveness. So when we do, we pay attention. Howie [HOW-ee] Shute [SHOOT] spent 15 years as a Nazarene missionary, most of that time was in a secure area. He is now the pastor of Victory Hills Nazarene Church in Kansas City, Kansas, USA. He shares this story of forgiveness he witnessed as a fresh translation of "as we also have forgiven."

We worked with two tribes who were traditional enemies and often at war against each other. One year a large number of the Nuer [noo-EHR] tribe crossed tribal boundaries into the Ethiopian town of Gambella [gahm-BE-lah] and destroyed all the homes of the Anuak [an-yoo-AHK] people. Our Nuer Nazarenes, believing that they were forgiven people, demonstrated forgiveness and grace and went into the Anuak part of town and rebuilt the Anuak homes. This went against years and years of hostility and hatred between these tribes. However, this courageous act of forgiveness became a significant catalyst for a unified mission for the Church of the Nazarene that continues in both tribal groups.

If forgiveness can bring warring tribes together, what could forgiveness do in our families? We can't just say these words of the Lord's Prayer. We must pray them and live them.

Another story comes out of South Africa at a time when decisions to end Apartheid existed, but prejudices still lingered. Ronald Miller, missionary in Botswana who serves as interim district superintendent in Botswana, and oversees leadership development and church growth on that district, coordinating the work in that country.

It was in the mid-1990s while we were working at a predominately Afrikaans [a-fri-KAHNS] speaking church camp. The group was multi-racial. We experienced "subtle discrimination" as we were somewhat isolated as a group by ourselves. We felt unwelcomed and even heard some tell us

to go home. As leader of the group, I tried to push the agenda of forgiveness. Some of our group were ready to leave.

The camp planned an outing to an ice rink. Being African, I waved this event goodbye because Africans do not ice skate, though the rest of our team decided to go. Alone at camp, I wrestled with what God wanted me to do about this unfair treatment. He answered. He wanted me to forgive.

When everyone returned, I was surprised at the laughter and excitement I heard. I saw my group laughing and talking with the same people who had insulted us. Skating together truly “broke the ice” of discrimination. I believe that if we could not have forgiven in our hearts, this transition would not have taken place. Today, some of the most valuable friends I have are people I met at that youth camp!

Forgiven to forgive. It's not an option; but it is an invitation.

Praying forgive us...as we also have forgiven.

- Pray for world-wide believers to understand the power of forgiveness that Jesus gives.
- Pray that forgiven people learn to be forgiving people.
- Pray that God will use every act of forgiveness to make His forgiving circle bigger.

Deliver Us

And lead us not into temptation, but deliver us from the evil one. (Matthew 6:13)

This is a prayer for places where evil is monetized, where temptation is marketed, and where people are enslaved by anything that does not hallow God's name. This is a prayer for the world we know, and the many worlds about which we do not know anything. We must be more diligent to pray this for those who cannot or do not know how to pray for God's deliverance.

Sarah Reed, the Children's Ministries Coordinator for the Africa East Field, shares this example from Jasron [JAS-rohn] Akoyi [ah-KOH-yee], pastor of the Gikurwe [gi-KOOR-we] Church of the Nazarene in Kenya.

In East Africa, pastors want their people to trust in Jesus for their healing that could come through medical doctors, by medicines, in divine healing, or mean eternal healing through death. However, when it looks like a doctor's treatment failed or healing takes longer than the people want, they are often tempted to go back to traditional wizards (black magic) or sorcerers (rituals). Even good Christian parents are tempted to tie a wizard's or sorcerer's charms around their baby's waist or wrist, just in

case God doesn't come through for them. We need to pray that people will trust God and not give in to these temptations.

Another area where this part of the prayer is desperately needed is anywhere sex-trafficking entices and enslaves. For a time, Stephen Phillips served the Church of the Nazarene as the Anti-human Trafficking and Gender-based Violence Coordinator for Nazarene Compassionate Ministries in West Africa. Stephen currently serves as the Regional coordinator for Nazarene Missions International (NMI).

“Growing up, I've always been really strong into advocacy and speaking up for the rights of others,” Stephen says. This passion is partly responsible for his bachelor's degree in law from the University of Johannesburg. He established partnerships and training for Nazarene church leaders across Western Africa.

Praying “lead us not into temptation, but deliver us from the evil one.”

- Pray for pastors and missionaries who daily fight the enticing strategies of the evil one.
- Pray for God-called advocates who can reach out to those victimized by evil practices and/or addictions.
- Pray that people everywhere will recognize there is no such thing as a “little” or “harmless” temptation and learn to turn away through God's power.

For the glory and the power of God's kingdom!

When we pray for the world that God loves, that everyone will hallow God's name, do His will, live His kingdom priorities, receive His sustenance, live with a forgiving heart, and be led away from temptation in a way that delivers from evil; those are the prayers God wants to answer. And when He does, more people have their spiritual and physical needs met. More people live forgiven and forgiving. There is only one response to those answers: Glory!

Our world needs us to pray this prayer until we live it. Our missionaries need to know we pray this prayer for them. People around the world need us to pray this prayer over their ignorance, slavery, abuse, conflict, and spiritual darkness.

Are we?

Will we?

PRESENTATION IDEAS

Option 1—Praying the Lord’s Prayer Around the World

Prepare

- Make copies of **Handout 1: Praying the Lord’s Prayer for Global Evangelization**, for each person attending.
- Recruit 2-4 readers who will alternate reading the stories you decide to use to illustrate each part of the Lord’s Prayer.
- Ask the readers to pray after each section according to the prayer suggestions or recruit others ahead of time.
- If you are going to show one of the videos, make appropriate arrangements for the equipment and or person you need for it.

Present

- Introduce the lesson with the following opening questions: **How old were you when you were able to recite the Lord’s Prayer? How did you memorize it?**
- Present any of the opening information about using the Lord’s Prayer to pray for global evangelization.
- Pass out **Handout 1: Praying the Lord’s Prayer for Global Evangelization**, one for each person.
- Introduce each subtitled section by reading the phrase or sentence from the Lord’s prayer. Then, introduce the missionary who has shared an example of it. Ask the reader you have assigned to read how a missionary connected with that part of the Lord’s Prayer.
- Optional: Consider showing the video, “Lord, Teach Us to Pray,” or “The Lord’s Prayer in Different Languages.” (See **Resources** for information.)
- Close the lesson by praying the Lord’s Prayer together or singing it as a prayer

Option 2—A Global Prayer (for a group that likes activity)

Prepare

- Be prepared to divide your group into four groups, if possible. Decide whether you have time to rotate groups so that everyone visits each station or whether attenders will only visit one station and return to the large group to share insights.
- Recruit a facilitator for each group and give them the **Presentation Ideas** information for their group.
- A table for each station would be helpful.
- Make copies of **Handout 1: “How to Pray the Lord’s Prayer for Global Evangelization”** to hand out at the end of your session.
- Set up 4 **Stations** for small groups to rotate through.
- Provide the following resources for **Station 1: Our Father and His Name**
 - **Handout 2: In a Different Language**, one for each person.
 - A computer where you have downloaded the audio resource, “**Our Father in Heaven**,” in three different languages.
 - Print a copy of Scott Armstrong’s story and Paquita Bido’s story from **Lesson Information** under **Our Father and His Name**.
- Provide the following resources for **Station 2: God’s Kingdom and Will**
 - A map of the world on a table or posted on the wall or bulletin board.
 - Cut-out hearts, one for each in the group, markers or pens, and tape or push pins.
- Provide the following resources for **Station 3: Daily Bread**
 - A loaf of rustic, bakery bread, sliced, warmed and buttered, if possible; or pita, naan, or other traditional breads.
 - Make a copy of Evie Gardner’s story about Pastor Chief John under **Daily Bread** in **Lesson Information**.
- Provide the following resources for **Station 4: Forgiven to Forgive**
 - Make copies of the following stories from **Lesson Information** under “Forgiven to Forgive,” Howie Shute’s story of forgiveness in Sudan, and Ronald Miller’s story of forgiveness during apartheid in South Africa.

Present

- Introduce the Lord's Prayer by asking a couple of people to share how they first learned the Lord's Prayer. Explain that you are going to explore how the Lord's Prayer can direct our prayers for global evangelization.
- Divide your group into four stations and point out the location of each station. Explain that each station will share learning experiences for phrases from the Lord's Prayer.
- Give groups 10 minutes per station if you are rotating groups, so that you can call the group back together in 40 minutes for the closing.
- **Station 1: Our Father and His Name**
 - Begin by asking the group to repeat: **Our Father in Heaven, hallowed be your name.**
 - Introduce Scott Armstrong as a missionary living in Santo Domingo in the Dominican Republic. Share his understanding of "Our Father."
 - Lead the group in learning how to say "Our Father in Heaven" in at least one of the three languages using **Handout 2** and the audio version from **Resources**.
 - Ask, **How could beginning the opening line of the Lord's Prayer in a different language remind us of the circle around the world we pray with when we say, "Our Father"?**
 - Ask the group to define *hallowed*. (set aside, sacred, highly respected, holy)
 - Share Paquita Bido's story from Cuba. How did they "hallow" God's name? How does their model help us know how to pray that God's name would be hallowed in places of tragedy, abuse, and persecution?
 - Gather in a circle to pray for Christians of every language and culture who pray "Our Father" with us.
- **Station 2: God's Kingdom**
 - Begin by asking the group to repeat: **Your kingdom come, your will be done, on earth as it is as heaven.**
 - Point to the world map and ask: **How does God's kingdom come to earth? After brief discussion, share that God's kingdom comes to earth one heart at a time!**
 - Hand out the hearts and ask the group to write their name on the heart. Then, ask them to tape or pin the heart to a country they will pray for in the coming week or month, praying that Jesus will come to more hearts in that country.
 - Ask a volunteer to pray for our part in making our hearts a place where God's kingdom rules.
- **Station 3: Daily Bread**
 - Begin by asking the group to repeat: **Give us this day our daily bread.**
 - Hold the loaf of sliced bread, pita, naan, or other traditional breads. Remind the group that there are about 821 million people who are too hungry to lead a healthy or active life.
 - Number off in your group 1 to 9. Ask number 1's to stand. Give those people a piece of the bread chosen for the lesson. Explain that only 1 in 9 people around the world goes to bed without being hungry.
 - How should we pray for those who did not receive bread? (Ex: better delivery systems, more economic opportunities, better farming, etc.)
 - Then introduce Evie Gardner as a missionary serving in Kenya, Africa. Ask:
 - **What did a food delivery program have to do with this part of the Lord's Prayer?**
 - **What does Evie's story teach us about the connection between physical hunger and spiritual hunger?**
 - Ask a volunteer to pray for feeding programs, safe delivery of food donations, and more openness to spiritual food.
- **Station 4: Forgiven to Forgive**
 - Begin by asking the group to repeat: **Forgive us our debts, as we also have forgiven our debtors.**
 - **Optional exercise:** Stand in a circle. If your group is larger than 10, make circles of 10 and number 1-10. Call out a number and direct that person to drop hands with the person on their left or right, their choice. Repeat this process 2-3 times. Then, ask the group to identify how their circle has changed. What will bring the circle back together? Then, ask participants to repair the broken circle any way they want to. Then, remind the group that if this is a circle represents people who have been forgiven by God, He always gives enough forgiveness for you to give away. Then repeat the line from the Lord's prayer together, "forgive us our debts, as we also have forgiven our debtors."
 - Introduce Howie Shute as a former missionary to a secure area, who is today, pastoring Victory Hills Nazarene Church of the Nazarene in Kansas City, Kansas. Share his story of forgiveness that involved two warring tribes.

- Introduce Ronald Miller, missionary in Botswana who serves as interim district superintendent in Botswana, and oversees leadership development and church growth on that district, coordinating the work in that country. Share his story about forgiveness among youth at camp during apartheid.
- Remind the group that before this part about forgiveness is the art about asking God's kingdom to come. Ask, **How can God's kingdom come where there is no forgiveness?**
- Ask for one sentence prayers that our global church will be a forgiving church beginning with us.
- Come back together and present the last line from Matthew in the combined group.
 - Begin by asking the group to repeat: **Lead us not into temptation, but deliver us from the evil one.**
 - Share the story from Sarah Reed about the temptation for new Christians to return to wizards and sorcerers when medical intervention isn't fast enough. Then, share the work that Stephen Phillips in the Africa Region to address sex trafficking. Use them as examples of activities that lead people away from God. Take time to pray for the deliverance that God wants to bring and that people will be open to God's deliverance from so many different slaveries.
- Close the session by asking someone to read the following paraphrase of the Lord's Prayer emphasizing our need to pray it globally as well as personally:

Our Father,

Father of the Unreached and the Unloved,

May your name be shared with all people with the power and glory it deserves.

We pray for messengers who will share your kingdom with people who have not heard about it or have not accepted citizenship in it. May your kingdom come to them with its redeeming power.

We pray that your holy and perfect will becomes the lifeline that people in all corners of our world will hunger for, accept, and become will-doers, too.

As perfectly as everyone in heaven accepts and does your will, may we, who were made a little lower than the angels (Ps. 8:5), do your will so that the ripples of obedience reach farther than we could reach, to bring the lost to you.

Give the servants of your will the daily bread they need and help them offer it in its richness and sustenance to those who have not tasted the goodness of God.

May we live and act as the forgiven people who offer your forgiveness and ours to anyone you love. May we model this forgiveness where revenge, hatred, or disunity thrives.

In places where giving into temptation is the norm, we pray against the Tempter. We ask that you break the bonds of addiction, slavery, idols, and any other Satanic device that has a death hold on anyone.

Lead them to a safe house, a sanctuary, an intervention, or to a messenger of Your peace.

For there is no other Kingdom, no other Power, and no other Glory that can do more in our world than Yours.

Amen.

--paraphrase by Debbie Goodwin

- **Optional:** Close by singing the classic, traditional Lord's Prayer in a slow, thoughtful, acapella way.

Option 3—When You Pray, Say... (for a group that likes discussion)

Prepare

- Be prepared to share any of the stories from the **Lesson Information** that you believe will stimulate discussion.
- **Optional:** Use a chalkboard, whiteboard, or flipchart to collect summary principles that come out of your discussion and recruit a person to record the principles.

Present

- Introduce your session with the question: **What was the first prayer you learned to pray?** Then, explain that today, you will focus on a prayer that may be the most memorized prayer among Christians around the world: the Lord's Prayer. Rather than ask how we can use the prayer to pray for ourselves, we're going to ask how it directs us to pray for God's mission in the world.
- Use the version from Matthew 6:9-11, NIV. Read the phrase from the prayer and then ask any of the questions underneath the phrase to deepen understanding.

- **Our Father in heaven**

- How does "our" refer to a global gathering?
 - What does God's Fatherhood mean as we consider the whole world?
 - How do we pray this prayer for God's world with the heart of a parent?
 - Prayer principles/lessons
-
-

- **Hallowed be your name**

- What does it mean to *hallow* God's name?
 - Why is it important to treat God's name as special and holy, especially in areas of the world that don't know or worship God?
 - If people have a negative view of God, how will they treat His name?
 - When we connect God's name to His character, how should that change how people think and respond to God and His name?
 - What prayers do we need to pray for missionaries who take God's name where it is not practiced or appreciated?
 - Prayer principles/lessons
-
-

- **Your kingdom come; your will be done on earth as it is in heaven**

- How would you define God's kingdom? How do you recognize it?
 - Where must God's kingdom rule before it rules in any institution or political system? How does that direct our prayer?
 - How do you believe God's will is carried out in heaven?
 - How do we pray for God's will to be accomplished in places where God is not honored?
 - Which do we talk more about, how our world doesn't reflect God's kingdom, or where God's kingdom is becoming clearer? Why?
 - Prayer principles/lessons
-
-

- **Give us today our daily bread**

- What does *daily bread* mean to you?
- Have you ever experienced hunger because there was not enough food for your family?
- How should we pray for people around the world who do not have enough to eat?
- How should we pray for the people and delivery systems who try to make more food possible?

- When Jesus said, “I am the Bread of Life,” how does that influence our prayers for “daily bread”?
 - Does praying for “daily bread” mean we are entitled to a life without physical hunger? Why, or why not.
 - How do we, who have full stomachs, learn how to pray for people who don’t?
 - If anyone has volunteered at foodbank or meals for the homeless, what have you learned about the needs of hungry people?
 - Prayer principles/lessons
-
-

- **Forgive us our debts, as we also have forgiven our debtors**

- What do we give when we forgive? (Note: We turn the debt over to God)
 - Why do people place limits on forgiveness that Jesus did not direct?
 - How might forgiveness open doors that might not open any other way? (Consider sharing Howie Shute’s story about the warring tribes from the **Lesson Information** under “**Forgiven to Forgive.**”)
 - How do we pray for people to forgive where there have been atrocities, cruelty, abuse, and evil?
 - What happens to a community anywhere in the world when we accomplish what this prayer directs?
 - Where has forgiveness made a difference in your life and relationships? How do you *pray it forward*?
 - What does forgiveness produce?
 - Prayer principles/lessons
-
-

- **Lead us not into temptation, but deliver us from the evil one**

- Note: One way to interpret the first phrase is: “lead us away from temptation.” How could that direct our prayers?
 - Does this prayer allow us to categorize temptation between big or little? Why or why not?
 - Where does temptation most easily attack? Explain your answer.
 - How do we pray for people who have yielded to temptations that have destroyed them and the lives around them?
 - How could praying this prayer help us act in more redemptive ways in any culture?
 - Can you share a time when God “delivered” you from evil or the evil one?
 - Prayer principles/lessons
-
-

- **For Yours is the kingdom, and the power, and the glory, forever. Amen¹**

- Explain that this doxology was added as a response to the Lord’s Prayer. It’s like an extra “Amen!”
 - What connection is there between God’s will and His kingdom reign? How should that influence our prayer?
 - How is God’s power a big part of the way God answers this prayer anywhere?
 - Do we spend as much time considering God’s answers to this prayer as we spend praying it? Why, or why not?
 - How does the affirmation of God’s kingdom, power, and glory help us see more answers to this prayer?
 - How does this prayer develop a sense of community?
 - Prayer principles/lessons
-
-

- Close your session by sharing one of the videos from **Resources** and by praying the Lord’s Prayer together or singing it.

¹ This closing is known as the “doxology” and was added to the prayer in the reign of King Henry VIII th, who was establishing the Church of England in s split with Rome.

ACT ON IT (practical ideas for personal involvement)

- Agree to pray the Lord's Prayer twice every day. First, pray the prayer for yourself. Second, pray for God's mission around the world using what you learned in this lesson.
- Volunteer in your community in a place that will help you get to know people from another background, country, language, or economic level. Think about them when you pray, "Our Father."
- Volunteer in a food delivery ministry. As you share food or organize food donations, pray that each person who receives food will hunger even more for spiritual food.
- Where do you need to practice forgiveness in your family, in the church, at work, or anywhere else? Once you know what it takes to forgive, you will know how to pray that others learn how to forgive.

RESOURCES ("handy helps" for the leader)

• Websites

- Check here for printed words of the Lord's Prayer translated into different languages. www.lords-prayer-words.com
- Polaris website. The Polaris Project: For a World Without Slavery—anti-trafficking site. www.polarisproject.org
- "The History of Pretzels," TodayIFoundOut.com. Posted 20 June 2013. www.bit.ly/Pretzel-History
- Mesoamerica Regional website: www.mesoamericaregion.org. Text available in both Spanish and English. Find current news about Nazarenes in Guatemala on this regional site.
- Child Sponsorship page of the NCM website: cs.ncm.org. Find information on child sponsorship on this site.

• Audio

- "Our Father who art in Heaven" in Spanish, German, French, and Portuguese www.nazarene.org/nmi/curriculum

• Articles/blogs

- Sutton-Redner, Jane. "Five tips for praying globally." World Vision. Updated: 1 February 2016. www.worldvision.org/christian-faith-news-stories/five-tips-praying-globally

• Books

- Egan Smucker, Anna. *Brother Giovanni's Little Reward, How the Pretzel Was Born*. Grand Rapids, Michigan: Eerdmans Books for Young Readers, 2015.
- Hunt, Angela Elwell. *Pretzels by the Dozens: Truth and Inspiration with a Heart-shaped Twist*. Hunthaven Press, 2013.

• Videos

- "Lord's Prayer in different languages" (Spanish, French, German, Tshilubi-Congo Dutch, Lokoyo-Sudan, English) www.youtube.com/watch?v=gbsPF4xvDps
- Find videos associated with the lessons on the NMI site. www.nazarene.org/nmi/curriculum

RECIPES

Make a Pretzel and Dip Snack Bar

Traditionally, the pretzel has been a symbol used to connect with prayer. It comes from the belief that pretzels were developed by a priest who formed a prayer symbol to reward children for memorizing prayers. Make copies of **Handout 3: The Story of the Pretzel** to place on your refreshment table. Also, consider checking your local library for one of the books listed in resources that tells the story for children.

- Buy soft pretzels from your favorite vendor or buy them frozen from the grocery store, bodega, or local market, and bake them at church right before your gathering.
- Ask two to three people to bring a favorite dip that would pair well with soft pretzels (Cheese dip, honey mustard, dill, mexi-dip, salsa, etc.)
- Provide one of the chocolate-covered snack pretzels, either purchased at a store or homemade.

(Handout 1—Options 1 and 2)

Praying the Lord's Prayer for Global Evangelization

Our Father in heaven.

- Envision the circle that stands around the globe praying, “*Our Father*” with you.
- Pray to become more sensitive to God’s parent-heart for all His children, those who love Him as we do and those who don’t, yet.

Hallowed be your name.

- In places where grief and tragedy bring pain, pray that no one maligns God’s name.
- Pray for those who honor God’s name in the middle of persecution and suffering, that they will know the presence of God to persevere.

Your kingdom come, your will be done on earth as it is in heaven.

- Pray for all those who have said “yes” to God to become His representative around the world.
- Pray that as a sending church, we will also follow Jesus with our intentional “yes,” whether the call sends us across the world or across the street.

Give us today our daily bread.

- Pray for feeding programs, for safe passage for food donations, for economic improvement that makes more food possible.
- Pray for the spiritually starving people to awaken to their need for spiritual food.
- Pray for yourself, that you will always stay spiritually nourished.

Forgive us our debts, as we also have forgiven our debtors.

- Pray that every believer understands the power of forgiveness extended to them through Jesus.
- Pray that *forgiven* people learn how to live as *forgiving* people.
- Pray that God will use every act of forgiveness to draw His forgiving circle wider.

And lead us not into temptation, but deliver us from the evil one.

- Pray for pastors and missionaries who daily fight the enticing strategies of the evil one.
- Pray for God-called advocates who can reach out to those victimized by evil practices and/or addictions.
- Pray that people everywhere will recognize there is no such thing as a “little” or “harmless” temptation and learn to turn away through God’s power.

For Yours is the kingdom, and the power, and the glory, forever.

- Thank God for being part of a world-wide Kingdom that is not based on geography or political processes.
- Thank God for His power to bring people to Him despite challenges.
- Thank God that one day “every knee should bow . . . and every tongue confess that Jesus Christ is Lord.” (Philippians 2:10)

(Handout 2—Option 2)

In a Different Language

Learn to say “Our Father which art in Heaven” in three different languages. Use the downloadable audio from Resources along with the printed information below. The audio will repeat the phrase slowly, three times, giving time to practice saying it. Reproduce this sheet so that everyone in the group can have one or share one.

Spanish

Our Father in heaven:

Padre nuestro que estás en los cielos

[PAH-dre noo-ES-troh KE es-TAHS EN LOHS see-EL-ohs]

German

Our Father in heaven:

Unser Vater in dem Himmel

[OON-ser VAH-ter IN DEM hi-MEL]

French

Our Father in heaven:

Notre Père qui es aux cieux

[NOH-truh PER KEE E OH SEE-uh]

Portuguese

Our Father in heaven:

Pai nosso, que estás nos céus!

[PYE NOH-soo, KEE-stahs NOO SE-oos]

(Handout 3—Refreshment Table)

The Story of the Pretzel



The Story of the Pretzel

As the story goes, a monk baked strips of dough that he folded into a shape resembling a child crossing arms in prayer. He would give these treats, which he called “pretiolas” [pre-tee-OH-lahs] or “little rewards,” to children who had memorized their prayers. While there is no documentation that this really happened in the 600s, still pretzels have been used as symbols of the Christian faith. By the 16th

century, pretzels were traditionally eaten on Good Friday in Germany. Early pretzels were usually the soft variety; hard pretzels came later.

For more information about pretzels, see “History of Pretzels,” www.bit.ly/Pretzel-History



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2

South Sudan: A Scattered People

by Debbie Salter Goodwin

LESSON PURPOSE

To learn how the Church of the Nazarene entered South Sudan to share the gospel using refugee camps as their base despite their long history of civil war and an unpredictable future.

SCRIPTURE: Our hope is that, as your faith continues to grow, our area of activity among you will greatly expand. (2 Corinthians 10:15b, NIV)

FAST FACTS

- The Church of the Nazarene officially entered South Sudan in 2012.
- In 2019 South Sudan reported 78 Churches of the Nazarene with 8,131 members. Twenty-five of the churches have been officially organized. (www.nazarene.org/article/flags-nations-south-sudan)
- South Sudan reported a population of 11,062,113 in 2019. (www.nazarene.org/article/flags-nations-south-sudan)
- Located on the Africa Region, South Sudan has one Phase 1¹ district and one Phase 2² district. For more information about the Africa Region visit www.africanazarene.org
- There are more than 2 million refugees in South Sudan, making it the largest refugee crisis in Africa. 63% of the refugees are under 24. www.unrefugees.org/emergencies/south-sudan

LESSON INFORMATION

In 2012, South Sudan in Africa became one of the newest countries of the 162 countries that the Church of the Nazarene has entered for the purpose of global evangelization. This happened in the middle of a vicious civil war that caused one of the most massive population displacements in recent history. The exodus spawned refugee camps in Ethiopia, Kenya, Uganda, and other countries. The story of how Nazarene missionaries, along with committed African leaders, made connections to work with Sudanese people wherever they were, is a story of creative thinking, courage, and perseverance. As you share this lesson, consider what these strategies might teach you.

The History

The Republic of South Sudan is the newest independent country in Africa. Located in East-Central Africa, South Sudan sits somewhat uncomfortably in the center of a circle of countries. Above it is North Sudan.

To the east is Ethiopia. Kenya lies on the southeast with Uganda due south. The Democratic Republic of the Congo is on the southwest, and Central Africa Republic is to the west.

South Sudan seceded from the Republic of Sudan (North Sudan) on January 9, 2011, after a long and divisive history. Unending civil war ravaged the country with unbelievable atrocities. South Sudan voted overwhelmingly to secede from the Republic of Sudan to end twenty-two years of civil war that killed 2.5 million people and displaced 4 million. With their independence, they became the 54th state of Africa. Their capital, Juba, is in the southern part of the country.

However, secession didn't solve all their problems. South Sudan has become one of the poorest countries in the world. Ten million people, half of them under eighteen, live in South Sudan, and barely survive on one dollar a day. Most farm, placing them in crisis in

¹ Nazarene Manual paragraph 200.2: "A Phase 1 district shall be designated when opportunity for entry into new area is presented within guidelines for strategic development and evangelism."

² Nazarene Manual paragraph 200.2: "A Phase 2 district may be designated when a sufficient number of organized churches and ordained ministers and a district infrastructure of adequate maturity exists...."

droughts. Also, conflict over borders and oil rights have created ongoing attacks, riots, and political dysfunction.

A Country of Disadvantages

Other problems plague South Sudan. In 2019, the death rate among mothers giving birth was the highest in the world. This is partly due to a lack of health workers, as well as the inability of the people to accept or trust medical help because of their entrenched background in animism.³ Reduced educational opportunities also fuel the negative predictions regarding South Sudan's future. There is a 25% adult literacy rate. More than 60 ethnic groups make up the South Sudanese population, another contributing factor to forging a unified country. While many have their own language, English is the official language.

Although missionaries brought Christianity to Sudan in the 6th century, Christianity lost its foothold more than once in the face of violence. Statistically, Christianity ranks second in the list of religions in South Sudan. However, this is mostly a form of Catholicism heavily mixed with traditional African beliefs in animism. Most agree that animism ranks first with Islam as the third leading religion in South Sudan.

South Sudan's land is as much of a mix as are her people. There are tropical forests, swamps, and the grasslands of the savannahs. The Nile runs through the country, called the Bahr el-Jebel or Mountain Nile, as it makes its way through the middle of the country.

The number of refugees living in South Sudan alone is staggering. Despite South Sudan's instability, more than 240,000 people from Sudan fled to South Sudan because of unrelenting fighting. This spawned many refugee camps hastily built with poor to no services. Where there is need, there is opportunity, and that's where the Church of the Nazarene found its foothold.

- www.infoplease.com/world/countries/sudan/news-and-current-events
- www.britannica.com/place/South-Sudan/Religion
- www.cia.gov/library/publications/the-world-factbook/geos/od.html

Pioneer Leaders

It is difficult to plot a point when a new work begins. It could involve a casual conversation, someone who knows someone, a person who needs help, and knows someone else who needs help. Missionaries always have an antenna up

Friday [FRY-day] Ganda [GAHN-dah] and his wife, Mary, were both born in Burundi. Friday is an ordained elder in the Church of the Nazarene, and has served as a pastor and district superintendent in several countries

on the Africa Region. The Gandas are currently missionaries and have helped establish Nazarene work on the West Africa, East Africa, and Horn of Africa fields. They were instrumental in providing inroads for the church in South Sudan

One significant component in opening the work to South Sudan was a three-week boat trip that Howie Shute [SHOOT] and wife, Bev, took to the area to ascertain options for beginning the work there. Howie served as Field Director and Field Strategy Coordinator for the Horn of Africa at that time. Howie and Bev, along with an Ethiopian JESUS film leader, a Sudanese mission leader, and a translator, made the trip up the Baro [BAH-roh] and Akobo [ah-KOH-boh] Rivers. Despite hostile tribes, guerilla militia, cholera, and hungry crocodiles, they made the three-week trip that allowed them to visit remote areas of Ethiopia and the Republic of the Sudan.⁴ They showed the JESUS film with follow-up discipleship, and in some cases were able to organize churches. By the time they headed home, they had left 30 possible church plants in Sudan. Some were in villages that had never been visited by Caucasians.

The Church of the Nazarene officially entered South Sudan in 2012. By 2018, there were 96 churches, 25 of them officially organized. Today, there are over 7,000 members. South Sudan is part of the Africa Region and has one Phase 1 district and one Phase 2 district. These are remarkable statistics for the eight years of active ministry.

Fast forward to today, and it is impossible to update South Sudan's progress without telling the story of Pastor John.

Pastor John's Story

John was born in 1973 in the southeast part of Sudan near the Ethiopian border. When his father died early, his mother became the sole parent raising him, his brother, and a sister in a country with depressed resources. John was a teenager when political unrest escalated. The government decided to fill their armies by abducting children. That's when John escaped Sudan. He became part of what is known as "the lost boys of Sudan," about 200,000 of them, who were forced to flee their country to escape almost certain death in the military. John walked to Ethiopia and became a refugee living in an Ethiopian refugee camp for the next fifteen years. While he was "lost" in the news, "lost" to his family, "lost" to his childhood and adolescence, he was not lost to God.

The fact that John was even open to hearing about God is the first miracle. His parents were traditional

³ *Animism* is a belief in a god, or several gods, spirits of ancestors, or other entities of power who can help or harm in regard to human needs. It holds that everything on earth has a powerful spirit that can help or harm, depending upon how it is called upon to address human needs.

⁴ The Church of the Nazarene is officially in South Sudan, which declared its independence from Sudan in 2011. This trip predates that independence.

African worshippers of many unknown gods. In 1995, while in Ethiopia, some friends told John about a new church in Addis Ababa called Church of the Nazarene. John heard the Gospel and the invitation to holy living. In 1996, John gave his life to Jesus and asked God to sanctify him. He also joined the Church of the Nazarene and began to work with youth.

This decision changed the rest of John's life. He found peace he had never known in all the unsettlement and displacement he had experienced. But he didn't want to be selfish about this new way of life. He carried a heavy burden that his people could learn the same peace and find an abundant life that didn't depend on political security. He started sharing the Gospel in his refugee camp with other Sudanese.

John met and married Nyamal [NYE-mahl] in May 1995, while they both were living in the refugee camp. Their first son was born in 1997. Unfortunately, a second child died in 1999.

In 2000, he was given a chance to leave the refugee camp and resettle in Australia, which would give his young family a better life.

"Life in the refugee camp was terrible," John remembers, and he thought, "If I go to Australia, it will be better. But [God] said 'No. Stay. Serve my people. I call you to remain in the camp and share the suffering with my people and give them hope that is only found in Jesus.'" Like Paul so many years ago, "he was not disobedient to the vision from heaven." (Acts 26:19)

He also wanted to share the Good News with his fellow countrymen from South Sudan. However, crossing the border into South Sudan was not easy. He joined a group of fifteen young men who agreed that John could accompany them. It was too dangerous to travel alone. They walked for seven days without food or clean water to return to what was now South Sudan. Once across the border, John invited people to sit under a tree with him and talk about God. Within his first month and a half, he started thirteen churches. Later that same year, he added thirty more.

Today, John and his family live in Uganda, where he continues to work in refugee camps. He serves as a missionary for South Sudan, Western Ethiopia, and refugee camps in East Africa. It is a daunting responsibility. John will be the first to tell you he has not accomplished this alone. Opening new work is always a collaboration that God orchestrates in amazing ways.

Sources:

- Pastor John, email message to John Haines, 6 September 2019.
- Church of the Nazarene Africa Region. "The message of hope, from one refugee to another." *Nazarene Communications News*. Posted: 19 June 2015 www.nazarene.org/article/message-hope-one-refugee-another

Finding New Leaders

John realized that the only way that ministry in South Sudan would survive is by identifying and training leaders. One of the first persons he met on his first trip back to his home country was Peter. Peter was a Christian but not a Nazarene. John remembers that Peter really didn't know what he believed in. He was still searching. Peter came to the first service that John organized and found it interesting. He invited a friend to come with him to the second service. When he came back to the third service with another friend, John knew he needed to nurture the relationships. John invited Peter and his friends to learn about the "Articles of Faith" that articulated what Nazarenes believed. Peter and his friends agreed with all of them.

When it was time for John to leave South Sudan, he met with Peter and left him in charge of the four-person church plant. Imagine the surprise John encountered when he returned three months later and found 150 meeting in the church. "I did not build that church," John says. "It was the help from Peter that grew that church. He connected with people while I was not there. He used the information I gave him during that short time together."

Another example of how John found critical leadership involves the story of a young woman. John knew about the refugee camp near a Church of the Nazarene in South Sudan and wanted to start a new work within the camp. He began to pray about how to begin the work. He knew that living situations were dire, and refugees had little beyond meager supplies. However, he found a young woman who was trying to do some work in the camp on her own. She attended the Church of the Nazarene nearby. John recognized the heart of a leader and began working with her. She was reaching more people in the community than John could because she lived there.

"Success is when you see people doing well," John says. "If we fail to attract people, we should be asking, *What is wrong?* People need love." John explains. "When they see [people] showing love and living a life of love, they get encouraged and are attracted to what is happening there."

Ministry Challenges

The Refugee Crisis

As explained earlier, the refugee crisis for the Sudanese is critical. Refugees in South Sudan number over 2 million! It has become the worst refugee crisis in Africa. 63% of the refugees are under eighteen. For that reason, refugee camps in North and South Sudan, Ethiopia, Kenya, and Uganda represent possibilities for ministry. Early missionaries like Howie Shute and Friday Ganda made inroads that John nurtures and multiplies.

Another challenge inside and outside of the refugee camps is that more than sixty ethnic groups are living in South Sudan. Most belong to either the Dinka tribe or the Neur tribe.

The plan Pastor John uses to disciple and plant churches is a simple plan but not an easy one: develop leaders in each of the refugee camps; teach them to disciple others; and help the leaders use the discipleship groups to plant a church within the camp. John explains it this way:

God calls me to minister to the most disadvantaged people on earth, refugees from Sudan. [They are] refugees [who] left their homes and countries and have nothing, but they are open to hearing the gospel of Jesus Christ. I trust that God is going to use refugees in many different ways when they go back to their home countries.

Since John cannot be with new leaders as often as he would like, he takes advantage of any opportunity when he is ministering within refugee camps. However, there are restrictions he must follow. Leaders are not allowed to travel from one camp to another. John trains a leader from within the camp who goes back to the refugee camp and trains other leaders.

Persecution

Persecution is one of the challenges John and other leaders face as they continue to build the church from within refugee camps. Despite numerous ceasefire agreements, persecution, especially of Christians, remains a constant threat. John is always concerned about persecution when a new person becomes a Christian. Families of new converts often persecute their own children for converting to Christianity. It requires another level of support for someone who must function without family after a decision to live for Christ. The possibility of persecution makes travel difficult and meeting together in some places, impossible. Like the time he was preparing for an ordination service where one of the general superintendents would officiate. They couldn't stage the service in Ethiopia or any other place where family could come. It was too dangerous. He had to find a remote area and a way to get the group of new pastors there, as well as the general superintendent.⁵

However, John also understands persecution because of his own experience. Two weeks before the ordination was to take place, John's wife went into labor. They didn't have a car to drive to the hospital, so they called a taxi. When John found out that their baby would not be born until morning, he decided to go home and come back early the next day.

When John left the hospital, he was brutally attacked by a group of men. They nearly killed him and left him unconscious. When John came to, he went to the police; but they didn't do anything about the attack.

Bruised and visibly battered, he returned to the hospital in time for his son to be born the next morning. They named him their new baby, Kenin [KE-nuhn]. It means "the day is not ours." To John and Nyamul, it meant that every day belonged to God. It meant there were more days to live than just one day of persecution.

Persecution is still a big problem in South Sudan and surrounding countries, and probably will continue. But the days do not belong to persecution. John knows they belong to God, and so he continues to minister to refugees.

Keep Praying for South Sudan

Despite negotiations and peace agreements, fighting continues in South Sudan, putting people at risk, ravaging the land, destroying the infrastructure, and continuing to make life difficult. However, the good news is that because of the faithful leadership of missionaries like Pastor John, there are Nazarene churches in all refugee camps. John shares these prayer requests:

- Pray for the protection of leaders within the refugee camps.
- Pray that new Christians will be bold and not give up.
- Pray that we will be able to disciple the refugees so that they will take Christ with them back to their homelands when it is safe to return.
- Pray that these displaced people experience love from those who share the love of Christ.

⁵ Due to the sensitivity of these restricted areas, we are not at liberty to reveal site names or the names of presiding general superintendents who travel there.

PRESENTATION IDEAS

Option 1—South Sudan: A New Work

Prepare

- Optional: Use the downloadable **PowerPoint** in **Resources** to present today’s lesson. Review it to be prepared to advance slides to coordinate with the **Lesson Information** you present.
- Download **Handout 1: About South Sudan** and make copies for everyone.
- Divide the lesson information into three parts: History, Leaders, and Ministry Challenges. Choose a leader for each presentation. Reproduce **Lesson Information** and assign appropriate sections to each presenter.

Present

- Ask: **How would you start a new mission work in a war-torn country where the most vulnerable people left?** Explain that the story of South Sudan will answer that question.
- Ask the person who prepared the History of South Sudan to share their summary.
- If possible, use relevant slides from the **PowerPoint**.
- Ask your group to complete the map activities on **Handout 1**.
- Ask the person who prepared a summary of the Leaders to share their information, with relevant slides from **PowerPoint**, if possible.
- Ask the group to number the order the pictures of those who started the work in Sudan/South Sudan on **Handout 1**. (Answer: Ganda=1, Shute=2, Pastor John=3)
- Ask the person who prepared a summary of the Ministry Challenges to share their information with relevant slides from the **PowerPoint**, if possible.
- Close the session by making a prayer list at the bottom of **Handout 1** and ask for a volunteer to pray for Pastor John, leaders in the refugee camps, new Christians, and the ability to gather leaders for training.

Option 2—Back to School (for a group that likes activity)

Prepare

- Set up three areas which will become “classes” for History, Leadership, and Ministry Challenges.
- Recruit a “teacher” for each class. Provide each teacher with copies of the **Lesson Information** and **Handouts 1 and 2**, as well as whatever will make it easy to teach their part of the lesson: Example: a map, pictures, PowerPoint, video, chalkboard, etc.
- Provide a bell to signal time to move to a new class and recruit a timekeeper to ring the bell.
- Prepare **Handout 3: Report Card** for each “student” attending classes. Hand them out in the first class that each person attends. Students will record and check their answers for the end-of-class quiz and assign a grade to the class using the grading code at the bottom of the sheet.

Present

- Explain that today’s lesson will take us back to school to learn about South Sudan, one of Africa’s newest countries, and the most pressing problems facing them as the Church of the Nazarene works in this new field.
- Introduce the three classes, their leaders, and where each will meet. Explain that each class session will last about ten minutes. A bell will ring to signal time to move to the next class.
- Count off by 3s. The number identifies which class each person attends first. Instruct each person to go to the next numbered class in order. For example: 1’s go next to Class 2, 2’s go next to Class 3, 3’s go next to Class 1.
- Ring the bell and dismiss to classes.
- After students have rotated through the three classes, bring them back for a “Closing Assembly.”
 - Ask for quick responses to the following questions:
 - What is the most interesting fact you learned about South Sudan?
 - What is the most concerning fact you learned about South Sudan?
 - What impressed you about the problem-solving strategies used in South Sudan?

- Review report cards by asking how many received A's or B's on their class quizzes.
- Optional: Award small packages of raw peanuts, a familiar component in South Sudanese food, to any who received one or more A's.
- Close with prayer using Pastor John's prayer list.

Option 3—Strategies for a New Work (for a group that likes discussion)

Prepare

- Review the **Lesson Information**. Be prepared to summarize different sections in order to engage discussion.
- Decide if you want to use the **PowerPoint** and make appropriate arrangements.
- Optional: Use the web link from **Resources** to download the page "One Million Dots." Reproduce four copies to illustrate how many people were killed in the political conflict and how many people became refugees.

Present

Begin your time with a 5-10-minute summary of the history of South Sudan and how the Church of the Nazarene started mission work in South Sudan.

- How similar is opening a new business to opening a new ministry work in a new country? What are the differences?
- What are the factors that influence the sustainability of a new work?
- What have you heard about Sudan and South Sudan from the news over the years?
- What are the challenges persecuted people face when they decide to leave their country?
- Optional: Use the downloaded page that shows 10,000 dots (see handouts), to picture how many people died during Sudan's civil war. Make two copies, explaining that one page must be multiplied 250 times to visualize the 2.5 million who died. For the second copy, explain that the page must be multiplied 400 times to visualize how many people have been displaced.
- How do we become desensitized to the numbers of people who die by civil war violence or have become refugees? How can we see them as more than a "dot" or statistic?
Or consider this way to help your group understand what 2.5 million or 4 million is. Do some research on your own. Find a regional area that has a population of 2.5 million and one that has 4 million. How would you respond if something wiped out that regional area?

From "A Country of Disadvantages," summarize some of the problems facing South Sudan. What would you do when it is impossible to solve all the challenges?

- Summarize the 3-week boat trip that resulted in 30 church plants throughout Sudan. How was this an investment in the future of South Sudan?
- How do you account for the incredible growth of church plants and church attendance while so much of South Sudan was devastated and challenged?

Tell Pastor John's story.

- Ask your group to think about the last 15 years of their lives. Have them imagine what the differences would have been had they lived in a refugee camp. What worries would you no longer have? (mortgage or rent, car purchase, and maintenance, etc.) What concerns would replace them? (next meal, how to provide shelter, etc.)
- What did John forfeit when he decided not to move his family to Australia? On what did he base this decision?

Provide a short summary of the way leaders were identified and trained.

- While training was limited, why wasn't it a growth inhibitor?
- What leadership strategies did John use to grow ministry throughout Sudan as well as in the refugee camps?
- Communication was a problem. How did John address communication among his leaders?
- Share Pastor John's quote: "If we fail to attract people, we should be asking *What is wrong?*" How do you think John answered that question? How could you use this question creatively to find new strategies that would attract more people?

Define diaspora as a Greek word that means to scatter about. Give examples of the Jews exiled to Babylonia and New Testament Christians who scattered to escape persecution as the diaspora. Then ask the following questions:

- How might being scattered bring refugees closer to hearing the Gospel?
- How might refugee camps be a way God uses to spread His message?
- What could happen when new Christians return to their homeland after years in a refugee camp?
- John shared that he was not allowed to travel from one camp to another. While it might seem restrictive, what did this force Pastor John to do that resulted in growth?

Close your lesson with John's prayer list for South Sudan. How else can you pray for the work in South Sudan? Ask someone to lead that prayer.

ACT ON IT (practical ideas for personal involvement)

- Where are there refugee groups in your community? Identify one and find a way to visit with a group. Find out what they need and decide how your mission group could help meet some of their needs.
- Use information from www.ncm.org/refugee-immigrant-support to identify ways to support refugees through Nazarene Missions International. Download the "How to Help: NCM Toolkit" booklet with hands-on ideas.
- Identify a new church plant on your district. Find a way to make an investment in the people and/or leadership. Talk to your district superintendent and/or the church plant pastor for ways you can strengthen their sustainability.

RESOURCES ("handy helps" for the leader)

• Websites

- "The message of hope from one refugee to another" www.nazarene.org/article/message-hope-one-refugee-another
- This link identifies the Church of the Nazarene's response to the international refugee crisis and shares ways you can support the displaced. It also includes "How to Help: NCM Toolkit" with lots of ideas and links. www.ncm.org/refugee-immigrant-support
- "South Sudan Refugee Crisis Explained." This UN-sponsored site shares a succinct summary of the crisis. www.unrefugees.org/news/south-sudan-refugee-crisis-explained
- "One Million Dots." This link provides a pdf of a downloadable that shows one million dots on a page to help visualize the masses that died in Sudan and were displaced. stickinsect.files.wordpress.com/2010/05/one-million-dots-poster.pdf

• Books

- Shute, Howard. *Revival Fires: The Horn of Africa Story*. Kansas City: Nazarene Publishing House, 2015.

• Videos

- There are two videos on this World Vision site. The first is a slide show/gallery of pictures with informative captions. Another farther down the website contains short video interviews with children about the circumstances they came from and what life in the refugee camp is like. www.worldvision.org/refugees-news-stories/south-sudan-conflict-facts
- Find videos associated with the lessons on the NMI site. www.nazarene.org/nmi/curriculum

• PowerPoint

- PowerPoint can be found on NMI site. www.nazarene.org/nmi/curriculum

RECIPES

SOUTH SUDAN CUISINE

South Sudan food finds its source from East African and Arab food. Food for most people living in South Sudan is very basic: meat or fish stews with a vegetarian side dish served with a thick porridge made from sorghum or millet or corn flour called Asida. Many parts of South Sudan cuisine use a paste of ground peanuts to thicken sauces. Sweet hot tea is the common beverage for breakfast, afternoon meal, or to share with guests.

One of Nyamal's Favorite

John's wife, Nyamal, shares that one of her favorite Nuer dishes is Wal Wal, which literally means water food. It is a hot cereal/porridge-type dish made of cornflour and water. It is a process more than a recipe.

To make it, you mix a cornflour and water mush that sits for a day or two before processed further. Then, it goes in another bowl, sprinkled with enough cornflour to begin to separate the dough into rice-like beads by stirring vigorously by hand only. If your hand dries out, moisten with more water and sprinkle the flour mixture with more flour. Continue to mix by hand, bringing the clumps toward you with an open hand open fingers in ways that continue separate the dough into even tinier beads. This becomes a half-toss and half stir process. Continue hand stirring for about 5-10 minutes until the mixture has been reduced to very tiny rice-sized beads.

Place as much water in a large pan as you will add cornflour beads. Allow the water to come to boil. Take a handful of the beads and throw them into the boiling water. Take a slotted stirring spoon and stir constantly to keep from burning. When the beads begin to cook, add another handful and stir with slotted spoon. Continue until you have the amount you want. When the consistency is like a hot cereal mush, add 3-4 Tablespoons of sugar (or to taste). Cook for another 2 minutes, stirring to keep the beads from sticking together. Then, serve in a bowl and add butter (optional) and half-and-half or milk.

Here is a video link to a demonstration of making Wal Wal:

www.youtube.com/watch?v=yXZsDtDxg

Boiled Peanuts

Peanuts are a food crop in parts of South Sudan. One way they use peanuts is to boil them, which changes their consistency to something like a salty bean. They are used as a quick source of protein. Boiled peanuts are readily found in some southern portions of the United States, as well as in other African countries.

Ingredients

- 1 lb. (453 grams) raw peanuts, shelled and washed.
- Enough water to cover peanuts
- Use about 1 part salt to 2-3 parts water, according to taste.

Preparation:

1. Add salt to the water.
2. Add peanuts
3. Boil for 45 minutes and drain water.

For a crunchy version, roast boiled peanuts on a sheet pan in a 325-degree Fahrenheit (163-degree Celsius) oven for 30 minutes.

(Handout 1)

About South Sudan



- Draw a circle around the Republic of Sudan and South Sudan to show how big the country used to be.
- ★ Draw a star around the capital of South Sudan.
- ✓ Put a check on the country of Ethiopia, where Pastor John walked from into South Sudan.
- ⛛ Draw a tent in all the countries where Pastor John works in refugee camps.

Number the pictures in order of their work in Sudan/South Sudan



- Howie and Bev Shute Friday and Mary Ganda John and family



How will you pray for South Sudan?

(Handout 2—Option 2) In a Different Language

Lesson Plans *Instructions for Teachers*

Need

- Copy of **Lesson Information** for each teacher
- **Handout 1:** About South Sudan, one for each student. Give $\frac{1}{3}$ of them to each teacher to hand out during their first rotation.
- **Handout 2:** Lesson Plans, one for each teacher
- **Handout 3:** Report Card, one for each student. Give $\frac{1}{3}$ to each teacher to hand out during their first rotation.
- **Optional: PowerPoint- South Sudan: A Scattered People**

History

Follow this outline to teach an abbreviated history of South Sudan. Use the “History” information from **Lesson Information** as well as **Fast Facts** and your own research.

- Ask students to locate South Sudan and the Republic of Sudan on the **Handout 1** map. Have everyone complete the map activities on **Handout 1**.
- Teach the information students will need to answer quiz questions 1-5.
- Ask the following quiz questions and instruct the class to place answers on their **Report Card (Handout 3)** for grading. (Correct answers in boldface.)

History Quiz

1. South Sudan became a new African country because
 - a. The combined land of North and South Sudan was too big to govern
 - b. **A brutal civil war made it necessary to separate into two countries**
 - c. South Sudan bought its independence by paying North Sudan
2. The capital of South Sudan is
 - a. **Juba**
 - b. Khartoum
 - c. Addis Ababa
3. The death rate among mothers giving birth is
 - a. Average among African countries
 - b. The lowest in Africa
 - c. **The highest in Africa**
4. The official language of South Sudan is
 - a. Sudanese
 - b. French
 - c. **English**

5. Over half of the population is
 - a. **Under eighteen**
 - b. Over 60
 - c. Living longer than most people in Africa
- Share correct answers and give the class time to grade their quiz using the code at the bottom of the page.
 - Dismiss.
 - Repeat class for rotations 2 and 3.

Leadership

Follow this outline to teach an abbreviated review of some of the leaders who made inroads into Sudan and South Sudan to establish the work of the Church of the Nazarene. Use the “Pioneer Leaders,” “Pastor John’s Story” and “Finding New Leaders” from **Lesson Information**.

- Show pictures of these leaders from **PowerPoint** or **Handout 1**. Ask the class to number the leaders in the order they worked in Sudan and South Sudan on Handout 1.
- Ask the following quiz questions. Instruct the class to place answers on their **Report Card** for grading. (Correct answers in boldface.)

Leadership Quiz

1. Friday Ganda tried to open the work in
 - a. Juba
 - b. Addis Ababa
 - c. **Khartoum**

2. Howie Shute traveled into remote areas of South Sudan by
 - a. airplane.
 - b. jeep.
 - c. **river boat.**

3. After the Shute trip
 - a. **30 churches were planted in South Sudan.**
 - b. only three churches were planted.
 - c. no churches were planted.

4. The basic church planting strategy Pastor John used in South Sudan was
 - a. to develop house churches.
 - b. to build a building and distribute flyers.
 - c. **to develop leaders within refugee camps.**

5. Today there are almost
 - a. 50 churches in South Sudan.
 - b. **100 churches in South Sudan.**
 - c. ten churches in South Sudan.

- Share correct answers and give the class time to grade their quiz using the code at the bottom of the page.
- Dismiss.
- Repeat class for rotations 2 and 3.

Ministry Challenges

Follow this outline to teach an abbreviated review of Ministry Challenges. Use the section under “Ministry Challenges” for South Sudan and refugee camps, including “The Refugee Crisis,” and “Persecution” from Lesson Information.

- Show pictures of refugee camps from the downloadable PowerPoint, if possible.
- Teach the information students will need to answer quiz questions. Add other information from the Lesson Information, Fast Facts, as well as your own research.
- Ask the following quiz questions and instruct the class to place answers on their Report Card (Handout 3) for grading. (Correct answers in boldface.)

Ministry Challenges Quiz

1. Refugees in South Sudan number
 - a. Under 100,000
 - b. **Over 2 million**
 - c. Not enough to count

 2. Refugee camps usually
 - a. **Lack basic supplies**
 - b. Are a stellar model for the world to study
 - c. Are a short term place to stay before permanent re-location

 3. South Sudanese usually relocate to refugee camps in
 - a. Ethiopia
 - b. Uganda and Kenya
 - c. **All of the above**

 4. Ethnic groups represented among South Sudanese number
 - a. Three major groups
 - a. **More than 60**
 - a. Only one

 5. Persecution
 - a. Is not a problem.
 - b. Is only a threat among government officials.
 - c. **Continues despite ceasefire agreements.**
- Share correct answers and give the class time to grade their quiz using the code at the bottom of the page.
 - Dismiss.
 - Repeat class for rotations 2 and 3.

(Handout 3—Option 2)

Copy and cut in half. Provide 1 for each student.

Report Card

History **Grade** ___

1. _____
2. _____
3. _____
4. _____
5. _____

Leadership **Grade** ___

1. _____
2. _____
3. _____
4. _____
5. _____

Ministry Challenges **Grade** ___

1. _____
2. _____
3. _____
4. _____
5. _____

Grading Code:

- 5 correct = A, Yay!
- 4 correct = B, Good listener!
- 3 correct = C, confused, maybe?
- 2 correct = Were you sleeping?
- 1 correct = We won't talk about it.

Report Card

History **Grade** ___

6. _____
7. _____
8. _____
9. _____
10. _____

Leadership **Grade** ___

1. _____
2. _____
3. _____
4. _____
5. _____

Ministry Challenges **Grade** ___

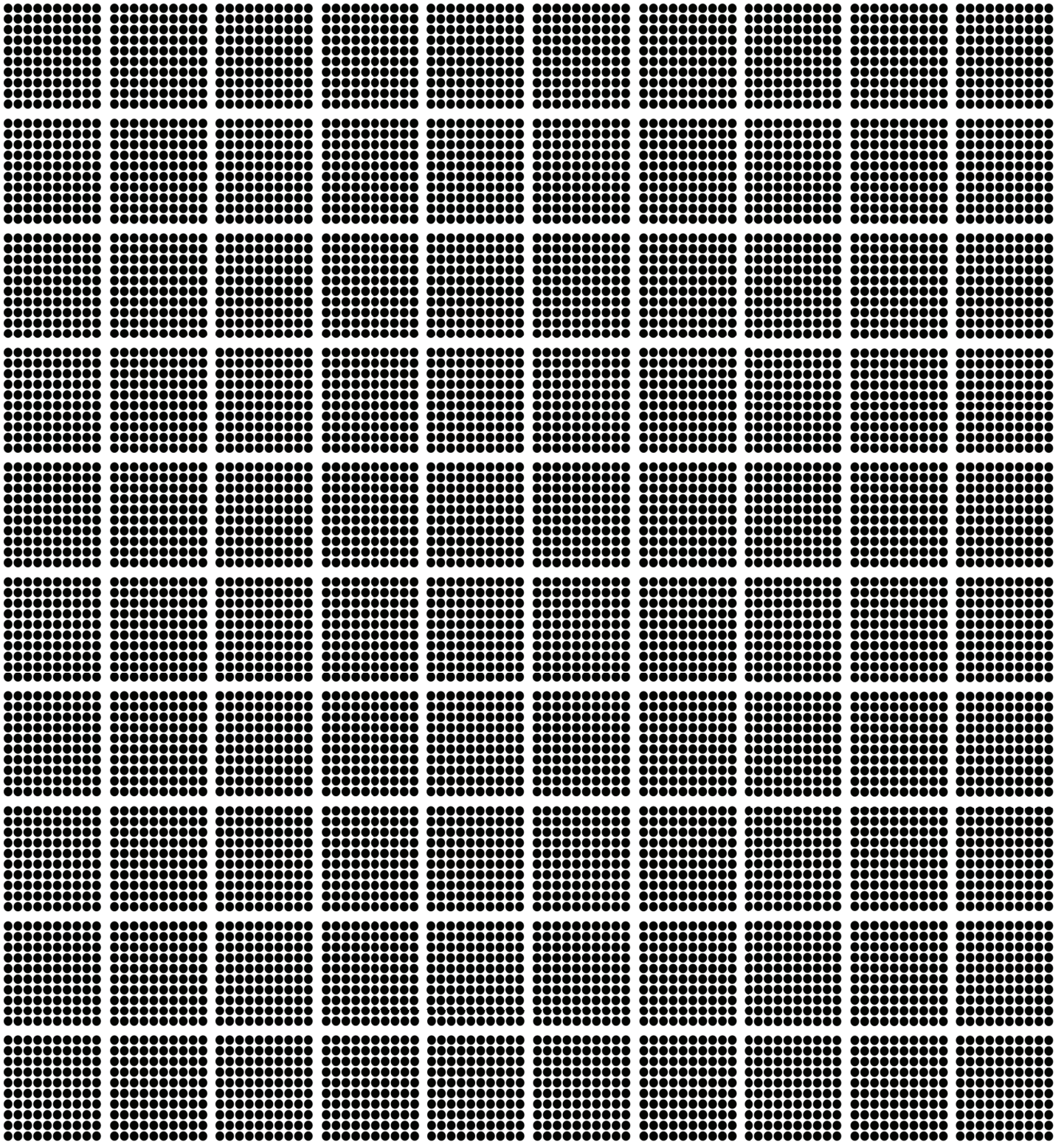
1. _____
2. _____
3. _____
4. _____
5. _____

Grading Code:

- 5 correct = A, Yay!
- 4 correct = B, Good listener!
- 3 correct = C, confused, maybe?
- 2 correct = Were you sleeping?
- 1 correct = We won't talk about it.

This page contains 10,000 dots

To print 1,000,000 dots
you would need 100 copies of this page.



3

The “Trickle Up” Effect

by Cheryl Crouch

LESSON PURPOSE

To understand that getting children (no matter how many or how few are in a church) excited about missions allows them to have an impact and might ignite missions fervor throughout a congregation.

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

FAST FACTS

- Many missionaries received their calls as children.
- Since 2015 Nazarene children have, through the Kids Reaching Kids Offering, provided over 7,500 English and Spanish VBS kits to local ministries in all six regions of the Church of the Nazarene worldwide.
- As of 2017, there were 750 members in the Nazarene Girls for Justice Club, and the club has positively impacted more than 1,700 girls’ lives. (www.nazarene.org/article/girls-girls-youth-led-justice-club-changes-future-hundreds)
- In the same year, teenage pregnancy dropped from 90% to 20% in communities impacted by the Nazarene Girls for Justice Club. (www.nazarene.org/article/girls-girls-youth-led-justice-club-changes-future-hundreds)

LESSON INFORMATION

Introduction:

Children can accomplish great things for the Kingdom! In addition to their own contributions, children can provide an effective “back door” to educating a congregation about missions. Because children are often fascinated by other cultures, they are naturally drawn to mission lessons. When they are excited about what they learn, they will often share with older siblings and parents.

Creative Influence:

Helping kids realize they do not have to wait until they grow up to make a difference can be a huge benefit of connections made through mission lessons. Nazarene children and teens have impacted the world! Here are a few of their stories:

Campbell [CAM-buhl] **Stahlbaum** [STAHL-bahm], at age 14, was the youngest member of a youth team from Canada, which partnered with Bethany First Church and Southern Nazarene University in Oklahoma, USA, to minister in Swaziland (now Eswatini [e-swah-TEE-nee]). While there, Campbell – the son of a librarian – saw the need for a library in the Bhalekane

[bah-le-KAH-ne] Nazarene Primary School. When the headmaster asked for his help, Campbell agreed. Because of his work, 35 schools now have books. Campbell insists, “You cannot go to a place like Eswatini and not do something.” (from the 2015 Children’s missions book *A Storybook Ending*)

Emma Lewis, as an eight-year-old at Arlington [AHR-leeng-tuhn] First Church of the Nazarene, was thrilled to learn about Proclaimers (digital players preloaded with Audio Bible recordings in many languages). Emma saved coupons, and with the items she got inexpensively or even for free, she opened a “store” for church members. She raised over \$800, which at the time was enough to purchase four of the amazing machines. (from the 2011 Children’s mission book *Project Proclaimers*)

Sumprecia [soom-PRE-see-uh] **Yaro** [YAH-roh] grew up in Yapala [yah-PAH-lah], a small farming village in northern Ghana. By the time she was qualified for high school, funds had dried up. In her village, it’s common for men to offer to help girls pay for school, but repayment in unacceptable ways is expected. Exploitation is prevalent, and so is teen pregnancy.

Through the church's support, Sumprecia became the first educated girl in her family. She says that the Nazarene superintendent encouraged her to keep up with her classes and never think of quitting. He even suggested that through her efforts, other girls could be empowered to believe they could succeed.

Sumprecia went on to found the Nazarene Girls for Justice Club as a way to equip and empower other girls. As of 2017, there were 750 members in the Nazarene Girls for Justice Club, and the club had positively impacted more than 1,700 girls' lives. Teenage pregnancy dropped from 90% to 20% in communities influenced by the Nazarene Girls for Justice Club. (adapted from the Winter 2017 edition of *NCM Magazine*)

Brookelyn [BROOK-lin] Crouch [KROWCH], at age 14, attended a mission trip to Mexico and helped plant a church. When she returned to her home, she longed to be back on the mission field and felt discouraged about waiting to grow up in order to serve cross-culturally. God opened her eyes to an opportunity to serve the Spanish-speaking congregation, which met in her own church's building. Her story is a reminder to ask God to open our eyes to areas of service in our own communities. (from the 2018 Children's mission book *Brookelyn's Dream Comes True*)

Creative Connections

Kids like to connect with kids around the world. Awaken interest in missions by helping students research what life might be like for national or missionary kids in various countries. Follow up by inviting the children of your church to make cards to send to missionary kids. One group even made a "Flat Stanley" and sent it to their Links missionaries, who then shared photos of the paper doll in different settings. The kids were thrilled to see their creation "experiencing" a new culture.

Creative Approaches

Children thrive on creativity, and mission education lends itself to the types of creative instruction children love.

Learning about new cultures is most effective when it is multi-sensory. Whenever possible, offer children the opportunity to experience the sounds of the language and music, the taste and smell of the food, and the look and feel of the scenery, clothing, and artifacts. The more senses involved, the more students will remember. Happily, for virtually every country, beautiful images and compelling videos, along with tasty recipes, are readily available on the Internet. In addition, thanks to the ever-increasing mix of cultures in each nation, there are likely people in your church or community who can offer a first-hand account of life in other places.

While some children learn by reading or listening, many learn by doing. For these kids, effective lessons

will be active. Teach kids a popular game from the new culture or allow them to participate in a hands-on mission project.

While the Children's Missions packets contain a plethora of creative approaches, you do not need to limit yourself to what it contains. A little additional research can help bring the lessons to life.

Creative Scheduling

Because mission lessons don't have to be taught sequentially, there are unlimited options for their use. Churches have used them for once a month missions services for children, of course, but they have also used them at other times. Some churches teach mission lessons during Sunday School or children's church for the three months of summer, offering the regular workers a break, while other churches use the lessons on Wednesday nights during the summer for the same reason. One congregation uses the lessons during the three months leading up to Christmas, preparing children's hearts to think of others around the world and in their own community during the holiday season. A mission-themed Vacation Bible School allows a church to teach five mission lessons in one action-packed week.

The mission reading books allow learning to extend beyond the church walls. While many churches use the books, read aloud during Children's Church, others allow students to check the books out and bring them back after reading them at home. Churches that celebrate those who read all six books with ice-cream parties or other treats often have tremendous success. Don't forget to use the discussion questions at the end of each book to help students apply what they learn!

Creative Events

When innovative approaches blend with creative scheduling, children's mission events can really pack a punch. Many districts host children's mission days. Some are in conjunction with district children's quizzing, district assembly, or camp to minimize travel and simplify schedules.

An individual church could also plan a mission day. An entire morning or afternoon, which allows kids to experience and learn about missions, takes much planning and many workers, but that means many teen and adult workers will be experiencing and learning about missions as well!

Creative Impact

Involving the children of your church (whether you have one or many) in missions is a creative way to involve your congregation in missions. Whether your teens and adults participate in teaching the lessons or hear about them from their siblings, children, or grandchildren, everyone in the church benefits when kids and missions come together!

PRESENTATION IDEAS

Option 1—Kids Can Change the World

Prepare

- Recruit four presenters, one for each of the students highlighted in the “**Creative Influence**” section of the **Lesson Information**. If possible, use young people!
- Print copies of the handout: “**Introducing... A Few Nazarene Kids Who Are Helping Change the World**” at the end of the lesson for each presenter (and for attendees, if desired).
- Consider preparing a PowerPoint with pictures and information about Eswatini (Search “Nazarene Schools Eswatini” on Google Images), Haiti, one area where Proclaimers were used effectively (Search “Proclaimers in Haiti” on Google images), Northern Ghana (Search “Northern Ghana” and “Nazarene Girls for Justice” on Google images), and Mexico (Search “Frontera, Mexico Church of the Nazarene” on Google Images.)
- Include information from the “Additional background handout for ‘Kids Can Change the World’ Presentation” (at the end of this lesson) in your PowerPoint. This is information about each of the four world areas mentioned.
- If desired, include recent stories from each of these countries found on their regional websites. (See resources at the end of this lesson.)
- If desired, prepare a dish from each of the four countries mentioned. (See “Recipes” at the end of this lesson.)

Present

- Ask an attendee to read Matthew 19:14: Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”
- Have each of the four presenters share from the handout about the student assigned to them (Campbell Stahlbaum, Emma Lewis, Sumprecia Yaro, and Brookelyn Crouch).
- Show the PowerPoint you created, which highlights the work of the Church of the Nazarene in Eswatini, Haiti, Ghana, and Mexico. If desired, include recent stories from each of these countries found on their regional websites.
- Share a meal of foods from Eswatini, Haiti, Ghana, and Mexico.
- Close with prayer for Nazarene children and young people who are impacting the world around them. Pray that your church will engage children in missions and seek opportunities for them to make a difference. Pray for Eswatini, Haiti, Ghana, and Mexico as well.

Option 2—Mini Missions Day (for a group that likes activity)

For this lesson, you will plan and present a Mini Mission Day for kids, but everyone will be invited!

Prepare

- Well in advance of your gathering, look over the Missions Day Planning Guide handout (at the end of this lesson)
- Choose three stations which are a good fit for your group. Each station might present an emphasis (Alabaster, JESUS film, etc.) or a country.
- Recruit three presenters, one for each station, well in advance. Encourage them to prepare to involve as many senses as possible during their fifteen-minute presentations. (If desired, share the **Lesson Information** to help them prepare – especially the Creative Approaches and Creative Events sections.)
- Print a Passport (see handout at the end of the lesson for a template) for each attendee.

Present

- Divide your audience into three groups, ideally including children in each group.
- Begin by explaining, “Today we will participate in a Mini Missions Day – a shortened version of a special missions event for children. Happily, today we will all get to participate, no matter our ages!”
- Give each attendee a passport and remind them to get it marked at each station.
- Send each group to a station. Ring a bell every fifteen minutes when it is time for the groups to rotate, and guide them to their next stations.
- Close by bringing all groups back together to pray for our missionaries.

- Consider asking any who enjoyed the experience to sign up to help with a more extended Missions Day for children in the future. Be sure to share the **Lesson Information** with this group – especially the Creative Approaches and Creative Events sections.

Another option:

If you were not able to plan the event in advance, consider recruiting six presenters, one for each of the major divisions (**Creative Influence, Creative Approaches, Creative Scheduling, Creative Events, Creative Connections, Creative Impact**) of the lesson information. Close by using the **Mission Day Brainstorming/Ideas Sheet** during your gathering to plan a “Mini Missions Day” for your next gathering!

Option 3—The Power of Creativity (for a group that likes discussion)

Prepare

- Recruit six presenters, one for each of the major divisions (**Creative Influences, Creative Approaches, Creative Scheduling, Creative Events, Creative Connections, Creative Impact**) of the lesson information.
- You might want to involve additional readers – one for each of the four students mentioned in the **Creative Influences** section.
- Print and divide **Lesson Information** for each recruit.

Present

- Start by asking: Do you remember a particularly special day or a special lesson from when you were in elementary or middle school? If so, what made that particular lesson or day stand out in your mind? (Examples might include a project, a science fair, a field trip or a field day.)

Ask recruits to present key highlights from the Lesson Information as talking points. After each section, ask the group to discuss the following questions:

After Creative Influence, ask:

- Which of the students’ stories did you find most inspiring, and why?
- In what ways were the students similar? In what ways were they different?

After Creative Connections, ask:

- Which of the suggestions for connecting our kids with the mission field most appeals to you, and why?
- Has our church already used any of these means of connecting kids to the mission field?

After Creative Approaches, ask:

- What teaching style is your favorite, and why?
- Do you learn more easily when senses are involved? When activities are included?
- Why might involving various senses and activities help children learn?

After Creative Scheduling, ask:

- Do you know when our church teaches children about missions?
- Should we consider another time to teach children about missions, or is our current format working well?

After Creative Events, ask:

- Does our church host or participate in a special missions event for children?
- If so, is it effective? If we don’t, should we consider hosting or participating in one?

After Creative Impact, ask:

- Do you agree that it is important for children to learn about missions?
- How can what we have learned today help us teach and pray more specifically and effectively?

Close with prayer that the children of the Church of the Nazarene will have many opportunities to develop hearts for missions.

ACT ON IT (practical ideas for personal involvement)

- Encourage the children of your congregation, as a group, to sponsor a child through Nazarene Compassionate Ministries. Study the culture of the sponsor child's country, and research the Church of the Nazarene in that country.
- Invite the children of your church to make cards to send to your Links missionary kids.
- Help your children create a "Flat Stanley" or "Flat Stella" and send it to your Links missionaries, asking them to share photos of the paper doll in different settings. (See handout at the end of the lesson for a template.) Note: Only do this activity if you know your Links missionaries can participate. If they are not able (because of time constraints or limitations placed on them by local government), consider connecting with other missionaries with whom you have built relationships through Work & Witness or in other ways.

RESOURCES ("handy helps" for the leader)

- **Websites:**
 - Find recent stories about Mexico and Haiti here: www.mesoamericaregion.org
 - Find recent stories about Ghana and Eswatini here: www.africanazarene.org
- **Video:**
 - Nazarene High School Manzini girls choir singing at the Swazi Bank Final in 2017. www.youtube.com/watch?v=_G5V0D6ArXU
 - Find videos associated with the lessons on the NMI site. www.nazarene.org/nmi/curriculum
- **Articles**
 - Nazarene Compassionate Ministries. "For girls, by girls: Youth-led justice club changes future for hundreds." Nazarene.org website. Posted 12 December 2017 www.bit.ly/Girls-Justice-Club
 - Additional articles (portions from these articles are included for you at the end of this lesson in the handout: "Additional Background for 'Kids Can Change the World' Presentation")
 - **About Eswatini:**
 - Bethany First Church of the Nazarene. "The Eswatini Partnership." Bethany First Church of the Nazarene website. www.bethanynaz.org/eswatini
 - Nazarene Communications Network. "Missionary kids reunite in Eswatini after 50 years." *NCN News*. Posted 30 November 2018. www.bit.ly/50years-kids-reunite
 - **About Ghana:**
 - "Flags of the Nations: Ghana." *NCN News*. Posted: 18 February 2019. www.nazarene.org/article/flags-nations-ghana
 - **About Haiti:**
 - "Flags of the Nations: Haiti." *NCN News*. Posted 1 April 2019. www.nazarene.org/article/flags-nations-haiti
 - Jacques, Pierre Ernst. "Evangelism Ministry sets goals with the JESUS Film in Haiti." Mesoamerica Region website. Posted: 30 July 2019. www.bit.ly/Jesus-Film-Haiti
 - **About Mexico:**
 - Guzmán, René Jiménez. "The Nazarene Past in Mexico: Heritage and Indigenous Process." *Didache*. Posted: 9 January 2008. Paper presented at the Ibero-American Nazarene Theological Conference www.bit.ly/Nazarene-Past-Mexico

RECIPES

Editor's NOTE: Given the many who suffer with various food sensitivities and allergies, it may prove helpful to provide a card with each food and topping so that your participants know exactly what is in the food they are wanting to taste.

An International Tasting Lunch

Prepare a base of rice and ask members of your group to bring toppings from various countries. Providing tiny servings of many options is a less threatening way for kids to try foods from around the world.

Some potential toppings to get you started:

Curry (India)

www.masalaherb.com/indian-chicken-curry-recipe

Sesame Chicken (China)

www.chineserecipes.com/poultry/sesame-chicken

Cabbage and Potatoes (Ethiopia)

www.allrecipes.com/recipe/152937/ethiopian-cabbage-dish

Recipes from Countries in the “Creative Influence” section of the Lesson Information

Eswatini

Slaai (salad)

<https://www.196flavors.com/eswatini-slaai>

Haiti

Pumpkin Soup

<http://bit.ly/Haiti-Pumpkin-Soup>

Note: Simplify this recipe by using two pounds of cubed beef and leaving out the beef shank.

Ghana

Ghana Sugar Bread

www.simpleafricanmeals.com/2018/07/07/ghana-sugar-bread

Mexico

Saucy Mexican Chicken

www.myfoodandfamily.com/recipe/114691/saucy-mexican-chicken

(Handout 1)

Missions Day Brainstorming/Ideas Sheet

Consider which of the following fits your group and your available resources:

School Pal-Pak station. As kids put the kits of school supplies together, explain why the kits are needed and where they might be sent. For the most up-to-date instructions in preparing School Pal-Paks, go to: www.ncmi.org/gifts-in-kind

Pro tips:

1. Budget enough for a certain number of cases and buy the supplies in advance if you want to be sure the kits are correct.
2. Have a printed sheet with instructions at the station.
3. Collect supplies for children in local schools as well.

Alabaster station. Using shoe boxes or other empty boxes, have each group serve as a Work & Witness team that builds a church. As they build, share about ways Alabaster funds are used around the world.

Pro tips:

1. If you have enough boxes, kids can try to build walls they can get inside.
2. Before each team leaves, have them create a “hurricane,” which knocks their building down so the next W&W team can build.

Prayer station. Display a large map of the world. Discuss missionaries serving in different regions and why it is important to pray for them.

Pro tips:

1. Have printed prayer requests available from each region.
2. Have sticky notes available. Let kids write their own names and place them on the regions they pray for.

Jesus Film station. Show a short clip of *The Story of JESUS for Children*, the children’s version of the *JESUS* film. Explain how the film is used to evangelize in many languages. A DVD may be ordered here www.jesusfilmstore.com/The-Story-of-Jesus-for-Children/departments/6.

Pro tips:

1. Set up a tent, and show the clip inside, or lay out blankets and project the film on a folding screen.
2. Help kids make evangelism bracelets. For instructions on making the bracelets and explanations of the colors, click here www.jfhp.org/node/52

Country stations. Using food, music, language, artifacts, pictures, games, or stories from another country, help participants experience a bit of the culture.

Pro tips:

1. Missionaries on deputation, immigrants, and those who have traveled to specific countries make great hosts!
2. Encourage hosts to consider allowing kids to make a craft, play a musical instrument, try on clothes, play with toys, or learn a song from the country.
3. Tell hosts the goal is to share what the country is like and generate interest.
4. Have printed information available about the work of the Church of the Nazarene in that country.

Note: Increase the fun by printing simple passports to stamp at each station.

World Traveler PASSPORT



Signature

Place
Picture
Here

Last Name

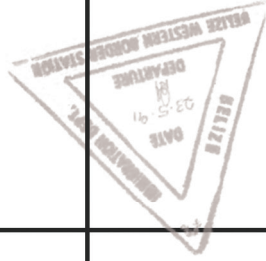
First Name

Date of Birth

World Traveler



PASSPORT



(Handout 2)

Introducing! A Few Nazarene Kids Who Are Helping Change the World

Campbell [CAM-buhl] **Stahlbaum** [STAHL-bahm] , at age 14, was the youngest member of a youth team from Canada, which partnered with Bethany First Church and Southern Nazarene University to minister in Swaziland (now Eswatini [e-swah-TEE-nee]). While there, Campbell – the son of a librarian – saw the need for a library in the Bhalekane Nazarene Primary School. When the headmaster asked for his help, Campbell agreed. Because of his work, 35 schools now have books. Campbell insists, “You cannot go to a place like Eswatini and not do something.” (from the 2015 Children’s mission book *A Storybook Ending*)

Emma Lewis, as an eight-year-old at Arlington [AHR-leeng-tuhn] First Church of the Nazarene, was thrilled to learn about Proclaimers (digital players preloaded with Audio Bible recording and available in many languages). Emma saved coupons, and with the items she got inexpensively or even for free, she opened a “store” for church members. She raised over \$800, which at the time was enough to purchase four of the amazing machines. (from the 2011 Children’s mission book *Project Proclaimers*)

Sumprecia [soom-PRE-see-uh] **Yaro** [YAH-roh] grew up in Yapala [yah-PAH-lah] , a small farming village in northern Ghana. By the time she was qualified for high school, funds had dried up. In her village, it’s common for men to offer to help girls pay for school, but repayment in unacceptable ways is expected. Exploitation is prevalent, and so is teen pregnancy. Through the church’s support, Sumprecia became the first educated girl in her family. She says that the Nazarene superintendent encouraged her to keep up with her classes and never think of quitting. He even suggested that through her efforts, other girls could be empowered to believe they could succeed.

Sumprecia went on to found the Nazarene Girls for Justice Club as a way to equip and empower other girls. There are 750 members in the Nazarene Girls for Justice Club, and the club has positively impacted more than 1,700 girls’ lives. Teenage pregnancy has dropped from 90% to 20% in communities influenced by the Nazarene Girls for Justice Club. (adapted from the Winter 2017 edition of *NCM Magazine*)

Brookelyn [BROOK-lin] **Crouch** [KROWCH] , at age 14, attended a mission trip to Mexico and helped plant a church. When she returned to her home, she longed to be back on the mission field and felt discouraged about waiting to grow up in order to serve cross-culturally. God opened her eyes to an opportunity to serve the Spanish-speaking congregation, which met in her own church’s building. Her story is a reminder to ask God to open our eyes to areas of service in our own communities. (from the 2018 Children’s mission book *Brookelyn’s Dream Comes True*)

_____ You fill in the blank! What children or young people do you know who are making the world a better place? How can you empower the children of your church to make a difference today?

(Handout 2)

Introducing! A Few Nazarene Kids Who Are Helping Change the World

Eswatini

The first missionary for the Church of the Nazarene in Eswatini was Rev. Harmon [HAHR-muhn] Schmelzenbach [SHMEL-zin-bahk], who arrived with his family in Piggs Peak in the northern mountainous area of Swaziland in December 1910. Schmelzenbach's scriptural mandate was to "teach, preach, and heal." Generations later, the reach of Schmelzenbach's ministry has expanded to include a Nazarene university called Southern Africa Nazarene University, five high schools, 43 primary schools, 150 churches in 4 districts of Eswatini, Raleigh Fitkin Memorial Hospital (RFM), and 20 rural clinics. In many communities, you will see a clinic, a school, and a church. (taken from the Bethany First Church of the Nazarene website at www.bethanynaz.org/eswatini)

Louskin [LOOS-kin] Mabundza [mah-BOON-dzah], schools manager for all 41 Nazarene elementary and high schools in Eswatini, views the schools as outlying mission fields. "The children come to receive the stellar education available in Nazarene schools, but they also learn about Christ, and then they go back to all corners of our country to share His light in the darkness," Mabundza said.

www.nazarene.org/article/missionary-kids-reunite-eswatini-after-50-years

Ghana

The Church of the Nazarene officially entered Ghana in 1990. Ghana had a population of 30,417,856 in 2019. That same year, Ghana reported 116 Churches of the Nazarene, 32 of which had been officially organized. Ghana has 10,781 total members. Located on the Africa Region, Ghana has three Phase 1 districts. For more information about Ghana, visit here www.nazarene.org/article/flags-nations-ghana; and for more facts about the Africa Region, go here www.africanazarene.org.

Haiti

The Church of the Nazarene officially entered Haiti in 1950. Haiti had a population of 11,263,077 in 2019. That same year, Haiti reported 774 Churches of the Nazarene, 748 of which had been officially organized. Haiti has 157,324 total members. Located on the Mesoamerica Region, Haiti has three Phase 3 districts and nine Phase 2 districts. For more information about Haiti, visit www.nazarene.org/article/flags-nations-haiti; and for more information about the Mesoamerica Region, click on www.mesoamericaregion.org.

Proclaimers have been a wonderful tool for evangelism in many countries. Haiti is one of many countries where they were used successfully. The following article from the Mesoamerica website contains an update about another helpful evangelism tool, the *JESUS* film, and how it is being used in Haiti.

The *JESUS* Film Harvest Partners ministry has been a great blessing to the Church of the Nazarene in Haiti in the area of soul-winning and church planting. With this tool, our church planters helped to win many souls throughout the country to Jesus Christ last year.

The situations the church is enduring this year are surely not preventing them from doing what Christ ordered His followers to do: "Go and make disciples."

“Many of the church planters are living in difficult contexts, where the political unrest in Haiti is affecting all areas in people’s lives. The majority of them are brave enough to bring the gospel in the toughest places of this country, which makes this work even more difficult,” said coordinator Pierre Ernst Jacques.

He also added: “Our prayer is that the good news that we are preaching brings hope and changes into our field, Haiti, and we’re grateful for the supports of the regional JESUS Film staff for providing means that are needed to keep this ministry going.”

This year, with 63 church planters from Haiti’s 12 Nazarene districts, the challenge is to organize at least 63 brand new churches plus missions and preaching points.

Every district in the country is being visited twice by the evangelism coordinator of the ministry before the end of 2019 to motivate the church planters toward this goal.

Source: Pierre Ernst Jacques – Evangelism Coordinator of Haiti. www.bit.ly/Jesus-Film-Haiti

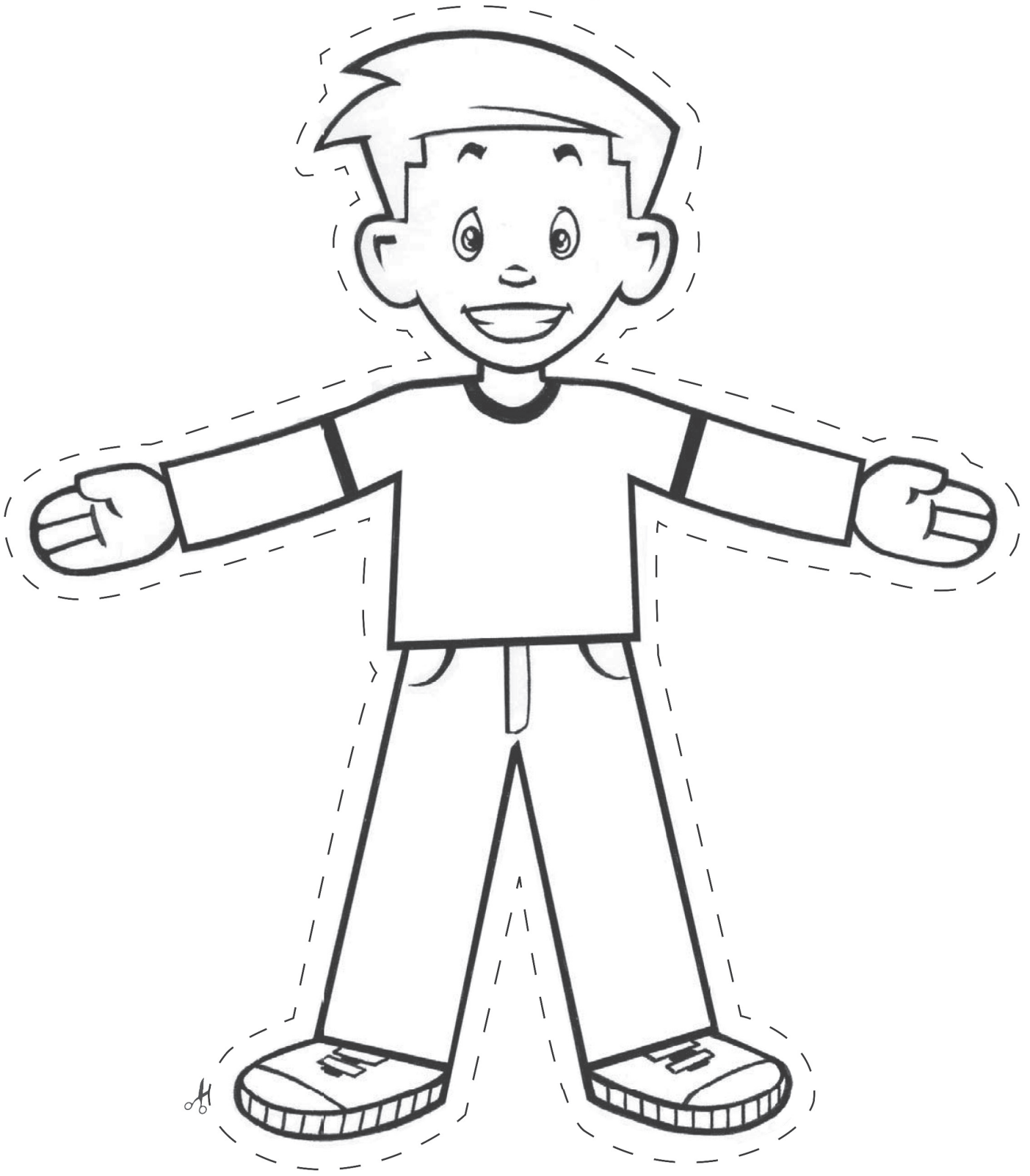
Mexico

In 1903, five years before the historical birth of the Church of the Nazarene, individuals from the United States—members of the Texas Holiness Association—moved to the south of Mexico but without specific plans. Under the direction of Samuel M. Stafford, who was on his way to Guatemala where he had been assigned, they stopped in Tonalá [toh-nah-LAH], Chiapas [chee-AH-pahs]. There, they started preaching and teaching the biblical doctrine of holiness, at a time when this doctrine had awakened a large movement in different places in North America.

In a span of seven years, they established missions in several cities, including San {SAHN} Jerónimo [hair-OH-nee-moh], Oaxaca [wah-HAH-kah] (now Ciudad [see-oo-DAHD] Ixtepec [IKS-te-pek]), Jalisco [hah-LEES-koh], Chiapas, (now Arriaga [ah-ree-AH-gah]), Calera [kah-LE-rah] and Tonalá, Chiapas, and other places in the State of Guerrero [ge-RE-roh]. Among the group that established this work were individuals who had enough of their own economic resources that they were able to sustain themselves and to invest in buying properties and building church buildings. From this beginning until 1907, there was no talk of training workers to give continuity to the missionary work, at least in the southern part of Mexico, because the missionary team was enough to establish the church in the places they strategically chose.

In October 1908, when the unification and official organization of the Church of the Nazarene took place, the missionaries and the works they had started in Mexico became part of the new denomination. On October 24, 1908, the First Church of the Nazarene was organized in Mexico City under the ministry of Rev. Charles Miller, who remained there until 1912. During the period between 1912 and 1919, due to the Mexican Revolution, all foreigners were expelled from the country, and so the missionaries in the south and center of the country had to leave the work they had started.

—taken from “THE NAZARENE PAST IN MEXICO: HERITAGE AND INDIGENOUS PROCESS” by René Jiménez Guzmán www.bit.ly/Nazarene-Past-Mexico



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4

Who Will Build the House?

by Cheryl Crouch

LESSON PURPOSE

To understand how missionaries successfully hand off their work to nationals and other missionaries. Such understanding will help us pray more effectively not only for departing missionaries but also for fields in transition.

SCRIPTURE: I planted the seed, Apollos watered it, but God has been making it grow. So neither the one who plants nor the one who waters is anything, but only God, who makes things grow. The one who plants and the one who waters have one purpose, and they will each be rewarded according to their own labor. For we are co-workers in God's service; you are God's field, God's building. (I Corinthians 3:6-9)

FAST FACTS

7 Facts About Change (And Why You Can't Live Without It)

1. Change is unavoidable.
2. Change can bring great things.
3. Change helps us grow.
4. Change feels scary sometimes.
5. Change prepares you for disappointment.
6. Change expands your horizons.
7. Change prepares you for opportunities.

(www.lifeincharge.com/7-facts-about-change)

LESSON INFORMATION

Introduction

Change is hard, but it is inevitable. Handled properly, change can be good.

One tremendous change which often occurs on the mission field is a change in leadership. When missionaries leave the field for home assignment or are reassigned, those left behind can face tremendous adjustments. When missionaries retire and leave the field for good, the changes can be even more extensive in scope.

How do retiring missionaries leave behind what is often the work of a lifetime? And, if they are simply being reassigned to another ministry or area, what is involved in successfully handing off the ministries of the mission field?

Train

In order for effective ministry to continue after a missionary's departure, there must be a desire to see the next leaders succeed. It takes a special kind of humility to not only prepare for, but rejoice in, the success of those who carry the torch after you.

King David of the Bible had a strong desire to build the temple. Nonetheless, when the LORD told David his son Solomon would build the temple instead, David reacted with praise. In 2 Samuel 7:21-22, David prays, "For the sake of your word and according to your will, you have done this great thing and made it known to your servant. How great you are, Sovereign LORD!" David was thrilled to learn God's work would continue through someone else. What a blessing that our Nazarene missionaries feel the same way, praising God for continuing His work through new leaders.

Even though Solomon would build the temple, David still believed he had a part to play. “David said, ‘My son Solomon is young and inexperienced, and the house to be built for the LORD should be of great magnificence and fame and splendor in the sight of all the nations. Therefore I will make preparations for it.’ So David made extensive preparations before his death.” (1 Chronicles 22:5) The chapter goes on to list the many supplies David gathered in order to increase his son’s chance of success. It also details the advice and encouragement David offered Solomon.

Similarly, our missionaries realize they play an important role in the work, which will continue after they leave the field or take on other responsibilities. For this reason, they are intentional about recruiting, helping, and encouraging those who will one day fill their shoes. For example, when Warren Neal was asked to serve as the administrator for Kudjip [KOO-jip] Nazarene Hospital in Papua New Guinea (PNG), his response was, “I’ll come if you will allow me to train a local leader to become the administrator following me.” Joseph, a Papua New Guinean, worked alongside Warren from that point, attending all meetings and sharing an office. All decisions were made with his input and approval. Warren says, “After about two years, Joseph was fully qualified – more than qualified - because he knew things about the culture an outsider could never know.”

Another missionary commented that he tried to reach and train the chiefs, believing their leadership would be impactful. In retrospect, he wishes he had gone after the young people. He did not realize how quickly young people would become chiefs. Wise words!

Trust

Several missionaries mentioned “trust” as a critical aspect of handing over ministry. Of course, it would be difficult to leave an assignment when lacking confidence in those continuing the work. Trust goes beyond blindly hoping for the best. Trust involves preparation and prayer!

King David demonstrated trust in his son and in the LORD as he said in 1 Chronicles 22 verses 11 and 16, “Now, my son, the LORD be with you, and may you have success and build the house of the LORD your God, as he said you would. Now begin the work, and the LORD be with you.”

When the Neals opened the Nazarene work in Timor-Leste [TEE-mohr-LES-te] (formerly East Timor), their goal was to hand the work over to nationals “sooner rather than later.” By beginning their work with this end in mind, they were able to lead in a way that made the later transition go smoothly. They were pleased to work with team members from Indonesia and Papua New Guinea, who had the same attitude. Acy

[AH-chee], the Indonesian team member, encouraged local youth to help lead music for worship, sometimes “even before they fully understood salvation.” Michael and Jenny of Papua New Guinea were gifted at recognizing those who showed potential for theological training, and it wasn’t long before they sent a handful of students to the Bible School in Indonesia. Janet says, “Michael, Jenny, and Acy were the catalysts for developing local leaders. We were the cheerleaders, the encouragers.” She adds, “One of the main principles for developing leadership is trust. Trust what the Holy Spirit is already doing in lives. Trust young people - they have a passion that needs to be recognized and developed with compassionate mentoring.”

When asked how to develop trust in local leaders and other missionaries, Bill and Marsha McCoy (long-term missionaries to Papua New Guinea) said, “Live life together. Work, worship, play, laugh and cry together. Experience open, honest, vulnerable relationships.” They shared that listening to others, learning with them, and carrying each other’s burdens also strengthens bonds of trust.

Turn to God

Many missionaries agree: prayer is foundational to navigating change well. Even more important than trusting their successors to carry on well was trusting God to carry it all. Prayer reminds us it is God’s church, God’s mission, God’s world. When we turn to Him, we realize He has the ability not only to solve the problems which overwhelm us, but also to smooth the rough patches we do not know enough to anticipate.

King David prayed for his son Solomon, “May the LORD give you discretion and understanding when he puts you in command over Israel, so that you may keep the law of the LORD your God. Then you will have success if you are careful to observe the decrees and laws that the LORD gave Moses for Israel. Be strong and courageous. Do not be afraid or discouraged.” (1 Chronicles 22:12-13) David reminded his son that success ultimately depended on God.

“Prayer is key,” shares retired missionary Janet Neal when speaking of turning work over to others. “Pray that the LORD of the harvest will send forth workers. There is nothing more important than prayer.” Retired missionaries to a Creative Access Area shared that they asked three pastors to specifically pray that they would “responsibly turn over our field ministries to local leaders and fellow missionaries...” beginning twelve years before their retirement! If our missionaries put this much emphasis on prayer, it is vital that we do not neglect praying for them. This is a useful practice for all who must turn over their work to others, whether in preparation for retirement or a move to a new ministry or area.

Retired missionary George Miller (PNG, Solomon Islands, Philippines) said it is equally important to pray for those still serving on the field. Even though he spent his last three years in the Philippines, intentionally becoming less of a leader and more of a follower, and choosing to ask questions more often than he offered advice, he believed some local leaders struggled with feeling abandoned when he left the field. There is both an emotional and a practical loss, as local people do not always know how to access outside resources, which are easier for missionaries to attain. We must pray for

those who continue to serve after our missionaries return home!

Prayer allows many people to participate in the transition process. Departing missionaries, incoming leaders, and members of the sending church who are on the other side of the world are all able to impact the changing mission field through prayer.

PRESENTATION IDEAS

Option 1—Keep the Change

Prepare

- Recruit three presenters, one for each of the major divisions (Train, Trust, Turn to God) of the **Lesson Information**.
- Print and divide **Lesson Information** for each recruit.
- Make copies of the 1 Chronicles 22:5–19 handout.

Present

- Distribute 1 Chronicles handout.
- Ask attendees to read the scripture and invite them to draw symbols over appropriate words, such as a heart, house, praying hands, a hammer (for building). Next, ask them to summarize David's response to God's decision that Solomon would build the temple. What was his emotional response? What practical steps did he take?
- Have the three presenters share highlights from each of the major divisions (Train, Trust, Turn to God) of the **Lesson Information**.
- Close with prayer for God's guidance in each field where leadership is in transition, especially focusing on our retiring missionaries and those who will replace them.

Option 2—Build Me a House (for a group that likes activity)

For this lesson, you will invite participants to prepare a plan and then hand it over to others who will execute it.

Prepare

- Gather a variety of arts and crafts supplies that could be used to build miniature models of a house. Examples could include popsicle sticks, rubber bands, play dough, hot glue, Legos, building blocks, card stock, cardboard, scissors, etc.
- Make copies of the "Build Me a House" handout.
- Recruit three presenters, one for each of the major divisions (Train, Trust, Turn to God) of the **Lesson Information**.
- Print and divide lesson information for each recruit.

Present

- Divide your audience into small groups. Invite each group to select building materials and design a plan for a small model of a house. Tell them they may not begin to build; they will only plan and make notes of their plans! Groups may use the “Build Me a House” handout to list materials, sketch the house, and write out the plans for building it. When the groups are ready (or after an allotted amount of time), each group must give their supplies and plans to another group. That group will attempt to follow the plans and build the model.
- Once the houses are constructed, allow everyone to vote for the best house. Discuss who should get the prize – those who planned it, or those who built it? Ask group members if they experienced any frustration with the way a different group carried out plans they had carefully made. Did groups feel frustrated by trying to build according to someone else’s plans?
- Let the activity and discussion lead into the lesson. Have your recruits present highlights from the opening **Lesson Information**.
- Close with prayer for God’s guidance in each field where leadership is in transition, primarily focusing on our retiring missionaries and those who will replace them.

Option 3—Hand It Over (for a group that likes discussion)

Prepare

- Recruit three presenters, one for each of the major divisions (Train, Trust, Turn to God) of the lesson information.
- Print and divide **Lesson Information** for each recruit.
- Make copies of the “Live life together” handout.

Present

- Ask recruits to present key highlights from the opening **Lesson Information** as talking points. Then, ask the group to discuss the following questions:
 - Have you ever had to hand over a job or position which meant a great deal to you? Or, have you ever taken over a job or position from someone who helped you prepare to be a success?
 - Were you able to prepare your successor? If so, how?
 - Was it difficult for you to transition out of the job or position? Why, or why not?
 - How did King David prepare Solomon to build the temple?
 - How do Nazarene missionaries prepare those who will attempt to fill their shoes after they leave a position of responsibility?
 - How can these principles (Train, Trust, and Turn to God) apply to transitions in our district and in our local church? (Examples: new pastor, new NMI president)
 - How can what we have learned today help us pray more specifically and effectively?
- Distribute copies of the “Live life together” handout. Challenge group members to post them in a prominent place and look for ways to live these truths.
- Close with prayer for missionaries and for fields where leadership is in transition.

ACT ON IT (practical ideas for personal involvement)

- Pray for missionaries who are faced with shifts in their ministry focus or responsibilities.
- Pray for those who will need preparation to fill their shoes.
- Pray the Lord of the harvest will send workers.
- Write notes of encouragement to missionaries whose missions responsibilities are changing, and assure them of your prayers.
- Write notes of encouragement to new missionaries who are stepping into the places of ministry vacated by missionary leaders who are transitioning to new areas of missions challenge.
- Consider local and district ministries. Is there a new or retiring leader who needs your prayer and encouragement? Take a moment to reach out via note or text!

RESOURCES (“handy helps” for the leader)

• ARTICLES

- Church of the Nazarene Africa Region. “Africa Region announces new education coordinator.” *NCN News*. Posted: 14 April 2016. Article about Gabriel Benjiman, who was named regional education coordinator for the Africa Region, replacing Greg Crofford. www.nazarene.org/article/africa-region-announces-new-education-coordinator
- “Passing the torch: Radcliffe family continues service at PNG hospital.” *NCN News*. Posted: 6 June 2018. Article about Jim Radcliffe, surgeon at hospital in PNG, handing off his position to his son. www.nazarene.org/article/passing-torch-radcliffe-family-continues-service-png-hospital
- “Retiring missionaries Bill and Marsha McCoy recognized at 96th General Board.” *NCN News*. Posted: 26 February 2019. Retirement of Bill and Marsha McCoy. www.nazarene.org/article/retiring-missionaries-bill-and-marsha-mccoy-recognized-96th-general-board
- “Retiring missionaries recognized at 95th General Board.” *NCN News*. Posted: 27 February 2018. www.nazarene.org/article/retiring-missionaries-recognized-95th-general-board

• Videos

- Find videos associated with the lessons on the NMI site. www.nazarene.org/nmi/curriculum

RECIPES

Linzer Torte Bars

Linzer Torte is said to be the oldest cake recipe in the world, **handed down** from generation to generation beginning in 1653! As is to be expected after many years of transition, there are now multiple variations of the recipe. All are delicious! Try these Linzer Torte bars as a variation that would make an excellent treat for a missions gathering. While guests enjoy them, talk about the fact that each different version of the dessert accomplishes its purpose. Similarly, when ministries are handed over to others, they may take different forms and still accomplish God’s purposes..

www.bit.ly/BettyCrocker-LinzerTort

(Handout 1)

1 Chronicles 22:5–19 NIV

5 David said, “My son Solomon is young and inexperienced, and the house to be built for the LORD should be of great magnificence and fame and splendor in the sight of all the nations. Therefore I will make preparations for it.” So David made extensive preparations before his death.

6 Then he called for his son Solomon and charged him to build a house for the LORD, the God of Israel. 7 David said to Solomon: “My son, I had it in my heart to build a house for the Name of the LORD my God. 8 But this word of the LORD came to me: ‘You have shed much blood and have fought many wars. You are not to build a house for my Name, because you have shed much blood on the earth in my sight. 9 But you will have a son who will be a man of peace and rest, and I will give him rest from all his enemies on every side. His name will be Solomon,¹ and I will grant Israel peace and quiet during his reign. 10 He is the one who will build a house for my Name. He will be my son, and I will be his father. And I will establish the throne of his kingdom over Israel forever.’

11 “Now, my son, the LORD be with you, and may you have success and build the house of the LORD your God, as he said you would. 12 May the LORD give you discretion and understanding when he puts you in command over Israel, so that you may keep the law of the LORD your

God. 13 Then you will have success if you are careful to observe the decrees and laws that the LORD gave Moses for Israel. Be strong and courageous. Do not be afraid or discouraged.

14 “I have taken great pains to provide for the temple of the LORD a hundred thousand talents² of gold, a million talents³ of silver, quantities of bronze and iron too great to be weighed, and wood and stone. And you may add to them. 15 You have many workers: stonecutters, masons, and carpenters, as well as those skilled in every kind of work 16 in gold and silver, bronze, and iron—craftsmen beyond number. Now begin the work, and the LORD be with you.”

17 Then David ordered all the leaders of Israel to help his son Solomon. 18 He said to them, “Is not the LORD your God with you? And has he not granted you rest on every side? For he has given the inhabitants of the land into my hands, and the land is subject to the LORD and to his people. 19 Now devote your heart and soul to seeking the LORD your God. Begin to build the sanctuary of the LORD God, so that you may bring the ark of the covenant of the LORD and the sacred articles belonging to God into the temple that will be built for the Name of the LORD.”

¹ 1 Chronicles 22:9 Solomon sounds like and may be derived from the Hebrew for peace.

² 1 Chronicles 22:14 That is, about 3,750 tons or about 3,400 metric tons

³ 1 Chronicles 22:14 That is, about 37,500 tons or about 34,000 metric tons

Live life together.

Work, worship, play,
laugh and cry together.

Live in open,
honest,
vulnerable relationships.

Listen, learn, care, model.

Mentor, instruct,
confront, correct.

Carry each other's burdens.

Retiring missionaries Bill and Marsha McCoy's response when asked,
"How did you prepare nationals or other missionaries to carry on the work?"

(Handout 2)
Build Me a House

Supplies chosen: _____

Blueprint/sketch:

Steps to follow: _____

