

# Missions Alive!

Free Methodist World Missions Curriculum for Grades 1-6



Cameroon  
Côte d'Ivoire  
Guinea-Bissau  
Guinea-Conakry  
Liberia  
Mali  
Nigeria  
Sierra Leone  
Togo

**WEST  
AFRICA  
ADVENTURE**  
2022

# How to Use *Missions Alive!*

This curriculum is developed for children in grades 1-6 to help them learn about the global church and the people groups around the world who have yet to hear the good news about Jesus. Through stories, activities and cultural experiences, we hope each child will understand the good news of Jesus is for all nations.

*"Give praise to the LORD, proclaim his name; make known among the nations what he has done.*

*Sing to him, sing praise to him; tell of all his wonderful acts.*

*Glory in his holy name; let the hearts of those who seek the LORD rejoice.*

*Look to the LORD and his strength; seek his face always"*

*(1 Chronicles 16:8-11).*

We pray the children will desire to obey this call of Jesus as they interact with children in their school and neighborhood with different cultural backgrounds. We also pray some will hear the voice of Jesus, calling them to go to the ends of the earth to proclaim the love of Jesus to those who have not yet heard.

Put this curriculum in a three-ring binder for easy use. To find the sections quickly, you might want to make index tabs to separate them. A sticky note on the first page of each section might do the trick.

Feel free to make as many copies of the entire curriculum or specific pages as needed for each teacher and student.

PowerPoint slides have been prepared for several sections. These PowerPoints and related videos are available at [fmwm.org/childrens-resources](http://fmwm.org/childrens-resources).

Another feature of the curriculum is the section that helps your students learn about problems children around the world face. Your students will be encouraged to take action to address a need in their community or around the world.

***We hope you find this curriculum user-friendly. Your comments and feedback are appreciated.***

***– Jan Coates, Editor***

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# Welcome to West Africa!

The first Free Methodist missionaries to Africa were officially sent out way back in 1885.

Three were sent to Liberia (in West Africa), five to South Africa and Mozambique. One of the three sent to Liberia died within weeks, and the other two returned to the United States shortly after. Free Methodists had no outreach to West Africa for the next 103 years!



Thankfully, all this has changed! Much is now happening in West Africa. I am pleased to tell you about some of the exciting things I see the Lord doing there, things like beginning outreach in countries where there have previously been

no Free Methodists, new projects in countries where we are already serving, new leaders, and new schools preparing both children and adults to serve the Lord! You will learn about the Wesley Missionary Institute, which is preparing West Africans to be missionaries, ministering cross-culturally to other groups in West Africa.

While you move through these lessons and stories, my prayer is for the Lord to stir your heart for mission work as near as your neighborhood and as far away as West Africa. Pray for the Lord to do special work in your heart as you get to know Free Methodists in West Africa!

**– Mike Reynen, Africa Area Director**

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# PowerPoint and Video Resources for Global Adventures! West Africa

**PowerPoint slideshows are available to use in teaching these portions of the curriculum:**

Memory Verses .....pages 26-30

World Religions ..... pages 77-78

Countries.....pages 81-119

Flag

Map

Photos from the Countries

Photos of Children

Problems Faced by Children Around the World ..... pages 75-76

Songs..... page 158

## Videos available:



# Suggested Lesson Plan

These lesson plans can easily be tailored to fit your church's needs. The material can be adapted to be used monthly instead of weekly. Make allowances for your class schedule, methods, the age of students represented, etc. There is a five-week lesson plan featuring Togo and a 13-week focus allowing for the study of all our West African countries. Feel free to create your own lesson plans from the resources provided. Choose the lessons, resources and activities you feel will be most beneficial for your students.

## Five-Week Focus

### Week One:

- Learn about Togo and the Pastor Dosseh Takpale (pages 116-119, 122).
- Introduce the Offering Project (pages 15-16).
- Introduce the memory verse using one of the activities on pages 27-28.
- Use the Story and Explore Activities – “Chickens and the Great Commission” (pages 58-59).
- Play the Clap Game (page 124).
- Make and serve coconut cookies (page 160).
- Pray for Togo and the Wesley Missionary Institute.

### Week Two:

- Learn more about Togo and the Reynens (pages 116-119, 121).
- Use the Story and Explore Activities – “Ann’s Angel Fund Recipient Grows Up!” (pages 60-61)
- Sing “Jesus Loves Me” in French (page 158).
- Work on the memory verse using one of the activities (pages 27-28).
- Make the bracelet or felt tray craft (page 132 or 133).
- Serve fresh fruit and nuts (page 165).
- Pray for Togo.

### Week Three:

- Learn about the church in Togo (pages 116-119).
- Use the Story and Explore Activities – “Investing in the Children,” (page 62).
- Sing “Jesus Loves Me” in French (page 158).
- Make the feather painting (page 132).

- Recite the memory verse.
- Do the Bucket Balance Race (page 124).
- Do one of the prayer activities (page 32-33).

### Week Four:

- Review information students have learned about Togo (pages 116-119).
- Use the Story and Explore Activities– “Working Together” (page 63).
- Sing “Jesus Loves Me” in French (page 158).
- Review the memory verse using one of the activities (pages 27-28).
- Play the Hoop Rolling Relay (page 125).
- Be adventurous and serve fufu (page 161) or serve the children pumpkin seeds and ginger ale.

### Week Five:

- Learn about International Childcare Ministries and SEED in Togo (pages 66-69, 70).
- Watch the ICCM video from Togo.
- Review the memory verse.
- Photocopy the SEED Word Search and the ICCM Maze for students to complete (pages 144, 146).
- Make an African weaving (pages 131-132).
- Serve banana or mago smoothies (page 159).
- End your time with prayer for Togo using “Prayers for Light in the Darkness (page 33).

Feel free to substitute activities that will benefit your students the most but be sure to introduce the Offering Project on week one and collect an offering each week.

# Thirteen-Week Focus

## Week One:

- Share information about Cameroon and the Reynens (pages 84-87, 121).
- Label a map of Cameroon and color the Cameroonian flag (page 87).
- Share the story “A Real Drummer Boy” and complete the Explore Activity (page 42).
- Play the Clap Game (page 124).
- Introduce the memory verse you have chosen and do one of the memory activities (pages 28-29).
- Introduce the Offering Project (page 15).
- Serve banana smoothies (page 159).

## Week Two:

- Share information about Cote d’Ivoire (Ivory Coast) (pages 88-91).
- Label a map of the Ivory Coast and color the flag (page 91).
- Share the story “Will You Cook for Jesus?” and complete the Explore Activity (pages 43-44).
- Review the memory verse using one of the activities (pages 28-29).
- Share prayer requests for Ivory Coast and complete the Prayer Wheel (pages 38-39).
- Make an African drum or a bracelet (pages 131-132).
- Make and serve chilled avocado soup or mango fool (page 160 or 163).

## Week Three:

- Share information about Guinea-Bissau (pages 92-95).
- Label the map of Guinea-Bissau and color the flag (page 95).
- Share the story “Connecting the Dots” and complete the Explore Activity (page 45).
- Sing a song in Portuguese (page 158).
- Review the memory verse using one of the activities (pages 28-29).
- Play the Stone Game (page 126).
- Make a felt tray (page 133).
- Serve fresh fruit and nuts (page 165).

## Week Four:

- Share information about Guinea-Conakry (pages 96-99).
- Label a map of Guinea-Conakry and color the flag (page 99).
- Share the story “Growing the Guinea Church” or “Unexpected Opportunity” and complete the Explore Activity (pages 47-48, 50).
- Share prayer requests for Guinea Conakry and make a prayer key chain (page 32).
- Play a game of Tug of War or Hide and Seek, favorite West African games.
- Review the memory verse.
- If there are no peanut allergies in your group, serve Peanut Soup (page 164).

## Week Five:

- Share information about Liberia and Pastor Rufus Kahn (pages 100-103, 122).
- Label a map of Liberia and color the Liberian flag (page 103).
- Share the story “Called to Go and Tell” and complete the Explore Activity (page 51).
- Review your memory verse (pages 28-29).
- Play Queah (page 126).
- Create an African weaving (pages 131-132).
- Prepare and serve kelewele (page 162).

## Week Six:

- Share information about Mali (pages 104-107).
- Label the map of Mali and color the flag (page 107).
- Share the story “Lives Changing in Mali” and complete an Explore Activity (page 52).
- Review the memory verse using one of the suggested activities (pages 28-29).
- Play the Hoop Rolling Game (page 125).
- Prepare and serve maasa (page 163).

## Week Seven:

- Share information about Nigeria (pages 108-111).
- Share one or both of these stories, “Promise Know God Keeps His Promises!” or “A Miracle for Miracle”

and complete the Explore Activity (pages 53-55).

- Share prayer requests for these countries and use the Orphan Tree prayer activity (page 32).
- Lead the children in choosing a project they might do for children in the local community.
- Review the memory verse using one of the suggested activities (pages 27-29).
- Play the game Fire on the Mountain (page 125).
- Serve banana oatmeal muffins or jollof rice (page 160 or 162).

## **Week Eight:**

- Share information about Sierra Leone (pages 112-115).
- Label a map of Sierra Leone and color the flag (page 115).
- Share the story “Unusual Advice From a Witch Doctor!” and complete the Explore Activity (pages 56-57).
- Review the memory verse using one of the activities (pages 28-29).
- Have students make a Mancala game (page 135).
- Serve pumpkin seeds and ginger ale (page 165).

## **Week Nine:**

- Share information about Togo and Pastor Dosseh Takpale (pages 116-119, 122).
- Label the map of Togo and color the Togolese flag (page 119).
- Share one or both of these stories, “Chickens and the Great Commission” or “Ann’s Angel Fund Recipient Grows Up!” and complete the Explore Activity (pages 58-61).
- Sing “Jesus Loves Me” in French (page 158).
- Review your memory verse (pages 27-29).
- Use the Painted Rocks prayer activity to help you pray for Togo (page 32).
- Play Mancala (page 125).
- Serve some coconut cookies (page 160).

## **Week Ten:**

- Share more information about Togo or review information from Week Nine (pages 116-119).
- Share one or both of these stories, “Investing in the Children” or “Working Together,” and complete the Explore Activities (pages 62-63).

- Complete the Togo Country Fact page (page 83).
- Sing “Jesus Loves Me” in French (page 158).
- Review the memory verse and pray for Togo.
- Play the Bucket Balance Race (page 124).
- Make a flag craft (page 133).
- Be adventurous and serve some fufu (page 161) or serve fresh fruit and nuts.

## **Week Eleven:**

- Share information about partner ministries, International Child Care (ICCM), SEED, the Set Free Movement and VISA (pages 66-74).
- Share videos from ICCM, or share a story from ICCM – “Praising God for His Care” or “Something Different for Yaro” (pages 67-69).
- Play I Packed My Bags and talk about VISA ministries again (page 125).
- Photocopy puzzles pages for ICCM, SEED and VISA and have children complete the puzzles (pages 143-146).
- Review the memory verse.
- Choose a prayer activity (pages 28-29) and pray for these ministries.

## **Week Twelve:**

- Have a review of countries, asking students to tell something they have learned about each country.
- Use the PowerPoint presentation available to review the information about the West African countries.
- Photocopy the word puzzles for West Africa to review information you have learned about the countries and their capitals (page 141).
- Divide students into two or three teams and play Missions Alive! Jeopardy.
- Review the memory verse and pray for West Africa.
- Choose a favorite game or choose a craft activity you have not done yet (pages 124-137).
- Serve Monkey Bread (page 163).

## **Week Thirteen**

- Plan a public service where children can share things about West Africa or have a Family Missions Fair (pages 18-19).



# Introductory Material

## Goals

**The goals of this curriculum are to help children:**

- Understand the good news of Jesus is for all nations
- Learn about God's work around the world
- Discover how God is using the Free Methodist Church to help build His kingdom throughout West Africa
- Gain a new appreciation and understanding of people and cultures
- Understand God's desire to reach the world with His love

**Students will participate in activities to help them:**

- Realize some people don't know about God's love for them
- See how they can help make a difference in the lives of children, the impoverished, the enslaved and those who have not heard the message of Jesus
- Realize their prayers can make a difference

*Perhaps you will want to add your own goals for this missions focus.*

**My Goals:**

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## Teaching Tips

This curriculum can be adapted to be used in a variety of ways. An outline is provided for step-by-step lesson plans (pages 6-8), as well as a guide for a missions fair (page 18). The Free Methodist Church has work in at least nine countries in West Africa. Adapt the lesson plans and materials to fit your time frame, age level and group size. Use the resources and activities you believe will be most benefit your students.

1. Decorate your room or space attractively with pictures and artifacts from the study countries. Encourage the children to bring items they find that relate to the study area. National Geographic magazine, the internet and local travel agencies are excellent resources for pictures and information. Also, see the room decoration ideas (page 10) and craft sections beginning on page 131.
2. Skim through each of the sessions for advanced preparation. Contact Free Methodist World Missions (Phone- 800-342-5531) for missionary prayer cards, country leader cards or additional resources you plan to use in your study.
3. Before each session, pray for the children and the country you will study. Prepare to participate in the blessing God gives to those who actively engage in proclaiming the name of Christ to every nation.
4. Involve others. Find individuals who will take charge of the activities, offering project, songs and scripture, and the story time.
5. Take adequate time to prepare well.
6. Keep the sessions moving. Watch the clock and

avoid letting things drag. Observe your students, making sure you have their attention.

7. Use additional resources. Libraries are valuable resources for detailed books on countries and may have good color photos or maps. Your church library may also have additional missions storybooks.

Use people resources, too. Involve international students, former extended-term or Volunteers in Service Abroad (VISA) missionaries, immigrant neighbors, and people who have traveled in other countries.

Other resources include the Kids Fun Fact pages, PowerPoints and videos on the Free Methodist World Missions website: [fmwm.org](http://fmwm.org). Go to "Resources," then "Children's Resources." Also, look over the Resources, Suggested Reading and Website lists on pages 167-168.

Of course, the internet has many resources: country information, photos and videos. Be sure to screen any videos for appropriateness.

Get excited! God's blessing is overflowing as people come to Christ around the world. This is exciting! Learn more about missions and pass on your enthusiasm. When you are excited, your students will get excited.

## The Point System

Consider implementing a point system to encourage your students' learning and good behavior. Use the passport provided (pages 22-23) or consider another type of achievement chart. Students might earn points for learning extra verses, being helpers in class or bringing mission information from other sources.

# Details That Make a Difference

## Room Decoration Ideas

Check out your local craft or hobby store and your local secondhand stores for decorations. You may also check online companies such as Amazon or the Oriental Trading Company. To help get a cultural feel in your room or meeting area, decorate with colorful cloth, baskets, plants, animals, and large bowls of plastic fruit or vegetables. Make trees out of tubes from carpeting. You can make the leaves from green poster board.

**Backdrop:** Make a backdrop to bring culture to life and add atmosphere to any room. Enlarge a scene – a tropical scene, a jungle scene, a market scene, a mountain scene or the African classroom scene on page 11. You can make the scene 3-D by adding items appropriate for the setting. For the school scene, add wooden walls, small tables, benches, an alphabet chart, simple books, knapsacks or book bags, tin cans, or empty bottles. This backdrop could be the designated place where you tell the story each week. You can also purchase premade African backdrops on Amazon or perhaps in a local school supply store.

### Balloon Globes:

1. Trace shapes of the continents from a world map.
2. Color the shapes green or cut them from green paper.
3. Cut out the shapes and glue them on a blue balloon.

The balloon represents the water. Tie strings or ribbons around the inflated balloons and hang them from the ceiling in your classroom. Globe balloons also are available to purchase online.

**Banners and Bulletin Boards:** Decorate your space with banners for each country or create a special bulletin board about Europe. Most teacher

supply stores have items you might use, or you could create banners using the country maps and flags found in this curriculum. Below you will find a couple of links to online suppliers.

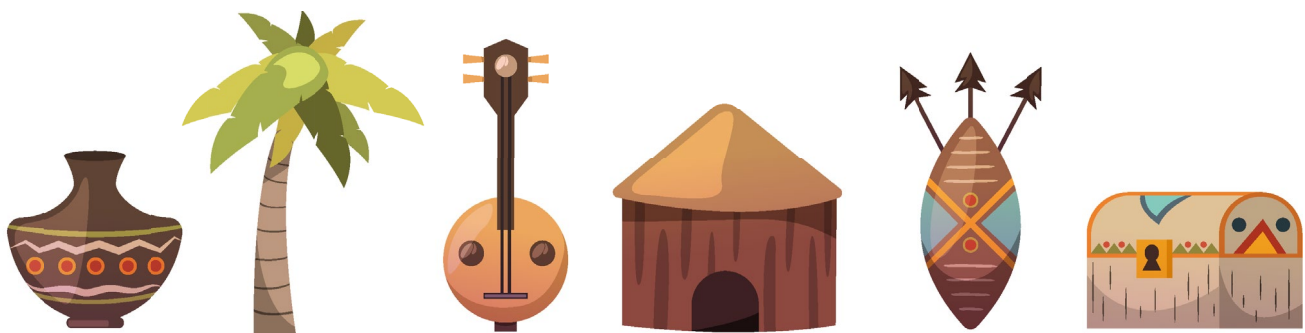
[studyallknight.com/product/europe-classroom-decor-make-your-own-pennant-banner](http://studyallknight.com/product/europe-classroom-decor-make-your-own-pennant-banner)

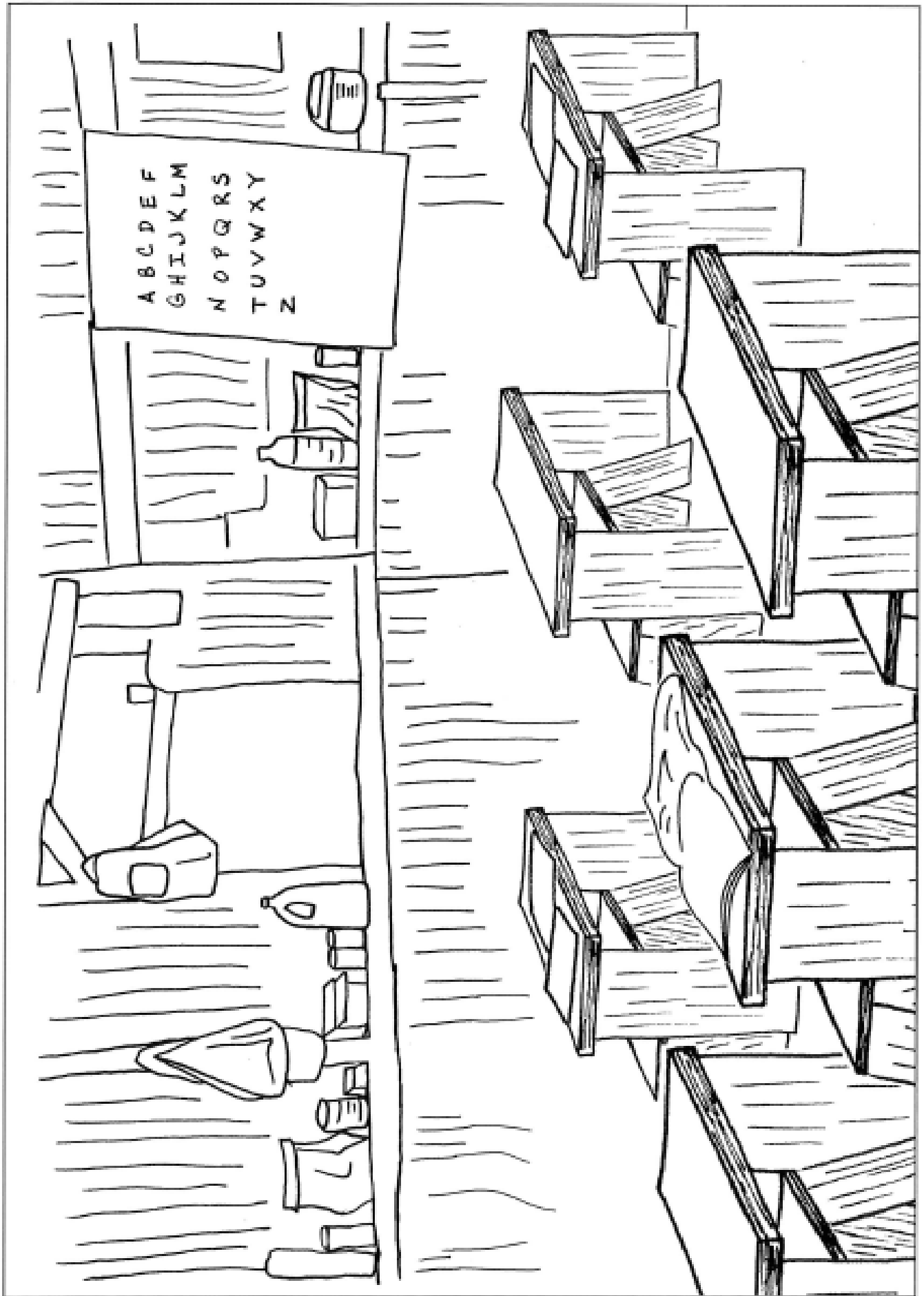
[teacherspayteachers.com/Product/Europe-Posters-1954829](http://teacherspayteachers.com/Product/Europe-Posters-1954829)

**Flags:** Purchase strings of flags from around the world and drape them around the walls in your classroom. Or, purchase larger flags of your study countries from a source such as flagsimporter.com. You may also choose to have your students color flags from the countries where we have Free Methodist work. Decorate a wall or bulletin board with the flags the children have decorated.

**Travel:** You also may choose to give your room more of a travel theme. Decorate with maps, flags, passports and luggage. You can usually find old pieces of luggage at thrift shops and purchase travel stickers from amazon.com.

For other simple and quick ideas for decorating, visit your local teacher supply store or look online for items to make or purchase, including complete bulletin-board sets.





## Dress the Part

The people of West Africa sometimes dress as we do in North America. Yet, some African countries have been influenced by Arab neighbors and dress similar to them. You might see everything from jeans and T-shirts to loose-fitting pants and sometimes a robe over their long shirt. Some might wear a turban because of the hot climate. Girls and their mothers often wear scarves on their heads. Many wear bright-colored jewelry. Women often wear a wrap skirt and then wrap an extra cloth to help them carry a baby or a load of wood. Children who attend school must wear a uniform. There are occasions when they dress in traditional clothing. African clothing is known for its bold colors and designs. Kente (KEN-tay) cloth is probably the most famous. It was created in the 12th century by the Ashanti people of West Africa and woven for royalty. Today, Kente has come to symbolize Africa's pride and unity.

## Let's Say

In Nigeria or Togo, you might speak Yoruba and say "bawoni" (BAH-who-nee) for hello.



## Greetings

Africans are very hospitable. Greetings and languages differ across West Africa. These are just a few greetings you can try in your class.

In Nigeria, a quick hello is not appropriate. When greeting your students as they enter class, do as Nigerians. Ask them about their parents, grandparents, fellow students, etc. Even if they see someone every day, this kind of greeting/exchange is expected. Even newcomers might be treated this way.

Using handshakes is part of the culture of both Africa and North America. Ask any of your students if they know a special style they would be willing to demonstrate for use during this study.

*Bienvenue* (bee-en-vehn-oo) means "welcome" in French. *Sanu* (SAH-new) means "welcome" in the Ffulde language, spoken in Nigeria.

**Children usually give each other high-fives but bow or nod their head toward their elders.**

**Women do not shake hands, but kiss three times on the cheek, starting on the left, then right, and left again.**

**Men shake hands.**

**Say hello and ask about family health, work, car, anything, as long as it is not too personal.**

# I'm Coming!

*By Vickie Reynen*

When I learned English was common in Nigeria, I breathed a sigh of relief, but it turns out Nigerian English is quite different, both in accent and in phrases that take some time to figure out.

A waiter in a restaurant in the United States automatically expects you to “dash him,” but if you think that means chasing after him to get your order, guess again. To “dash” a Nigerian means to give him a tip for services provided.

The meaning of “dis ting” is similar to our “Whatchamacallit.” But being “on seat” or “on table” is hard to grasp. Being “on seat” means you are at work. Being “on table” means you’re eating.

Many other phrases might cause your brain to be “on seat.” For example, “gallops” (pot holes), “machine” (motorcycle), a “flyover” (an overpass), “you tried” (you succeeded), “chop” (food) and “drop” (give someone a ride).

Here is my “last, last” (final) phrase – one Mike and I enjoy. Almost every time guests left our house they would say, “I’m coming.” We thought they were confusing the phrase and really meant “I’m going,” but soon we discovered the actual meaning to be “I’m going now, but I am coming back.”

## Parents' Partner Page

Make photocopies of the “Parents’ Partner” (pages 24-25) to send home with your students. This page will help reinforce what they are learning in class and, hopefully, encourage parents to consider ways the entire family can be involved in missions. It will also give parents an awareness of the offering project.

## Passport

The passport on pages 22-23 can be used as a weekly attendance chart or achievement chart. It can also be used in a missions fair setting where it is stamped at each station. Students might earn additional stickers or stamps by learning extra verses, being helpers in class or bringing missions information from other sources. Throughout the curriculum, several ideas are given, including on the “Parents’ Partner” take-home page. (You can purchase packs of readymade blank passports for kids through [amazon.com](https://www.amazon.com).)

## Public Service

In a public service, share what the students have learned about missions. Display crafts and posters, sing songs, and recite memory verses. Have a parade of the West African national flags. For the main part of the service, put together a skit, invite a missionary speaker or retell a story that was particularly meaningful to the children. You also might choose to interview students and ask them one thing they learned about West Africa and what God is doing there. Combine all of the information you have learned.

At the close of the service, pray for the ministry of the FM Church in West Africa, our missionaries and our country leaders. Use prayer reminders in the curriculum (pages 35-39) or distribute missionary prayer cards to the congregation.

# Classroom Activities

- People sell a variety of goods at African open-air markets. There they barter on the prices. Have students conduct an open-air market outside, if possible. Each student can make an item by hand to sell. Students can barter for different items using play money.
- Many Africans have gardens to feed their families. In your first class session, have students plant some seeds, either flowers or vegetables, such as beans. Give each student a plastic cup filled with dirt for his or her plant. Have students water and care for their plants. Throughout your sessions watch the plants grow.
- Make a scrapbook of a country or a missionary covered in your missions study. Purchase a scrapbook or make one using heavy paper. Another book option would be a photo album. Other useful scrapbooking tools could include crayons or markers, tape or glue, scissors, stickers, and pencils.
- Make a box for each country. You can use shoeboxes or larger depending on what you want to put inside them. Copy and cut out a map of the country to put on the outside of the box. Other items to incorporate could include a flag, money, pictures of landmarks, small animals or animal stickers, objects (for example, a musical instrument or artificial fruit grown in the country), travel brochures, and missionary prayer cards. If you purchase clear plastic shoeboxes from a discount store, you may wish to keep the box of items for future use.
- Make a time capsule. Include a collection of drawings, flags, photographs of your class and anything that would remind you of these countries. Use a sturdy plastic container to make your time capsule. Open it at the beginning of your next missions study to remind you what exciting things you learned.
- Do some research at your local library or online and find a book of West African folktales. Find one that teaches a good life lesson and share it with your students. You might search your local library for *Moonlight Stories From West Africa* by Michael O. Ojewale.



## Missions Bible Drill

Have a missions Bible drill. This activity encourages students to bring their Bibles. It also enables them to know how to use their Bible to find a particular verse. Some suggested verses are:

|               |                   |                    |                    |
|---------------|-------------------|--------------------|--------------------|
| John 3:16     | 2 Corinthians 4:3 | Romans 3:23        | John 4:42          |
| Matthew 28:19 | Mark 16:15        | Psalms 22:27       | Isaiah 49:6        |
| Luke 24:47    | Isaiah 6:8        | Colossians 1:23    | John 15:16         |
| Isaiah 52:10  | Romans 10:13      | Colossians 1:6     | Matthew 1:21       |
| Romans 1:16   | John 6:33         | John 20:19-23      | Acts 1:8           |
| Isaiah 52:7   | Matthew 24:14     | Revelation 14:6    | 1 Chronicles 16:23 |
| Mark 18:10    | Acts 13:2-3       | 1 Chronicles 16:24 | Psalms 96:3        |
| Mark 16:15    | Romans 10:14-15   | Acts 13:47         |                    |



# Offering Projects

## School Supplies for Children in Ivory Coast

Although education in Ivory Coast has improved in recent years, there are many obstacles. Facilities are often inadequate, and the pool of teachers is small. Many children of the poorest families are not enrolled in school. Your children's ministry has the opportunity to come alongside the children and parents in our Free Methodist churches in Ivory Coast. You can help these families make school more accessible for their children by providing items like backpacks, notebooks and basic school supplies. **The goal is to assist between 250 and 300 children throughout nine different church communities.** Every \$10 given will help one child with their school supplies.

Every \$10 Gift  
will help one child in  
Ivory Coast have the  
needed school supplies:  
Backpack  
Notebooks  
Basic school items

### Give and Pray for the Children in These Nine Communities

|            |           |
|------------|-----------|
| Grier      | Guiglo    |
| Daloa      | Djehigble |
| Mandjoubly | Nedrouh   |
| Pantroquin | Zeregbo   |
| Zionbly    |           |

Have students create a pencil bookmark and write the name of one of the nine communities on the bookmark. They can use this as a reminder to pray for the children in this church community. See this site for an example: [lessonplans.craftgossip.com/craft-stick-pencil-bookmark/](http://lessonplans.craftgossip.com/craft-stick-pencil-bookmark/).

Set an offering goal that will challenge your students. Encourage them to set aside money from their weekly allowance or to find simple jobs to earn money.

Duplicate the parent page for your students to take home. It tells about the offering project.

Use a large basket or a backpack to collect the offering. Another idea is to put a container on a scale and weigh the amount.

You may wish to use a chart or a visual aid to show the children's weekly progress toward the goal.

### Visual Aid Suggestions:

- Use a bulletin board or large wall space to create a visual for offering progress. Create a background that looks like a piece of notebook paper ([pinterest.com/pin/68726396738/](https://pinterest.com/pin/68726396738/)). Add one pencil to your display for every \$10 raised (supplies for one student). Purchase ready-made pencil borders and decorations on Amazon or at your local school supply store, or create your own. You can find one here: [simplemomproject.com/pencil-template/](http://simplemomproject.com/pencil-template/)

- For some other great ideas to using one pencil for every \$10 raised, check out these websites:

[pinterest.com/pin/531706299752068269](https://pinterest.com/pin/531706299752068269)

[lilyardor.com/teacher-gift-ideas-pencil-wreath](http://lilyardor.com/teacher-gift-ideas-pencil-wreath)

[survivingteacherssalary.com/back-to-school-pencil-banner-classroom-decor](http://survivingteacherssalary.com/back-to-school-pencil-banner-classroom-decor)

When you have reached your offering goal, or at the conclusion of your study, you can make your contribution:

### Online

- Go to Africa Love Fund - [give.fmcusa.org/africa-love-fund](http://give.fmcusa.org/africa-love-fund)
- Write "Ivory Coast School Supplies" in the comments box

### Mail

- Make check payable to Free Methodist World Missions
- Send check to PO Box 51710, Indianapolis, IN 46251
- Write project name on the memo line: "Africa Love Fund – Ivory Coast School Supplies"

### Phone

- Call 1-800-342-5531, ext. 502, with questions or to donate by credit card, debit card or checking account. Be sure to mention the project name – "Africa Love Fund – Ivory Coast School Supplies."

Office hours are Monday-Friday, 8 a.m.-5 p.m. EST

# Scrambled Offering Project

Unscramble the words below to reveal the names of basic school supplies and the nine communities in Ivory Coast where children need these supplies.

aalDo

raPpr

Zbeegor

tnunqiParo

gGoilu

kkBccaap

uoehdrN

lyobZni

rrGei

bkoeNoot

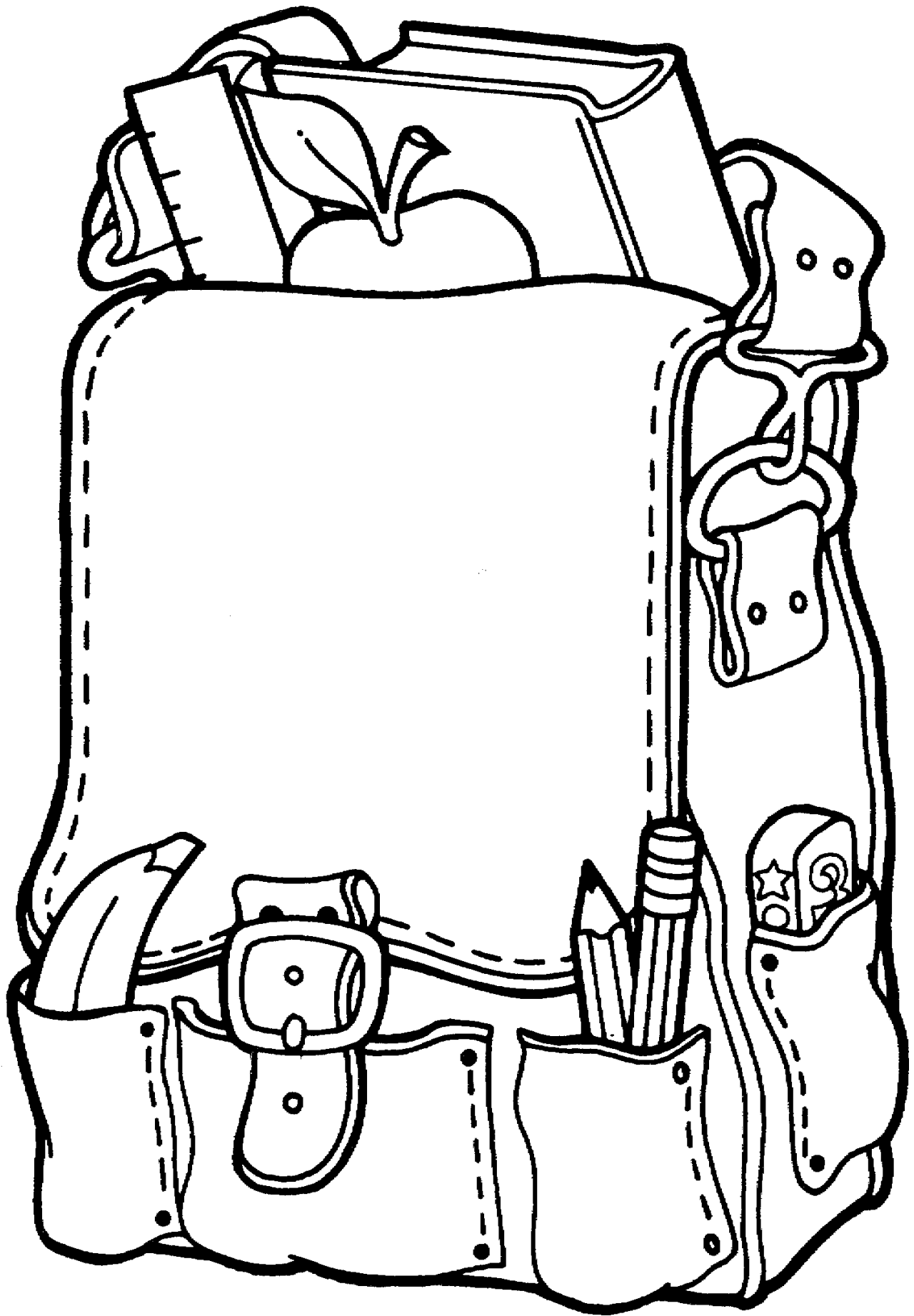
jdMbMlnaou

InceiP

jigeDhlbe



Answer Key: Dalia, Paper, Zerebo, Pantroquin, Guiglo, Backpack, Nedrouh, Zionby, Giter, Notebook, Mandjouby, Pencil, Djehigble



# Missions Fair

You can be very creative with your missions fair. Use whatever centers are best for the age level of your students.

## Tips:

- Recruit volunteers for each activity center and appoint one adult to lead each group to the various activity centers. Volunteers should arrive early to set up their center and receive last-minute instructions.
- Allow about 20 minutes for each center.
- Purchase any necessary decorations, supplies, prizes or food well ahead of time.

## Hints:

- Provide a “passport” that can be stamped at each center (see pages 22-23).
- To keep students’ hands free for activities, punch a hole in the corner of the passports. Pull yarn through the hole and tie, so the passports hang freely around the students’ necks. Remind volunteers to have students remove their passports before any game or physical activity.
- Consider giving each student a travel bag to collect items at each center or station. The articles should remind them of the story or activity.

## Opening Time

Open the time in a combined session. Talk about West Africa, show a video, or invite a missionary or special speaker from West Africa or FMWM. This session should be about 10 minutes. Briefly introduce the study countries. Divide the children into groups before they move to the various centers.

## Story Center

Children will learn about God’s love for the people of West Africa. Use some of the stories in the lessons (pages 41-65) or show one of the suggested videos.

Volunteers overseeing this center tell stories. They will want to practice the stories until they are comfortable telling and relating them with expression and enthusiasm. If showing a video, they may still want to familiarize themselves with the material, enabling them to answer questions following the video.

## Prayer Center

Children will be reminded of how prayer makes a difference. The volunteer overseeing this station will want to review some of the suggested prayer requests in each lesson.

Talk about the importance of prayer and allow students to pray for several requests, especially for children their age and refugees or orphans in West Africa.

Consult the prayer resources (pages 27-40) and consider using one of the prayer activities or suggested prayer stations. Pass out a prayer reminder for students to take home.

## Cultural Center

Children will learn facts about the countries in this study of West Africa. Use the facts section (pages 81-119) in each lesson or use the Country Profile Sheets (pages 83, or 147-155). You may also want to research birthdays, holiday traditions or family life and plan an activity to share with your students. Younger children may color flags. You may wish to provide a folder with flags, maps and country profile sheets for older students.

## Game Center

The volunteer overseeing this center will want to review the West African games from this study (pages 124-130) and choose one or two for the students to play when they visit this center.



## Craft Center

Children will make a craft. Choose a project suitable for the ages and your time frame. Check the craft section beginning on page 131 for the specific supplies needed. NOTE: It is best to cover your work area to protect tabletops.

## Music Center

Children will learn a song in French. Use the song words printed on page 158 in the Fun With Culture section of this curriculum. PowerPoint slides are provided online at [fmwm.org/childrens-resources](http://fmwm.org/childrens-resources). Use PowerPoint slides if you wish to project the words. Use instruments to accompany the singing.

## Action Center

Students will discuss problems children around the world face and consider some action steps they can take as individuals, propose to their family and bring as a challenge to the church family. Use the Problems Faced by Children Around the World section



of the leader's guide (pages 75-76) to help plan this discussion. (A PowerPoint presentation is available at [fmwm.org/childrens-resources](http://fmwm.org/childrens-resources).) Consider the action steps they might implement. If you want to do a project as a class or children's department, be prepared with supplies for the activity. See the resources page at the end of the curriculum for some books that may give ideas.

## Food Center

Children will taste various foods typically grown in or served in one of the study countries. If your students are old enough, allow them to prepare one of the recipes on pages 159-165. You also may choose to purchase snacks at a local international grocery or on amazon.com. Check the Recipes section for specific ingredient needs. Also, provide napkins, plates and toothpicks to spear foods.

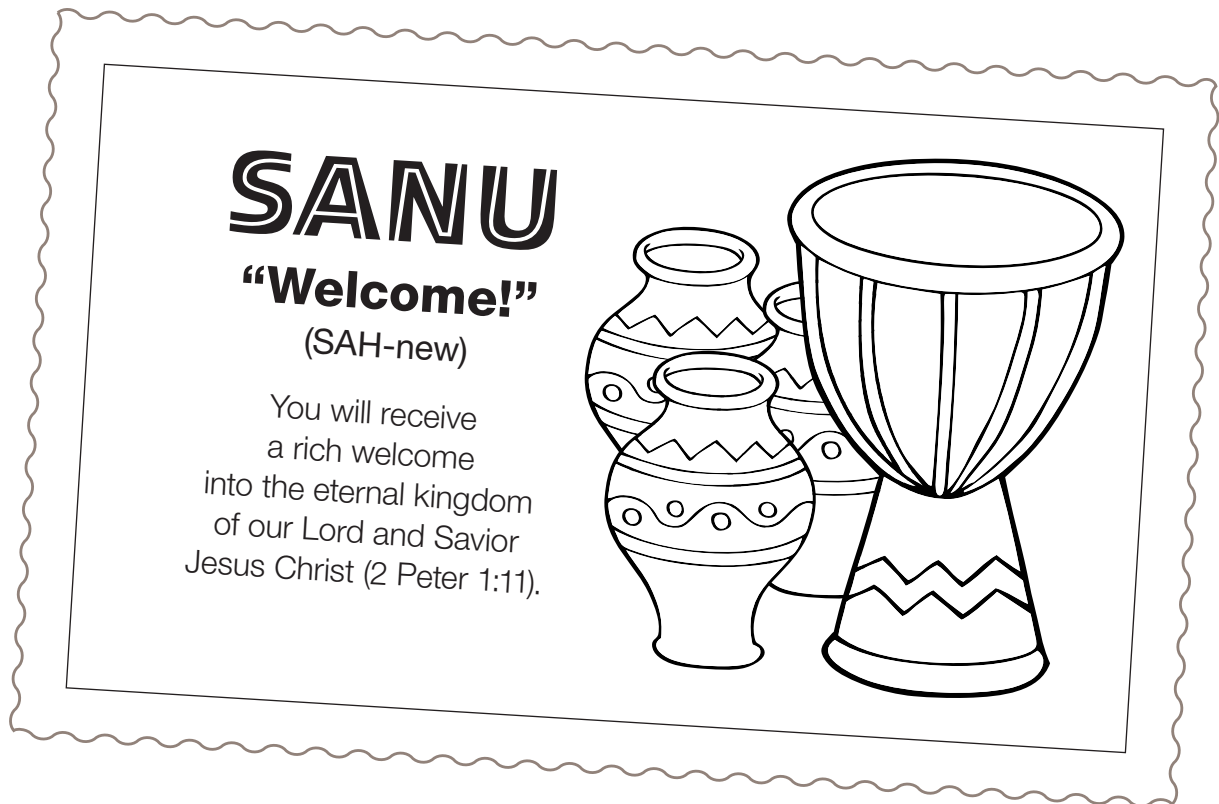
## Postcard Invitations

Consider using the postcard invitations on the following page to encourage students to attend your missions focus, or have students color and send one to their friends. Make copies on card stock to meet postal requirements.



# Postcards

Consider using this postcard invitation to encourage students to attend your missions focus, or have students color and send it to their friends. Make copies of this invitation on card stock to meet postal requirements. Bienvenue (Bee-en-vehn-oo) means “welcome” in French. Sanu (SAH-new) means “welcome” in the Ffulde language, spoken in Nigeria.





# Student Name Tags

These can be especially useful if you have a missions fair/activity center format. Copy and allow students to write their names. These rectangles can also be used as prayer reminders.



# OFFICIAL PASSPORT



Where Issued: \_\_\_\_\_  
(church name)

Date: \_\_\_\_\_

Country: \_\_\_\_\_

## Instructions to teachers:

*Cover these instructions before you make photocopies.*

Use the pages to make a two-sided passport for each child. Have students fold on the dotted line, complete the information and sign the passport. If the student's photo is not available, have the child draw a picture of himself or herself.

Date-stamp the passport and add official seal and sticker for each station visited, session attended, or task completed.

## Missions Alive!

Free Methodist World Missions

5235 Decatur Blvd.

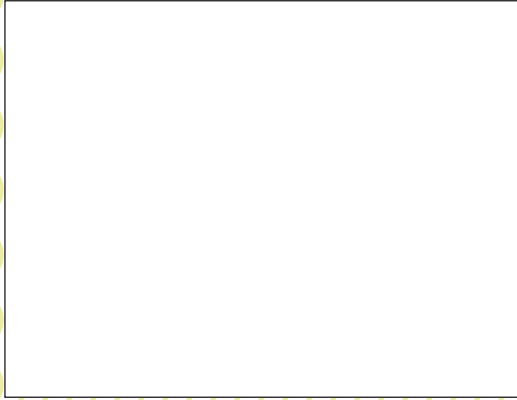
Indianapolis, IN 46241

[fmcusa.org/fmwm](http://fmcusa.org/fmwm)

## Official Stamps



## Student Photo



Name: \_\_\_\_\_

Address: \_\_\_\_\_

Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Hair Color: \_\_\_\_\_ Eye Color: \_\_\_\_\_

Height: \_\_\_\_\_ Shoe Size: \_\_\_\_\_

Bearer's Signature: \_\_\_\_\_

# PARENTS' PARTNER



## Welcome to West Africa!

**E**ach year Free Methodist World Missions (FMWM) prepares a curriculum designed to help your child learn about missions in a particular area of the world. This year the focus is on West Africa.

Our desire in helping children learn about missions is not only for them to know about missionary work and places around the world but also to grow to understand God's heart for the world.



For this reason, we have a request of you! You are the single-greatest influence in your child's life. We ask you to talk with your child/children about the things they learn. Would you do what you can to help them grasp the love God has for people everywhere? We believe this can help shape not only your child's understanding of missions but also, even more deeply, their understanding of God Who loves THEM!

We pray you will partner with FMWM as we work toward your child's growing relationship with the Lord and all He is doing around this world.

– Mike Reynen,  
Africa Area Director

### To Do at Home

- Watch the news or read it online or in a newspaper. Keep a family prayer journal, writing down prayer requests from what you hear and learn about West Africa. Keep a few pages for praises and answers to prayer.
- Read Luke 10:25-37. Think about who your neighbors are and how you might care for them.
- Talk about choices you make as a family and how they can help bring the message of Jesus to other parts of the world. Decide on an action step your family will take.

### Know the Questions to Ask

What countries are you studying? Tell me something interesting about one of the countries.

Describe the flag you like best of the countries you have studied.

Tell me some of the people you have heard about. How have they experienced God working in their lives?

## Facts to Share

(These may help your child earn extra points in class.)

**Cameroon:** Lake Nyos is considered one of the world's most deadly lakes, as poisonous gases seep out from the volcano below.

**Ivory Coast:** This country took its name from the extensive ivory trade that occurred there from the 15th to 17th centuries.

**Liberia:** If you go to Liberia, you will want to visit Sapou National Park. It is a protected reserve and home to several threatened species, including the pygmy hippopotamus.

**Mali:** If you say you are going to send someone to "Timbuktu," you will be sending him or her to Mali. This historic city is still an important caravan stop.

**Nigeria:** This country's diverse landscape makes it ideal for a broad range of plants and animals. Many species live nowhere else on Earth. Unfortunately, there are few national parks in Nigeria, leaving many species on the endangered list.

**Togo:** The country's name means 'house of sea' in the Ewe language.

## Offering Project

### *School Supplies for Children in Ivory Coast*

Although education in Ivory Coast has improved in recent years, there are many obstacles. Facilities are often inadequate, and the pool of teachers is small. Many children of the poorest families are not enrolled in school. You can help these families make school more accessible for their children by providing items like backpacks, notebooks and basic school supplies. The goal is to assist between 250 and 300 children throughout nine different church communities.

Every \$10 Gift  
will help one child in  
Ivory Coast have the  
needed school supplies:

Backpack  
Notebooks  
Basic school items

## Become World Christians

### *10 Important Things to Implement at Home*

1. Purchase a globe or large world map. Turn social studies homework into a missions discussion. Mark the location of missionaries on a map.
2. Try ethnic restaurants and make friends with the owners.
3. As a family, learn another language.
4. Eat beans and rice for dinner once a month and pray for the hungry around the world.
5. Choose a missionary family and write to them or Skype with them regularly.
6. Sponsor a child through ICCM. Pray for him or her and write to your child regularly.
7. Plan a family missions project you can do together in your community.
8. Sign up to receive the Free Methodist World Missions weekly prayer Hotline or the monthly Heartbeat newsletter. Pray through for the requests included in each at your family mealtime or family devotion time.
9. Check out the Free Methodist World Missions website ([fmwm.org](http://fmwm.org)) and find the Fun Fact sheets for kids ([fmwm.org/fun-fact-pages](http://fmwm.org/fun-fact-pages)).
10. Use your local library. Borrow books about countries or cultures where you have friends or special interests. Read aloud missionary biographies and stories about foreign places. An excellent biography series is Christian Heroes: Then and Now by Janet and Geoff Benge.



### Learn These Three Verses:

Psalms 22:27

Isaiah 6:8

Mark 16:15

Your child may be able to earn more points in class by learning these verses. In addition, make it a family project to search through your Bible for more "missions" verses.





# Scripture Memory and Children's Prayer Activities

Scripture memory and prayer are two important spiritual disciplines we can teach and model for the children as we learn about West Africa and what God is doing there. These two disciplines are essential for Christians around the world who lack access to personal copies of the Scriptures or who live in countries where there is great persecution.

Even though many West Africans have access to the Bible, many do not have Bibles or hold to the truths of scripture. Free Methodists in West Africa take the truths of scripture seriously. They are following Jesus as they seek to obey His commands to take the gospel to the nations, care for the sick, the widowed and the orphans, and teach God's ways to their families.

Take some time to personally meditate on some of the verses and ask the Lord how He would have the two disciplines of prayer and scripture memory be a part of your mission focus and your entire children's ministry.

## Verses for Memory

Scripture memorization is an important part of your students' understanding of God's heart. Be sure to explain the memory verse so your students understand its meaning. It is also crucial for them to know the verse is part of God's message to us. Read the verse from the Bible.

These are the suggested memory verses for Missions Alive! Choose the verse(s) for your class to learn. You may wish to make copies of the shapes on page 27 to use as memory verse reminders. Give them to each child to take home as a memorization aid. You also can enlarge the shapes on poster board, write the verses inside and display them in your room. Or, be creative and create your own memory verse reminder.

## Suggested Verses for Memory

*I heard the voice of the Lord saying, "Whom shall I send? And who will go for us?" And I said, "Here am I. Send me!" (Isaiah 6:8).*

*All the ends of the earth will remember and turn to the LORD, and all the families of the nations will bow down before him (Psalms 22:27).*

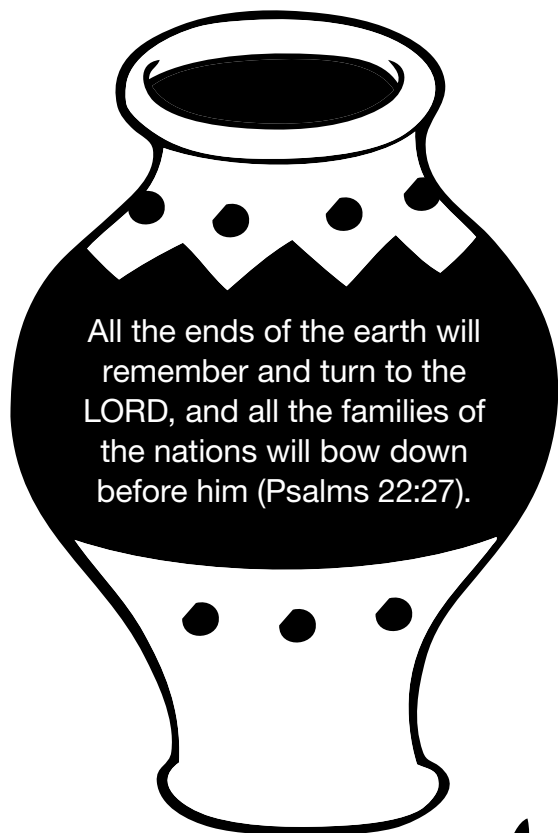
*The blind receive sight, the lame walk, those who have leprosy are cleansed, the deaf hear, the dead are raised, and the good news is proclaimed to the poor (Matthew 11:5).*

*He said to them, "Go into all the world and preach the good news to all creation" (Mark 16:15).*

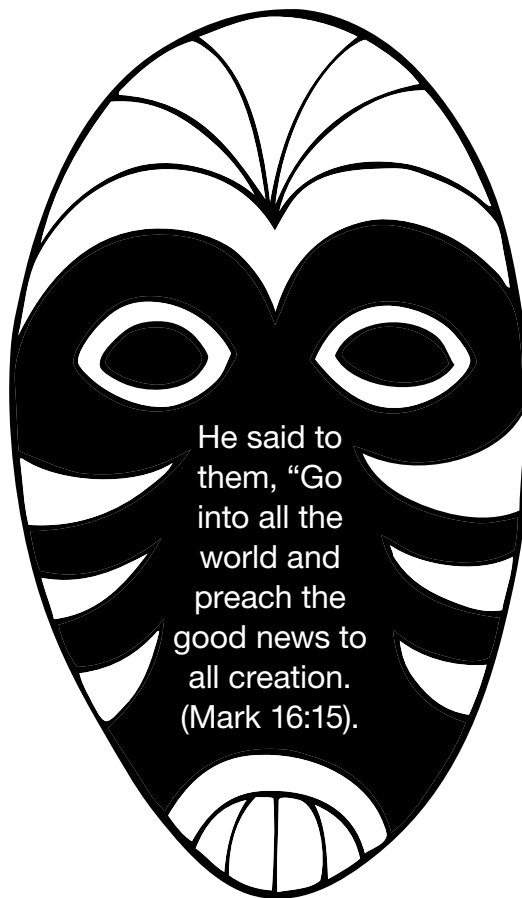
## Keys to Helping Children Memorize Scripture

- Repetition is essential.
- Have children locate the verse in their Bible and read it aloud.
- Memorize one small portion at a time.
- Explain what the verse means.
- Write it out and have them write it out.
- When possible, put the scripture to music.
- Create hand motions for the verse.

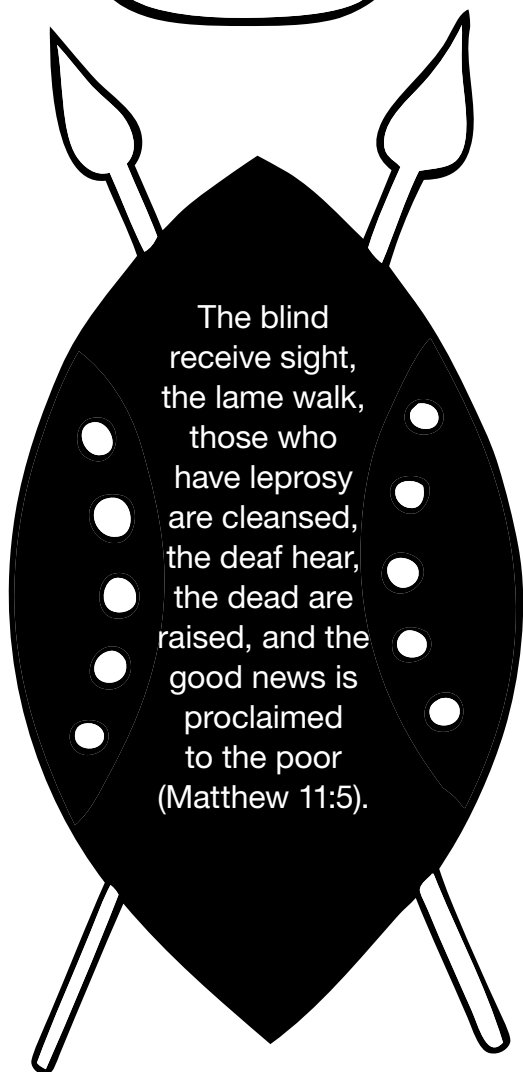




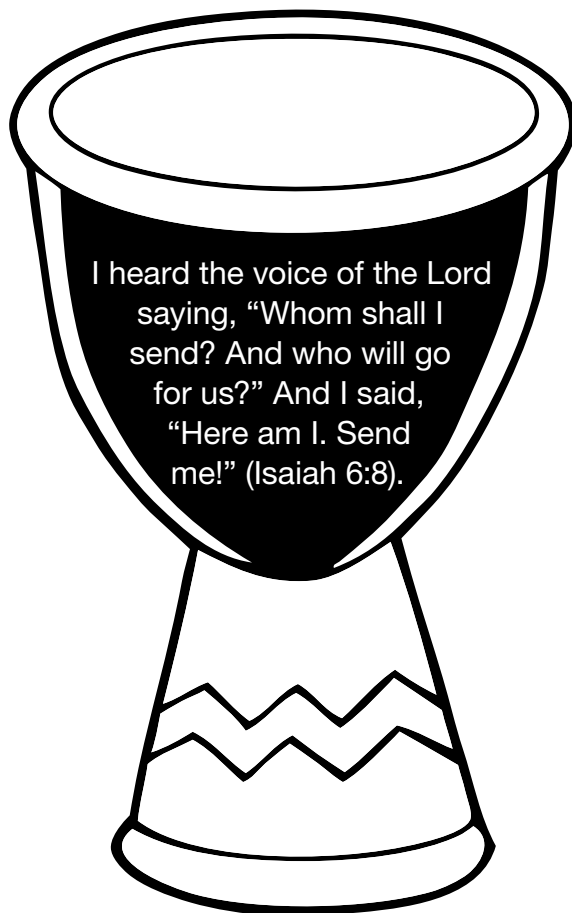
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He said to them, "Go into all the world and preach the good news to all creation. (Mark 16:15).



The blind receive sight, the lame walk, those who have leprosy are cleansed, the deaf hear, the dead are raised, and the good news is proclaimed to the poor (Matthew 11:5).



I heard the voice of the Lord saying, "Whom shall I send? And who will go for us?" And I said, "Here am I. Send me!" (Isaiah 6:8).

# Memory Verse Activities

## Scripture Art

Print your memory verse on a whiteboard or large poster board. Read the verse several times as a class. Then give each child an 11x17 sheet of white paper along with markers, crayons and colored pencils. Invite the children to draw a picture that illustrates the Bible verse. Once they have finished drawing, have them write the verse on their paper. They may take their drawings home, or you may choose to display them somewhere in your church.

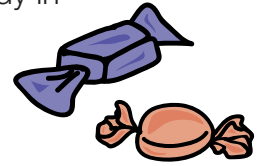
## Budding Composers

Allow children to use their creativity to create a song, rap or rhythm for the memory verse. Depending on the age of your students and the dynamics of your group, you might choose to have them work in small groups. If you have small rhythm instruments or drums available, use these to create a rhythmic pattern for the verse. You can also make rhythm sticks from simple dowel rods. Students might choose to create a rhythm using their hands and feet. Later, they could teach it to the rest of the class. Have them perform their song or rhythm for the class. For those children who are more timid, consider having them record their performance or perform it just for you.



## Musical Memory

This activity is a takeoff on a classic British party game. Put some candy in a box, enough for all the children in your group. Wrap the box with at least the same number of paper layers as there are words in your memory verse. (For example: If you are learning 1 Chronicles 16:8, you will wrap the box with 17 layers of paper.) Decorate it with a nice ribbon and bow. You also will need a CD player or some other way to play music.



Before you begin to play, explain to the children that you are studying a verse that reminds us of the joy in proclaiming Jesus to the whole world. We are not to keep the good news to ourselves. For that reason, when the game is over and the box is unwrapped, whoever removes the last layer of paper will share whatever is in the box with the entire group as a reminder that the good news of Jesus is for everyone.



Have the children come together and sit in a circle. Give the wrapped package to one of the children who will start the game, passing the box to the right when the music begins. Children will continue passing the box around the circle until the music stops. When the music stops, the child holding the box says the first word of the verse and then removes the first layer of paper. Begin the music again; the next time the music stops, the child holding the box says the second word of the verse and removes the next layer of paper. If a child misses the word, play will continue without removing a layer of paper. Continue playing

until the last word has been quoted and the box is unwrapped. Have the last child open the box and share the treat with everyone. Say the entire verse and the reference together as a group.

## Video Art

Have your class rehearse the memory verse several times. Choose a background. Videotape each child reciting the memory verse. Over the next week, combine to make one class video. You may use soft music in the background or add appropriate photos to accompany the verse. If you are unfamiliar with technology, ask a teen or young adult in your church to assist you. Once your video is completed, show it to the class or even in a worship service.

## Scripture Relay

You will need two whiteboards at a level where children can easily write on them. Be sure to have two or three good dry-erase markers for each whiteboard. Make a starting line at the end of the room opposite the whiteboards. Divide your students into two teams. When directed to “Go,” one student from each team runs to the other end and writes the first word of the memory verse. He runs back and tags the next person. The second person runs to the whiteboard and writes the second word. If a child cannot remember the word, he can ask teammates for help, but he must crawl back instead of running if he has to ask for help. The play continues until one team has finished the entire verse, including the reference. (Idea is adapted from *Creative Christian Ideas* by Ken Moser.)

## Disappearing Verse

Write the memory verse on a dry-erase board or whiteboard. Read the verse with the children. Erase one or two words and say the verse, allowing the children to provide the deleted words. Repeat until the board is completely erased.

## Gotcha Verse

Quote the verse, either leaving out keywords or changing them. Have the children yell “gotcha” when they catch the mistake. Then take time to quote the verse together correctly.



## Draw in the Blank

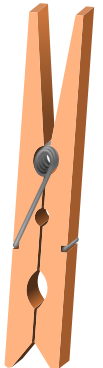
Write the verse on a dry-erase board or whiteboard, leaving out some words and leaving enough space so a simple picture can be drawn to represent each missing word. Have children suggest pictures to fill in the spaces as you review the verse together.

## Popcorn Verse

Prepare index cards ahead of time with one or two words of the memory verse on each. Mix up the cards and pass them out to the children. Write the verse on the board. Have the children come to the front of the room with their cards in order. Go through the verse by having the children say the word or words they are holding. Mix the cards and repeat.

## Speedy Clothesline Verse

Write each word from the verse on a separate piece of paper. Mix up the papers. String a clothesline and have a clothespin for each piece of paper. Time the children as they attempt to hang the words of the verse on the clothesline in the correct order.



# Memory Verse Activities

## Spider Web Verse

After reviewing the verse several times, use a ball of yarn for a memory verse drill. Say the reference of the verse and toss the ball of yarn to a child. (For younger students, sit in a circle on the floor and roll the ball.) The child who catches it must respond with the first word of the verse and toss the yarn ball back to you. Say the second word. Then toss the ball of yarn to another student who then responds with the third word. Continue tossing the ball of yarn back and forth between teacher and students until each word of the verse has been recited. Include the reference at the beginning and the end.



## Roll Ball

Purchase a soft foam globe ball from a dollar store, party store or online supplier. Have the children sit in a circle in a large area. To start, give the ball to one child who says the first word of the verse and then rolls the ball to another child across the circle. That child says the second word in the verse and rolls the ball to a different child, who says the third word of the verse. Continue like this until the entire verse is complete, including the reference. Afterward, say the entire verse together two or three times.

## Verse Matchup

Write two to three words of the verse on a verse shape. Hide the shapes around the room. Students must find the shapes and work together to put the words in the correct order. For younger students, have the verse shapes traced in order on poster board using two or three shapes, duplicating as needed. The students can match up the shapes and then see if the verse makes sense. If it doesn't, they may have to rearrange the words until it reads correctly.

## Great Websites for Bible Memory Ideas

[kidsbibleteacher.com/12-bible-memory-verse-bible-games/](https://kidsbibleteacher.com/12-bible-memory-verse-bible-games/)

[vibrantchristianliving.com/games-memorize-bible-verses/](https://vibrantchristianliving.com/games-memorize-bible-verses/)

[ministry-to-children.com/bible-memorize-games/](https://ministry-to-children.com/bible-memorize-games/)

There are also many ideas on Pinterest for helping children learn verses.

turn to the LORD

the deaf hear

Send me!

# Prayer

Make prayer time an important part of your class. Remind students that prayer is talking to God, and they should show Him respect.

## Helpful are some helpful reminders:

- Know specific global prayer needs and praises when you pray with your students. Contact your missionaries for their current prayer requests, consult the monthly prayer guide in the FMWM Heartbeat, or subscribe to the weekly Missions Hotline email. You can find links to these two publications, or you can subscribe at [fmwm.org](http://fmwm.org).
- Make and distribute prayer reminders.
- Focus your prayers on the study countries.
- Challenge students to pray for missionaries, national leaders, church people and those who have not yet heard about Jesus.

## Prayer Ideas

- Mount a map of West Africa on a bulletin board. Cut out star shapes and attach a long piece of yarn to each star. Place the stars on the board with the yarn running to each country where there is Free Methodist missions work. Have students place their hands on a country and pray aloud for its needs.
- Some students may feel uncomfortable praying out loud. To help them gain some experience, try a “call and response” prayer. Lead in prayer, keeping the phrases short so students can repeat after you. (An example: You say – “God, guide the Free Methodist team around the world.” Students repeat – “God, guide the Free Methodist team around the world.”)
- On a large world map or globe, have students locate the study countries one at a time. Have them place their hands on these areas as they pray out loud.
- Instruct students to pray for increased Christian witness in a specific city, students in a school, sick people and medical staff in a hospital, the children of missionaries and pastors in that area, or all the unsaved children in a city or nation.
- Order missionary prayer cards or posters by calling Free Methodist World Missions at (800) 342-5531. Give each student a prayer card to hold during your prayer time. Allow them to take the card home.
- Ask students to volunteer to pray for the children of the study countries who live in the refugee camps or attend one of our schools, kids’ clubs or other activities.
- Ask students to bring in news articles about countries in West Africa. Invite them to pray specifically for government leaders and other people mentioned in news reports.





# Prayer Activities for West Africa

## Key Chain Prayers

Using beads, yarn or embroidery thread, make a keychain with the colors of the flag of one of the study countries. (For example, use red, white, green and yellow for Togo, or red, white and blue for Liberia.) Have the students put the keychain on a backpack or jacket to remind them to pray for the country and for God's Word to spread.



## Orphan Prayer Tree

A couple of the stories about West Africa mention orphans. Guide your children in praying for orphans in West Africa and in their community.

**Orphan:** a child whose parents have died, are unknown or have permanently abandoned them.

Gather several large twigs, tie them together and put them in a tin can, jar or vase. Gather colorful strips of fabric or colored ribbon that will be long enough to tie around one of the twigs. As children gather, talk with them about what it means to be an orphan. Mention things that might be difficult for a child if she doesn't have parents or some loving adult to care for her – food, a home, school,

clothing, friends, cleanliness, etc. Also, talk about the feelings an orphan might have – abandonment, anger, loneliness, fear, being unlovable, etc. An orphan's life is somewhat like a barren tree. But Jesus loves and cares for orphans and sees all the beauty in each of them. He wants us, His followers, to care for them, too.

### Share these scriptures:

*"LORD, you know the hopes of the helpless. Surely you will hear their cries and comfort them. You will bring justice to the orphans and the oppressed, so mere people can no longer terrify them"* (Psalms 10:17-18, NLT).

*"Speak up for those who cannot speak for themselves; ensure justice for those being crushed"* (Proverbs 31:8, NLT).

*"No, I will not abandon you as orphans – I will come to you"* (John 14:18, NLT).

As you pray for each of these items, invite children to tie a colored piece of cloth or ribbon on the tree.

### Pray for:

- A place to live and people to care for them
- Food and clothing
- Good friends
- Education
- Comfort for the fear and anxiety they may feel
- Them to know how much Jesus loves them and sees beauty in them
- Orphans in your community
- Those caring for the orphans

Once the tree is full of color, circle it and give thanks for how God can change lives and give hope to those who were once orphaned. Give thanks for how He creates beauty in the most difficult situations.

## Painted Rocks

Paint one side of a rock with a geometrical pattern similar to what you find on Kente cloth. On the other side, write a few words to remind you of a prayer need in West Africa.

|                         |   |
|-------------------------|---|
| Set Free Movement (SFM) | Doseh Takpale                           |
| Orphans                 | Mike and Vickie Reynen                  |
| Rufus Kahn              | Wesley Missionary Institute (WMI)       |
| Clean Water             | International Child Care Schools (ICCM) |

## Prayer Backpacks

### Checklist:

- Several inexpensive backpacks (You may choose to purchase children's backpacks from SEED.)
- Items representing the study countries and missionaries – photos, coins, flags, missionary prayer cards, a puzzle map of West Africa, etc.



Fill the backpack with things representing your area of study and the missionaries there. Each week, allow different students to take the backpacks home to remind their families to pray for the countries and the missionaries.

## Prayer Bag

Take a large brown grocery bag and fill it with items from around the world (foreign stamps, an artifact from another country, foreign coins or something that might represent another culture, etc.). Add other



practical things (an empty medicine bottle, a bottle of water, a piece of fruit or a vegetable, an old boarding pass for a plane, a letter or postcard, money, etc.). Have the children come forward one at a time and pull something out of the bag. Explain where the item is from or what it represents (medicine representing doctors and nurses who help the sick,

bottle of water representing children around the world who do not have safe drinking water, etc.), and then have the child pray accordingly.

## Prayers for Light in the Darkness

(Ahead of class, prepare a scripture card for each student. See page 27.)

Give each child a battery-operated tea-light candle, which you can purchase at a dollar store. Have students sit in a circle and turn on their candles. Turn out the lights in the room. Using the lights to help them read, have the class recite John 8:12 together two or three times.



*Jesus said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life" (John 8:12).*

**Pray together, allowing students to offer prayers:**

- Thank Jesus for giving light and hope to the world.
- Thank Jesus that we never have to be afraid of losing our way when we follow Him.
- Thank Jesus that He leads us.
- Thank Jesus that we have new life in Him.
- Pray people in West Africa will know the story of Jesus, experience His love for them and follow Him.
- Pray people in West Africa will be able to step out of the darkness of following false gods and into knowing Jesus.



## Prayer Toss Game

**Checklist:**

- Inflatable globe

Have the children stand or sit in a circle. Discuss the kinds of needs you can pray about for children around the world. Toss the globe to the first child. After the child catches the globe, have him pray for

the children in one of the countries his hand or finger is touching. (This is also a great time to teach some geography.) After that child has led in prayer, let him gently toss the globe to another person. If you want to have the game move faster, have the kids quickly throw it to each other. When you yell, "Stop!" whoever has the ball prays for a country one of his hands or fingers is touching. The children's prayers need not be long, but this allows children to grow more comfortable praying aloud to God in the presence of others.

## Praying With Scripture

Use one of the memory verses in prayer. Praying scripture will help the children in their spiritual development as they learn the benefits of scripture in helping us pray. Begin by reciting the verse and praying some of the suggested prayers.

*I heard the voice of the Lord saying, "Whom shall I send? And who will go for us?" And I said, "Here am I. Send me!" (Isaiah 6:8).*

Lord, help me to hear what you are saying. You are asking who You can send and who will go for You. Lord, I am here. Send me where you want.

*All the ends of the earth will remember and turn to the LORD, and all the families of the nations will bow down before him (Psalms 22:27).*

Lord, I pray that all the ends of the earth will know You, remember You and turn to You. I pray all the families in West Africa and every nation will bow down and worship You.

*The blind receive sight, the lame walk, those who have leprosy are cleansed, the deaf hear, the dead are raised, and the good news is proclaimed to the poor (Matthew 11:5).*

Lord, I pray people in West Africa and people in my community who are blind, deaf, disabled and diseased will be healed through the power of Jesus. I pray You will even raise the dead to life, especially those who are dead in their sin. Help your followers in West Africa proclaim the good news of Jesus to the poor in their towns and communities. And I pray you will help me as your follower to proclaim the good news of Jesus to the poor and all those in need around me.

*He said to them, "Go into all the world and preach the good news to all creation" (Mark 16:15).*

Jesus, you said, "Go into all the world and preach the good news to all creation." Help me to preach the good news to those around me every day.

## Puzzle Prayers for Refugees

Purchase a children's puzzle of 12-24 pieces, depending on the size of your group. Provide a small table where children can put the puzzle together at the end. Give each child one piece of the puzzle. Ask children to quietly hold their puzzle pieces as you prompt them in several prayers for refugees. They may pray silently, or you might invite one child to voice a prayer for the group. Use the following prayer prompts:

- Look at the puzzle piece and notice the places ready to be filled in or connected. Pray for the refugees who have lost their jobs, homes, friends and even family members. Ask God to comfort the empty places in their hearts and help them know how much He loves them.
- Ask the children to connect their puzzle piece to one of the people standing next to them. Pray for the refugees who feel lost and like they don't fit in or belong. Pray for those living in refugee camps or separated from family members. Pray they will find a place to belong.



- Look at the part of the puzzle piece that is sticking outward. Pray for those reaching out to the refugees to provide food, clothing, blankets and supplies. Pray for those counseling and helping these people find healing for all the terrible hurts. Pray for those who are reaching out to tell them about Jesus. Pray they will feel connected to the people who love Jesus and love them.

- Invite the children to gather around the table and put the puzzle together. After the puzzle is complete, pray for the refugees to see the big picture and know of the plan God has for their lives, even in the middle of a difficult situation. Thank the Lord for how many are coming to know Jesus.



# Missionary Prayer Calendar

**Supplies:** calendar grid, pens or pencils, 9 x 12 construction paper, glue

**Preparation:** Photocopy one calendar (page 36) for each student. Gather as much information as you can about your church's missionary families or individuals (newsletters, blog updates, prayer cards, etc.).

Explain that missionaries need our prayers. Remind the children that the missionaries' ministry is exciting but sometimes is hard work, too. We need to ask God to help them. He will answer our prayers.

The calendar is a tool to pray daily for a different need a missionary (family) has. Have students look at the missionary information to find specific needs.

## Prayer Calendar Directions:

**1.** Have students include the Reynens, Pastor Dosseh and Pastor Rufus on their prayer calendars.

**2.** Glue the calendar grid to a piece of construction paper.

**3.** Use the information about the missionaries to write in prayer requests. Here are some general requests you can use, if needed:

- Help in growing closer to God, including regular Bible reading and prayer
- Physical strength and health
- Adjustment to a different culture
- Safety in traveling
- Good relationships with the country's church leaders

- Help with communicating – speaking or writing the language of the ministry country
  - Help through lonely times and separation from family members in their home country
  - Effective teaching, preaching and witnessing
  - Training of more leaders
- 4.** Include a prayer request for the Wesley Missionary Institute, ICCM Schools, clean water, healing for the sick, care for the orphans, etc.



# Prayer Calendar

**MONDAY**

**TUESDAY**

**WEDNESDAY**

**THURSDAY**

**FRIDAY**

**SATURDAY**

**SUNDAY**

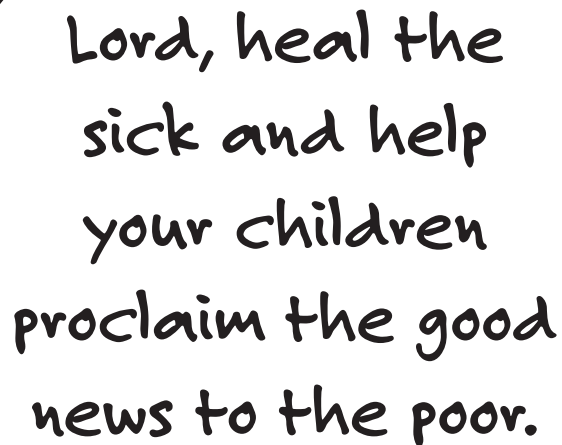


Let's  
Pray!




# Prayer Reminders


Copy these shapes. Cut them out and glue them onto cardstock. Give them to students to remind them to pray through the week for God's work around the world. Allow students to color the shapes. Make sure their name is on the back.



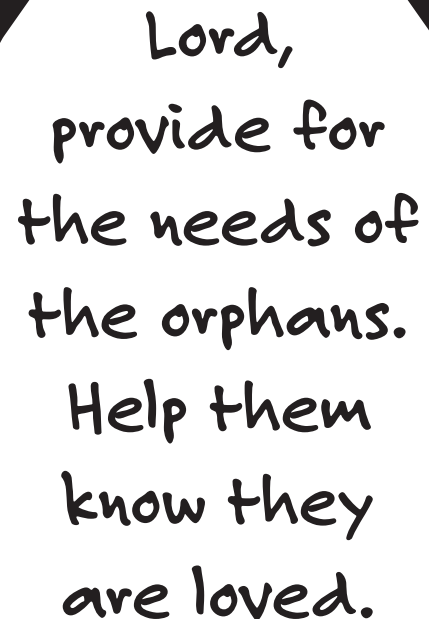
Lord, heal the  
sick and help  
your children  
proclaim the good  
news to the poor.



Bring  
the Light of Jesus into  
the hearts and  
minds of  
people in  
West Africa.



Lord, help us show  
love to those  
who have had  
to leave their  
homeland and live  
in a new place.



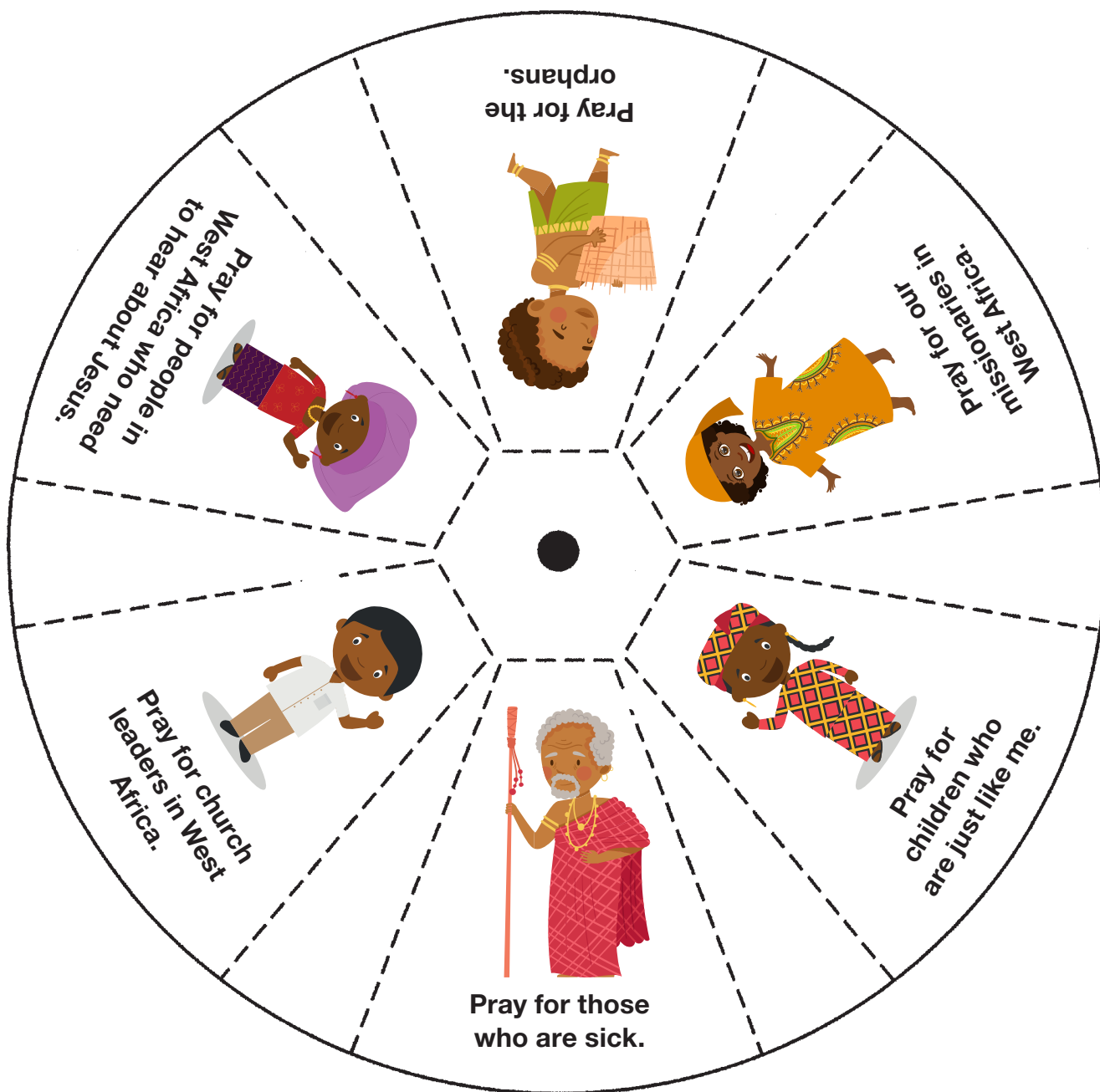
Lord,  
provide for  
the needs of  
the orphans.  
Help them  
know they  
are loved.

# Prayer Wheel

Create a large circle with a section to be cut out to reveal a prayer request.  
Also, make a mark in the center where students will place a brad so the top circle can spin to reveal the request underneath.



This is the front of the prayer wheel. Students will color and fasten it to the back of the prayer wheel with a brad.



This is the back of the prayer wheel.

Students will glue this to card stock and fasten to the front with a brad.

# Prayer Stations

You may wish to devote one whole session to prayer during your missions focus. Below are suggestions of prayer stations you may want to set up ahead of class time and then allow the children to rotate through them. These prayer stations would also be great to use as part of a missions fair.

## Play-Doh World Map Prayers

### Materials needed:

- a large world map (laminated)
- Play-Doh
- the instructions below

### Instructions:

- Choose a country.
- Take some of the Play-Doh dough and put it over the country on the map, molding and fitting it to the outline of the country.
- Pray for the people and leaders of the country.
- Pray for God to bless the country and fill people with knowledge of Jesus and His love for them.

You might want to make available some sequins, plastic jewels or small crosses for the children to stick into the Play-Doh as a symbol of the blessings they are asking God to bring to this country.

## Prayers for People Around the World

### Materials needed:

Several laminated sheets with the outline of a person on each. (This outline should be simple, like the shape of a gingerbread man. You may want to use different colors of paper. You also will need dry-erase markers.)

### Instructions:

- Write the names of people you would like to pray for inside the outline of the person – missionaries, pastors in the country, poor children, widows, persecuted people, people who need to know Jesus.
- After writing down the names, pause to pray for the people you have named.

## Prayers for Specific Countries

### Materials needed:

- a large outline of the country
- a flag of the country
- pictures of missionaries or people from this country
- other items representing the country
- markers

There are often certain countries to which we feel drawn in prayer. Perhaps your church supports a particular country, or maybe your children's ministry supports a child in a specific country. Choose a country that has special meaning for your children. You may choose to give your students some ideas of how to pray for this country. Perhaps you will want to leave this map full of prayers hanging somewhere in your children's department as a reminder to pray.

### Instructions:

- Draw or write your prayers on the country outline.
- Close your eyes and whisper a prayer again to Jesus.

## Hunger Prayer Station

### Materials needed:

- a world map (mark countries where there is famine or extreme poverty)
- a pot of uncooked rice
- a spoon
- a plate
- the instructions below

### Instructions:

- Look at the countries on the map where people are dying of hunger.
- Ask God to send people and charities to bring food to help.
- Ask God to send rain where there is no rain for food to grow.
- Ask God to show you what you can do to help.
- As you pray, put a spoonful of rice onto the plate.

## Praying for World Peace

### Materials needed:

several brightly colored zippers  
a list of countries where wars are taking place

### Instructions:

- Think about places in the world where there are wars or people groups are fighting.
- Think about people you know who are arguing or fighting.
- Pray for God to bring people together to live peacefully.
- As you pray, zip up one of the zippers as a sign of your prayer for peace.

*These prayer station ideas were adapted and used with permission from Mina Munns, BlogSpot: [flamecreativekids.blogspot.co.uk](http://flamecreativekids.blogspot.co.uk).*

# Features

**Missions Stories**

**Free Methodist  
Partner Ministries**

**Problems Faced by  
Children Around the World**

**World Religions**

The features in this section will be essential to creating interesting and engaging lessons for your children. The most significant portion is given to stories from West Africa.

There is no better way to convey God's love for the people of West Africa than through stories about the people who live there.

Tell these stories with excitement and as much imagination as possible. Use props if you would like. Rehearse ahead of time to hold the children's attention, but don't try to memorize the story word-for-word. If it helps, make an outline. As you tell the story, be enthusiastic and maintain good eye contact with the students.

Adapt these stories for your needs. Use them in children's moments on Sunday morning, adapt as dramas with simple props, or use a narrator with students acting out the characters in the stories.



## **EXPLORE ...**

Activities, ideas and questions conclude several of the stories in this section. Use these with your students if time and situation allow.



# A Real Little Drummer Boy

By Vickie Reynen

“There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone, it is the same God at work” (1 Corinthians 12:4-6).

There is a song that we often hear and sing around Christmas time, called Little Drummer Boy. Let's listen to it, and then I have some questions to ask you about it. (Listen to or watch a video of the song “Little Drummer Boy.” Here is a suggested link: [youtube.com/watch?v=PV9kimjBIys](https://www.youtube.com/watch?v=PV9kimjBIys).)

Now, while this did not really happen, we can learn some things from this song:

*What gift did the little boy have for Jesus?*

Playing his drum

*And how did he use that gift?*

To honor Jesus!

*When you see people leading worship, singing, playing guitar or keyboard, do you ever think about why they're doing that?*

They're doing it because God has given them a gift, and they want to use it to honor Him.

Today we want to learn about another “drummer” boy, who is also using his gift to honor the Lord:

([watch videos about Aaron](#))

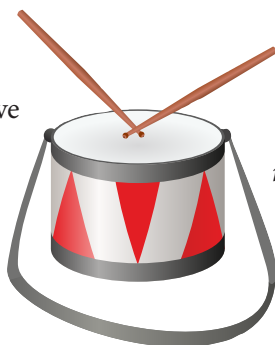
Aaron lives in Douala, Cameroon. He has five siblings, and he is the third born in his family. He has grown up in the church and is very committed to the Lord.

During a time when there wasn't anyone playing the drums, Aaron became very interested in learning how to play so he could assist the church band in leading worship.

Aaron has become somewhat of an “evangelist” in the church – using flyers and brochures to invite other children his age to come to church.

Aaron shares:

*In evangelizing others, I simply ask them to attend our church; I also get the church tracts and share them with others. I ask my friends to come to see how God is using me in playing drums. God uses my gift of drums to minister into the hearts of others, especially during worship and praise. People who visit our church for the first time sometimes take a photo of me when I'm playing the drums. The pastor also takes me to different churches*



*during crusades and revival programs. I want to thank God for making this possible. My growing up in the church has shaped my prayer, Bible study and academic life. I'm among the well-behaved pupils in my school. By the grace of God, I will be entering secondary school this year because I passed all my exams. God helped me. In each session, I prayed before writing.*

Aaron is using his gift of playing the drums to honor the Lord. In addition to evangelizing other children his age, he also encourages them to learn how to play drums so they, too, can honor the Lord with their gifts.



## EXPLORE ...

Read and talk about these passages of Scripture: Romans 12:4-8, 1 Corinthians 12:4, Luke 21:1-4

Have students name some of the gifts they have been given and can use to honor Jesus. If some students are having a difficult time, use this opportunity to affirm the gifts you or some of the other students see they have. Help the students understand that a gift may not always be a “talent,” something they have learned to do, like playing the drum. Aaron, the boy in the story, was friendly and able to share Jesus with his friends. It may be some students are kind and good listeners. It would come naturally to them to say a prayer with a friend in need.

After students have identified a gift God has given them, encourage them to identify and name at least one way to use their gift this week. You may want to keep a list of these things and follow up next week.



# Will You Cook for Jesus?

*By Vickie Reynen*

*“In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature of God, did not consider equality with God something to be used to His own advantage; rather, He made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, He humbled himself by becoming obedient to death – even death on a cross!” (Philippians 2:5-8).*

Meet Sekala and his wife, Laure. They are from Ivory Coast, West Africa. Sekala and Laure are members of the Free Methodist Church in Guiglo, Ivory Coast. They were married in 2018 when they were both students; Sekala was studying at the local university, and his wife was doing her internship as a nurse. At that time, Sekala and Laure were praying together, asking God to make way for them to attend a Bible college so Sekala could train to become a pastor. When they learned about the Wesley Missionary Institute and both were offered the chance to be trained there, they sensed it was in God’s will for them to go. They arrived at the institute in January 2021 as part of the first class of students to be trained as missionaries.

Sekala knew there were many things to learn about the Bible and how to be an effective missionary. And he was willing to learn! What he didn’t know was that part of his learning would include cooking!

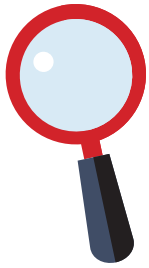
You see, in Ivory Coast, men don’t cook meals. They don’t “work” in the kitchen. It is not their culture! Sekala had never tried cooking a meal. When he was young, his mother or sisters prepared his meals. Then, when he married, his wife did the cooking. But at the institute, Sekala and the other students are learning they need to be willing to do things they’ve never done

before to be true servants of Jesus and others.

Students at the Missionary Institute are divided into teams, and for one week, each team either cooks, cleans up or prays. Then they rotate or take turns. Sekala and his wife are not on the same team, so when it was his team’s turn to cook, Sekala had to learn from his other team members what he needed to do. He not only helped prepare the meal but also served the meal to the other team members, including his wife! According to his tradition, that would never happen. Sekala wouldn’t be in the kitchen preparing or serving meals. But both Sekala and Laure are learning Jesus transforms every part of our lives, including how we think about our “cultural” traditions. They understand that many times, Jesus asks us to do things we are not used to doing in order to serve others.

This is not just a lesson for those who want to become missionaries. It is also for anyone who wants to be used by Jesus!

In addition to learning to cook, Sekala and his wife are trying new foods and learning new languages. They see the importance of being willing to think differently. When they go back to Ivory Coast, they will not live among their tribe but work in other tribes sharing the gospel and winning others to Christ.



## EXPLORE ...

Identify things in our culture that are still “typically” gender-specific or “age” specific (young/old) regarding life in the home. Or have students tell something they see their dad or mom doing on occasion that the other parent usually does.

**Make a list of things the children have never done that they’re willing to do or try this week:**

- A chore they don’t like or have never done
- Something in their neighborhood they have not done (meet a new neighbor, speak kindly to someone, be friendly to someone at the bus stop, give money to someone who has a need)
- Try a food they have never tried before, even though they think they won’t like it
- Talk with a student who is not a part of their friend group – maybe someone new to the school or someone different from them

Encourage them to keep in mind that the Lord sometimes asks us to do strange or challenging things. Have them report back next week on what they did.





# Connecting the Dots

By Vickie Reynen

“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” (1 Corinthians 3:6-8).

Connecting the Dots to the FMC in Guinea Bissau.....



Meet Missionary Cindi Angelo.  
Cindi and her husband, Eduardo, are international missionaries. They come from Brazil but have been serving as missionaries in Portugal for many years.

In the year 2000, long before any of you were born, Cindi traveled to Guinea Bissau ...



and met this young man ...



Rito Mande.

Cindi recognized that Rito was a devoted follower of Christ and encouraged him in his faith and studies. ...



Rito traveled to receive pastoral training in Togo. ...

In Togo, he met this guy ...



... the Rev. Dosseh Takpale, superintendent of the Free Methodist Church. ...

Eventually, these connections led to Pastor Rito returning home. ...

Back in Guinea Bissau, Rito established a Free Methodist church (FMC) ... and established the FMC in Guinea Bissau. ...



Pastor Rito began by reaching out to children. ...

Then Rito reached their families. Over time they built a school ...



... and a church building. ...



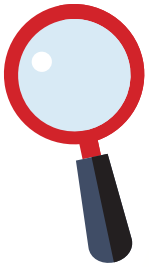
Pastor Rito hopes even more connections will be made, leading to other Free Methodist churches being planted in other cities and villages in Guinea Bissau.

Pray for Pastor Rito ... as he continues to serve the people of Guinea Bissau ...



... so they can connect with God!

## EXPLORE ...



Have the class recite together the scripture verse for this lesson:

*"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" (1 Corinthians 3:6-8).*

Who planted the seed in Guinea Bissau?

Who watered the seed in Guinea Bissau?

*Teachers may want to use an object lesson as the group talks about this story. Bring a container for planting, some soil, a couple of bean seeds and a watering can. You may also want gloves of some kind.*

- Have one student come forward and plant the bean seeds in the container.
- Have another child come forward and give the seeds some water.
- Who will make the seed grow?
- **Talk about ways we can plant seeds of the good news of Jesus and how we can water the seeds.**





# Growing the Guinea Church

By Vickie Reynen

“Command and teach these things. Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity. Until I come, devote yourself to the public reading of Scripture, to preaching and to teaching” (1 Timothy 4:11-13).



It was almost 10 years ago that the Free Methodist Church began to work in Guinea. Today our leader in Guinea is Gabriel Lamah, a medical doctor and pastor. Gabriel has a great-big smile. His smile is extra big when he talks about Jesus. He says, “Jesus is good, and He is doing marvelous work in Guinea!”

Gabriel is coordinating the church-planting work being done in Conakry and the Forest Region. Church planters go to places where most people are not Christians. They find a small group of people interested in knowing more about Jesus, and they begin to share with them. Often the “church” begins by meeting in a home. Gabriel has been leading the efforts to plant churches in Guinea for the past four years. All along, he has kept a careful eye on the **testimony** of our work, knowing it is vital to the reception of our message – the good news of what Jesus has done.

Gabriel says:

*When I began, we had a problem in Conakry, which was where we would worship. We went to Coyah. There we found an available house belonging to a man from another faith. When we started to hold services there, we did not use instruments. This was out of consideration for the landlord. We were a little uncertain whether instruments would be welcome. Then later, we felt the Lord wanted us to use instruments, so we did. After a*



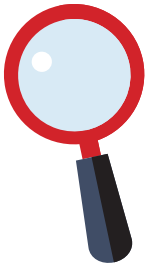
*month, the man came to us and said that our presence was a blessing! His acceptance was a big surprise. My children go to help the owner of the house if there is work to be done. It is all part of our **testimony** as a church.*

Another part of our **testimony** and the development of the church includes focusing on Bible reading. Pastor Gabriel is working hard to get good Bible-reading programs established, especially among the youth. He shares,

It is impossible to have a triumphant and healthy faith without knowing the Lord Jesus Christ. And this faith comes from what we hear and how we accept the Word of Christ. We want to bear witness to what God is doing in the lives of young people in the Free Methodist Church of Coyah.

Gabriel helps us understand two important things about our **testimony**. One is that our understanding of and faith in Jesus Christ comes from our understanding of God’s Word. To share our faith in Jesus Christ, we need to know and follow God’s Word. The other meaningful way we give **testimony** of Christ is in the way we live and the concern we show for other people. Gabriel is excited about Jesus and how the youth in Guinea give a wonderful **testimony** of Jesus!

## EXPLORE ...



**Help the students explore the idea of a Christian's testimony.** When you give a testimony, you tell what you know, what you saw or what you have experienced.

- One way to share a testimony about Jesus is by telling people what we know to be true about Jesus from what we have learned from God's Word – the Bible.

*"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth" (2 Timothy 2:15).*

- We can also give a testimony about Jesus by sharing how Jesus has changed our life or how He has helped us in some way.

*Example: The story of Zacchaeus (Luke 19:1-10)*

- A third way we can give a testimony about Jesus is by how we live and treat other people.

*"By this everyone will know that you are my disciples, if you love one another" (John 13:35).*

Have a teacher, or another member of your church, prepared to share their testimony.

**Invite children to think of how they can share their testimony.** Use page 49 to help them. Students can write or draw the answers to the questions. You may need to assist students in coming up with answers, especially for the first question. (God sent His Son Jesus into the world; Jesus died on the cross to forgive our sins; Jesus rose from the dead; He is coming back someday to take all who believe in Him to be with Him in heaven forever.)



# SHARING MY TESTIMONY

What are three things I know to be true  
about Jesus because the Bible tells me?

1. ....
2. ....
3. ....

Name one way Jesus has changed your life  
or helped you in some way.

Think of someone you know who doesn't know  
Jesus. How can you show kindness and love to  
that person?

# Unexpected Opportunity

By Gabriel Lamah

“Jesus went throughout Galilee, teaching in their synagogues, proclaiming the good news of the kingdom, and healing every disease and sickness among the people” (Matthew 4:23).

Unexpected opportunities are what we found one Saturday in early August. We went to visit the family of Jean Simbiano in the village of Pobengou, Guinea. Jean is an active member of the Free Methodist Church of Bendoubengou. After giving birth, Jean’s wife passed away, leaving behind a baby.

When we arrived at the village mid-afternoon, we found Jean was not yet back from the fields. So, we decided to visit others in the village. The Lord Jesus brought us to the family of Emmanuel Ouamouno. After greeting him in French, which Emmanuel did not understand, he continued splitting the wood he was preparing to sell in town. We took seats on a bench near where Emmanuel was working. After 20 to 30 minutes, a young girl named Dadié passed by, and we invited her to chat a bit. Then, another young, sickly girl came and took a seat beside us.

With the help of the young Dadié as our interpreter, we presented the good news of Jesus to Emmanuel and his family. Emmanuel, his wife, the young girl and Dadié all agreed to confess Jesus Christ as their Lord and Savior.

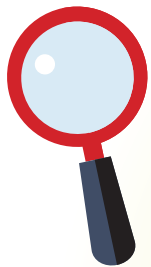
After a prayer of confession and thanks, Emmanuel

explained that the sick girl was his daughter. The mother asked her daughter to show us her injury. To our surprise, she showed us a very festering sore on her stomach.

Immediately, I remembered a similar visit and a discussion with the Rev. Dosseh Takpale. We had talked about meeting the needs of the suffering. Faced with this situation, I knew the Lord put it on my heart to act.

I was prompted to go quickly to the city to look for medicine and health care supplies. After the first-aid treatment, there was great joy in Emmanuel’s family. This compassion encouraged him to bring us to the home of his father-in-law. After Emmanuel’s testimony to his father-in-law, we helped his father-in-law understand it is Jesus Who is good. The entire household of the father-in-law and some neighbors, 14 people in all, accepted Jesus as their Lord and Savior. Today, this church is now led by Sister Tewa Margueritte Bongono and has more than 29 active members.

May God’s love continue to reach the heart of everyone bringing salvation to his or her soul!



## EXPLORE ...

Help the Children identify some of the needs of the people in this story. Read Matthew 4:23. What things did Gabriel do that were like what Jesus did?

- He came to visit the man who was grieving.
- He shared the good news about Jesus.
- He helped the sick girl by getting medicine and supplies for her sore.

Review information about the problem of sickness on page 76. Identify those in your community who may be sick:

- Elderly in nursing homes or who can’t leave their homes
- Homeless people
- Those in hospitals
- People quarantined with COVID-19

**Plan a way for your student to take action in caring for the sick in your community.**

Perhaps you want to create cards or gifts for those in hospitals or nursing homes, collect first-aid supplies and medicines for a homeless shelter, or make care packages for people quarantined with COVID or another illness.



# Called to

# GO AND TELL!

By Vickie Reynen

“But you will receive power when the Holy Spirit comes on you;  
and you will be my witnesses in Jerusalem, and in all Judea and Samaria,  
and to the ends of the earth” (Acts 1:8).

His journey with Jesus began many years ago in his homeland of Liberia. From the moment Rufus B. Kahn said “yes” to Jesus, he knew his life was Jesus’ to lead and direct. God took time to grow this faithful young man and to prepare him for the kingdom work He wanted him to do in the future.

Part of Rufus’ preparation was to be an Army chaplain for a brief period. Another part was to have him grow in wisdom and knowledge of the Lord by taking many Bible classes through local missionaries while serving under a lead pastor at a church. At the same time, Rufus was also starting to earn a degree through the Wesleyan Bible College in Liberia. God was preparing him in many ways!

Then, in May 2010, Rufus was ordained and appointed the national leader of the FMWM Church in Liberia! Now he was leading and directing the men and women who were the pastors of God’s church in Liberia. Although Rufus didn’t feel prepared to do this, God knew he was. But God had more in store for the Rev. Rufus.

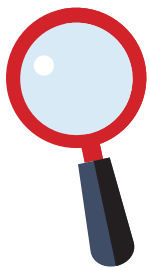
In 2019, Rev. Rufus was elected superintendent of the FMWMC-Liberia! This humble man, filled with a

great love for the Lord, was helping to mold the future leaders of God’s church. But God still had more for Rev. Rufus to do.

About three years earlier, God planted a desire in Rev. Rufus’ heart to tell people in other countries, not just his own, about Jesus. God was calling him to be an international missionary in addition to leading the Liberia church! And when God said, “Go!” Rev. Rufus said, “Yes, Lord!”

God directed Rev. Rufus to take the gospel of Jesus into countries near Liberia – Sierra Leone and Gambia. He has made several trips into Sierra Leone to do just that. God directed him to a man of peace, Pastor Mbawa. Rev. Rufus began encouraging him to make disciples as Jesus commanded by teaching small groups of pastors and future pastors. The work in Sierra Leone continues as Rev. Rufus faithfully follows God’s call to “Go.” Plans are being made to take the gospel into Gambia in the future as God opens the way.

When we say “yes” to Jesus, we never know all the plans God has for us in the future. As we faithfully follow Jesus just like Rev. Rufus did and continues to do, our Lord will lead us one step at a time.



## EXPLORE ...

Read Acts 1:8 and use one of the scripture memory games on pages 28-30 to help the students memorize this verse.

(You may wish to purchase this song by SEED Family Worship to teach the verse: [worshiphousekids.com/kids-worship-song-tracks/104656/power-acts-18-esv](http://worshiphousekids.com/kids-worship-song-tracks/104656/power-acts-18-esv).)

**What is a missionary? What is a witness?** A witness can give evidence or personal knowledge about something. Are all followers of Jesus called to be witnesses and missionaries? Do you have to go to another country to be a missionary? Are there people in your neighborhood who need to know Jesus? Who is going to tell them? Are there people all over the United States who need to know Jesus? Who is going to tell them? Are there people in every nation of the world who need to know Jesus? Who is going to tell them? Could God call you to go and tell? Can you be a missionary and a witness for Jesus?

Here is a simple video, “What Is a Missionary?” that may be helpful for this lesson: [youtube.com/watch?v=39lrSauAnF4](https://www.youtube.com/watch?v=39lrSauAnF4).



# Lives Changing in Mali

By Mike Reynen

“Therefore, if anyone is in Christ, the new creation has come:  
The old has gone, the new is here!” (2 Corinthians 5:17).

Several years ago, the Free Methodist Church began looking for opportunities to start churches in Mali. This was no easy task because many people in Mali have another religious background (see pages --- about World Religions). It took a few years, but eventually, we discovered Debora, a businesswoman from Togo serving as a pastor in Bamako, the capital city. About two years ago, the church plant she started in her home joined us in our efforts to share the gospel in Mali. Pastor Debora's house church became the first Free Methodist church in Mali.

Pastor Debora recently told me the stories of two women in the church. She has been working with both. One of them, Lydia, had been a woman with many unhealthy relationships. She had moved around, living in several places. When she came to Bamako, Lydia met a man who attended Debora's church. He brought Lydia to the church. This was not a simple thing; she did not want to come to church, but Jesus met her there. Pastor Debora and another visiting pastor prayed, asking God to deliver Lydia. Praise the Lord, she was set free. A new sense of freedom and acceptance led her to surrender her life to Christ. Lydia is now doing ministry in the church. Her “yes” to Jesus has genuinely become an abandoning of her old life.

In many African cultures, it is customary in a traditional marriage for a man to pay a dowry (a bride price – often animals) for his bride. As things progressed in Lydia's life, the man who brought her to church paid the dowry for her. They were married last year.

The second woman in Debora's church had a personal business history of selling alcohol in bars and anywhere else she found buyers. This woman came to Debora's church and heard the gospel. She gave her life to Christ, and big changes started to happen. She decided to stop selling alcohol. Then, through her new involvement in the church, she, too, met a man in the church. Their relationship developed, and now they plan to be married. Debora and the church celebrate how the Lord brings about these life transformations.

Debora's telling of these two recent stories brought a third to mind, her own. She hasn't always been known as Debora. She used to be Rose. She did not have a bad life, but then again, she did not have real life. It was when she moved to Mali that she first attended a Protestant church. There she found her own life changed when she gave her life to Christ. She found a life she hadn't realized was missing.

Celebrate with us the life changes taking place in Mali!



## EXPLORE ...

Before class, reread the story of Paul's conversion so you can easily retell the story to the students (Acts 9:1-22).

What was different about Paul from the beginning of the story until the end of the story?

**Use this object lesson to talk about how Paul's encounter with Jesus (the blinding light on the road to Damascus) made him new.**

You will need a plain-white 8.5x11-piece of paper, an 8.5x11-piece of yellow cellophane and a yellow highlighter. Ask the children to call out some words that describe Paul before he met Jesus. Use a yellow highlighter to write the words on the white sheet of paper. After several words are on the paper, cover the white piece of paper with the yellow cellophane. Once Paul met Jesus, he was no longer the same man. The old things, characteristics and actions were gone. His life was filled with the light and presence of Jesus. He had become new.

# Promise Knows God Keeps His Promises!

By Vickie Reynen

“But you, God, see the trouble of the afflicted; you consider their grief and take it in hand. The victims commit themselves to you; you are the helper of the fatherless” (Psalms 10:14).

How many verses do you think there are in the Bible that talk about orphans?

Fourteen?

Five?

Twenty-seven?

Eight?

There are 27 verses that specifically say something about orphans; they teach us what God thinks about them or how we should care for them. Some even tell us what will happen if we mistreat orphans! God loves everyone, but it does seem at times that He has a special place in His heart for the orphan.

The Bible says He is a father to the orphans. All people understand what a good father should be, even if their father wasn't ideal. God presents Himself as a Father – someone Who loves, cherishes, protects and values His children. Let's read these verses that talk about the orphans:

- “A father to the fatherless, a defender of widows, is God in his holy dwelling” (Psalms 68:5).
- “You, LORD, hear the desire of the afflicted; you encourage them, and you listen to their cry, defending the fatherless and the oppressed, so that mere earthly mortals will never again strike terror” (Psalms 10:17–18).
- “The LORD watches over the foreigner and sustains the fatherless and the widow, but he frustrates the ways of the wicked” (Psalms 146:9).
- “But you, God, see the trouble of the afflicted; you consider their grief and take it in hand. The victims commit themselves to you; you are the helper of the fatherless” (Psalms 10:14).

Our story today is about a girl – she's a teenager now – but she is an orphan, and she knows the Lord specially cares for her because she's fatherless.

The girl's name is Promise. Promise knows God keeps His promises!

Let's listen to her testimony. ([You may listen to Promise tell her story.](#))

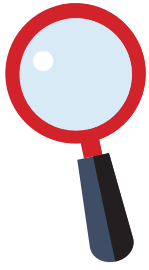
When Promise Chioma was only 8-years-old, her parents died. First, her mother died during childbirth. The baby also died. A few months later, her father passed away, leaving Promise and her younger brother, Samuel, as orphans. They were stranded and alone. A family friend took them in until Promise's aunt, who lived in another state (Enugu), could travel to pick them up and bring them to Enugu. But the aunt didn't let them live with her. Instead, she gave them away to two different families, and they became house help, doing chores around the house and caring for other children in the home. Since that time, Promise has not seen her brother and is unsure even today where he is.

Promise worked for the same family for many years. They didn't pay her for the work she did, but they sent her to school, and last year, she finished high school. However, the family she was working for suddenly moved, and once again, Promise, at age 16, was left alone.

Promise remembers that when she was little, her parents were teaching her about Jesus. When she was 15, she gave her life to Christ, but her faith in God was not strong at times. Last year, Promise began attending the Free Methodist Church in Enugu, where the Rev. Mathias Emenike and his wife, the Rev. Nse, serve. Since attending the church, Promise's faith in Christ has been renewed, and she is actively worshiping and serving Him.

When Promise found herself alone again, she reached out to Mathias and Nse, and they readily welcomed her into their family. Promise recognizes God's leading in her life and knows **ALL** His promises to her and other orphans are **Yes** and **Amen!** She is not only a member of the pastor's family but also a member of the family of God, and she has inner joy and peace, knowing God will protect her and provide for her. She has found her home is with Jesus and the family of God.

Promise isn't quite sure what she'll do next; Mathias and Nse are helping her decide if she should study to become a nurse, but we believe wherever God leads her, Promise is eager to serve Him out of love for all He has done for her.



## EXPLORE ...

Ahead of class time, contact your local foster-care agency and determine how many children in your county are currently part of the foster-care system. Ask what ways your group might express love by providing for some of these children. As you have your discussion, be sensitive to any foster-care children who may be in your group.

**Orphans** are children who have no parents to care for them.

Have students name all the important things parents do for their children – including the important fact of giving them love. Ask students how they know their parents love them.

**Have the group think about some children in your community who might need to be reminded they are loved.** How can you let them know they are loved by God and by you?

- Children who are sick in the hospital
- Children who can no longer live with their parents
- Children who have no longer have parents

**Plan a simple project** to encourage hospitalized children or children who may be new to foster care. Collect items to provide simple care packages. If the agency you are donating to allows it, have children make and include cards.

Here are some suggestions:

- Hospital care package – small stuffed animal, card game, coloring or puzzle book, crayons or colored pencils, socks
- Backpacks for foster children – pajamas, a soft fuzzy blanket, clothing, socks, underwear, toothbrush and toothpaste, small stuffed animal
- Toys and games for the visitation room at the foster care agency





# A Miracle for **Miracle**

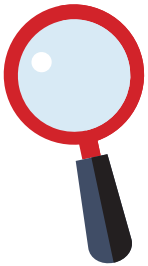
By Vickie Reynen

“Praise the LORD, my soul, and forget not all his benefits – who forgives all your sins and heals all your diseases ...” (Psalms 103:2-3).

To listen to the testimony of Miracle, another young girl from Nigeria, [find link here](#). Here is the transcript of Miracle’s story.

*My name is Miracle Nnodim. I am 7 years old. I am from Imo state, but I live with my parents in Enugu state. I worship God in Free Methodist Church. In Free Methodist Church, we have children’s church, and that is where I worship. In the children’s church, we have many teachers, and they teach us well. They taught me about Jesus, and I received Him as my Lord and Savior. I love Jesus, and I always tell my friends about Jesus. I tell them they should always obey their parents when they*

*send them on errands, and not dance or listen to bad worldly music. I tell them to love Jesus, and I do invite them to church. I like always to share the Word of God with them. I tell them also of what Jesus does for me. Jesus heals me; He makes me and my family go out and come home without problems; He also provides for my family. I always remember when I was 4-years-old how my mother was rubbing something on my body because I had measles, but Jesus healed me. He also healed my father when he was very sick. Even my grandmother was healed by God when she could not be cured in the hospital.*



## EXPLORE ...

The Merriam-Webster Dictionary defines a **miracle** as “an unusual or wonderful event that is believed to be caused by the power of God.” Miracle, the girl in the story,

told of how God healed her when she was 4 years old and how her father was healed when he was very sick.

Many Bible stories tell us of unusual events caused by the power of God. Many are about physical healing, but there are other miracles, too. Make a list of as many miracles from the Bible as you can.

- Crossing the Red Sea
- Daniel and the lion’s den
- Balam and the talking donkey
- Shadrach, Meshach and Abednego in the fiery furnace
- Naaman, the soldier healed of leprosy
- Feeding the 5,000
- Healing – the man with the shriveled hand, 10 lepers, blind man, Jairus’ daughter, etc.
- Calming the wind and water
- Raising Lazarus from the dead

**Do miracles still happen today?** Does God still heal people today?

*(Allow children to share stories of miracles*

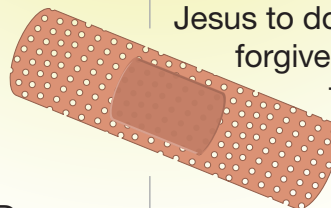
*and healings or invite someone from your congregation to share a story of how God worked a miracle in his or her life.)*

Miracles happen around us every day. People in hospitals across America are healed through medicines, surgeries and other medical treatments. These things happen because of the power of God; He has given knowledge to men and women to develop the medicines and treatments that allow healing to take place. Let’s remember to give God the praise!

Prepare a poster board with the verse from this lesson – “Praise the LORD, my soul, and forget not all his benefits – who forgives all your sins and heals all your diseases ...” (Psalms 103:2-3).

Give each student a Band-Aid and marker. Have them write on the Band-Aid the name of someone they know who needs Jesus to do a miracle in their life – healing,

forgiveness, etc. Then have them peel the paper tabs off the Band-Aid and stick it to the poster board. As a group, pray for each name on the board. Keep this poster in a visible location where you will be reminded to pray in the coming weeks.



# Unusual Advice From a Witch Doctor!

By the Rev. Rufus Kahn

“Jesus turned and saw her. ‘Take heart, daughter,’ he said, ‘your faith has healed you.’ And the woman was healed at that moment” (Matthew 9:22).

You may remember a story in the Bible about a woman who had suffered for 12 years from a certain kind of bleeding. She had visited many doctors and “healers” trying to be healed, but no one and nothing could help. Then she began hearing things about Jesus. She was in a crowd following Him and knew if she could touch the hem of His robe, she would be healed. **AND SHE WAS!** She was immediately healed!

We may think stories like that only happened in the past — in the times of Jesus. But we’re going to hear a story about another woman who was healed after many years of sickness!

Sadia\* is from a Muslim family. She is married to a Muslim man, and together they have four daughters.

For years, Sadia had been very sick and suffering from an unknown illness. Being Muslim, she often went to the mosque for prayers and yet could not be healed. Since she did not see any results from the prayers of the Muslim imams (pastors), she also began to visit witch doctors in hopes something would change. Unfortunately, nothing changed. She continued to suffer from this illness.

Sadia lives in a small community in Tonga, Sierra Leone, close to the home of one of our Free Methodist pastors, James Stevens, and his family (pictured above). Pastor James had been hearing about Sadia’s illness from neighbors. Often Sadia would pass through Pastor James’ yard when she was going to her place, and one day he saw her as she passed. He noticed how bad her condition was. Something inside urged him to tell her that only Jesus could heal her. Though he was a bit reluctant at first, he shared his thoughts with her and invited her to come for prayers.

Sadia refused! She insisted that she, as a Muslim, could never come to the church for prayers. She rejected the pastor’s offer.

The sickness continued, and Sadia continued to suffer. The illness was bad, and she was becoming



weaker; she even cut her hair, hoping it would help. She kept going from one mosque to another, and from one witch doctor to another, looking for some relief from her illness.

During a visit to yet another witch doctor, she received astonishing advice.

The witch doctor told her to go for prayers at the church. He told her the only way she would be healed was if she went for prayers.

What? She had *never* heard anything like this from a witch doctor before.

She remembered Pastor James inviting her to the church for prayers. She remembered he offered to pray for her for healing in Jesus’ name.

How could she now refuse to go?

Sadia finally went to the church to meet with Pastor James. When the pastor prayed for her, like the woman who touched the hem of Jesus’ robe, Sadia was **HEALED INSTANTLY!**

Right then, right there, she gave her life to Jesus! He had healed her, and she wanted to follow Him.

She then brought her children to the church, and they, too, became followers of Jesus.

Sadia’s husband, a devout Muslim, was not happy about the decision Sadia and her daughters made to follow Jesus. He became angry with them and warned them not to attend church. But Sadia and the girls wanted to continue following Jesus and attending church, so when they did, they were careful, so her husband didn’t find out.

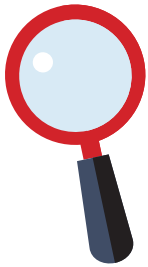
Would you pray with Sadia and her daughters that God would touch her husband’s heart so he will want to follow Jesus, too, and that he’ll freely allow his family to attend church?

And will you pray for the witch doctor, that **HE WOULD TAKE HIS OWN ADVICE** and go to the church for prayers and come to know Jesus?





## EXPLORE ...



Understanding some things from the story:

**What is a witch doctor?** A witch doctor is someone believed to work magic to heal sick people.

**What is a Muslim?** (See World Religions on pages 77-78.) Muslims have “five pillars” of faith, which are duties they must do to please God. They believe Allah will decide if all the things they have done are good enough, and they will be allowed to live in paradise at the end of their life.

**What is a mosque?** The mosque is the building where Muslims go to worship and pray.

Neither the witch doctor nor Sadia’s prayers at the mosque brought healing. But when Pastor James prayed in the name of Jesus, Sadia was healed. She recognized the one true God and Savior of the world. She was not only healed but also found forgiveness through Jesus. Jesus freely offers us forgiveness and healing; we don’t have to “do” something to earn it. It is not magic. It is a gift from God. All we have to do is believe in Him and accept the gift of forgiveness He offers us.

Take time to invite the children to accept the gift of forgiveness Jesus offers.

**A > Admit** they have sinned (Romans 3:23)

**B > Believe** Jesus is the Son of God Who died on the cross and rose again (John 3:16, Romans 5:8)

**C > Choose** to accept Jesus’ gift of forgiveness and follow Him (Romans 10:9)

Invite children to pray a prayer accepting Jesus as their Savior. You may also invite them to pray for Sadia’s husband, for the witch doctor in her village, and for their family or friends who need to know Jesus’ forgiveness.



# Chickens and the **Great Commission**

*From the Women's Ministry in Togo*

“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age”  
(Matthew 20:19-20).

In 2021, just last year, a new “school” was open in Lome, Togo. This isn’t a school where children go for an education. It’s a school for Africans who are planning to be missionaries! The name of the school is the Wesley Missionary Institute, and it has one focus – training people how to be good cross-cultural missionaries.

The students at this school are all Free Methodist adults who have sensed God is calling them to be missionaries to other cultures. There are 11 students from six different African countries. They will study at this school for one and a half years. Their goal will be to travel to a different culture in Africa and begin planting new churches and teaching others about Jesus.

Now, they have chickens to help them.

Well, the chickens won’t be helping them tell others about Jesus, but chickens can help them accomplish what God has called them to do. Can you imagine or guess how? (Allow children to guess.)

There are at least three ways the chickens are helping missionaries.

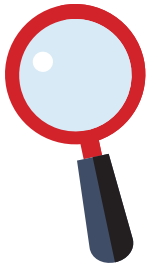
- They help the missionaries develop skills in raising chickens as a business. Sometimes churches in Africa cannot fully support missionaries being sent to new places, so the missionaries may need to have a business to help have money to provide for their families. A chicken business can help them do that.

- Chickens can provide food for the missionary and his family! He can raise the chickens to provide either eggs or meat!
- Chickens can provide income to the Missionary Training Institute so it can continue training new missionaries in the future.

July 2021, an agricultural teacher visited the Wesley Missionary Institute for four days and trained every missionary student on raising and caring for chickens. The teacher brought 100 baby chicks requiring care. The students make sure the chicks are fed and properly taken care of every day. In just a few months, they can sell the chickens or keep them until the chickens begin laying eggs and then sell the eggs. In time, the students will learn how to build this as a business so when they move to a new place, they have a way to generate income to provide for their families while serving the Lord – sharing the gospel and starting new churches.

Have you ever thought chickens could help you share the good news about Jesus?

Let’s pray for these students and others like them who have said **YES** to going into “all the world” to make disciples and teach others how to obey all that Jesus has commanded them.



## EXPLORE ...

Read and discuss Matthew 28:16-20.

The students in our story learned about caring for chickens as part of their missionary training. At the missionary institute, they teach students how to live in a group of people that is not their own group. We call this a different “culture.” **Culture is the way of life in a particular group of people.** A way of life includes language, religion, food, habits, knowledge, clothes, etc.

Discuss what things people might need to know if they are going to a place other than their own country to share the good news about Jesus.

- Learning to speak a different language
- Learning new customs (how to be polite, show respect, times for meals, etc.)
- Learning how to do everyday activities (buying food, counting money, cleaning house)
- Learning to eat new foods (things that might be very different from your home country)
- Experiencing life without things that are “normal” to you (family and friends, favorite foods)

When a missionary goes to another country, he not only tells people about Jesus, he lives his life like a follower of Jesus so those who are watching can know what it looks like to be a disciple. Learning to live in a new place or new “culture” is an essential part of demonstrating the love of Jesus and living life as a disciple. Missionaries make disciples by teaching and showing what it means to be a follower of Jesus.







# Ann's Angel Fund Recipient Grows Up!

By Vickie Reynen

*"By this everyone will know that you are my disciples, if you love one another" (John 13:35).*

We first met Gnimssou Ourogongon in 2015 when the Rev. Dosseh Takpale and the Rev. Mike Reynen visited the Tchore Free Methodist Church in Western Togo.



Gnimssou's parents attended the church and brought along their then 2-year-old son, whose nickname was Ouro. Because of his condition, Ouro quickly caught the attention of Rev. Dosseh and Rev. Mike.

The small boy had developed a lump in his lower left jaw, which was not only

deforming his face but also creating a situation where Ouro couldn't eat or swallow. It was a challenging situation for him and his family. Without treatment, Ouro had no hope of surviving. Treatment was not only costly but difficult to find. There were no doctors nearby experienced with this kind of tumor. Several doctors refused to operate due to the risks involved.

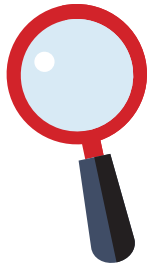
Through the ministry of Ann's Angel fund (ICCM), resources were sent to Togo to help find a solution for Ouro's situation. Ouro was admitted to a hospital, and they soon discovered the tumor was cancerous. Rev. Dosseh was committed to finding a doctor willing to do the surgery, and though he reported, "it was not easy at all," he eventually succeeded in locating a specialist who agreed to operate on Ouro.

The operation and follow-up took time, but thank God, it was 100% successful. Ouro not only survived but today is thriving.

In 2018, Ouro joined first grade at the Tchore FM elementary school. Today, at 9 years old, he is in fourth grade and has been blessed to be sponsored through International Child Care Ministries.

The whole church rejoices with Gnimssou Ourogongon and his family for his miraculous recovery and the joy of watching him growing up and attending school. They are incredibly grateful for the blessings given through Ann's Angel Fund.

Today, the Rev. Assah Prosper, ICCM national coordinator for Togo, reports that Ouro is "doing well now, enjoying life like the other kids, in church, at school, everywhere!"



## EXPLORE ...

Guide the students in a discussion about this story.

After Jesus had washed the feet of His disciples and before He suffered death on the cross, Jesus said to His disciples:

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another” (John 13:34-35).

**Do you think Rev. Dosseh and Rev. Mike demonstrated they are disciples of Jesus?** How did they show love?

They saw Gnimssou’s need, and they didn’t give up until they found a way to help him. Many people in the U.S. were also part of showing love to Gnimssou. All the people who have given to Ann’s Angel Fund helped demonstrate the love of a disciple. Ann’s Angel Fund is a special fund used by International Child Care Ministries to provide emergency medical care to children living in countries where it might be complicated to obtain medical treatment.

What are some needs in your community, and how can you demonstrate love to those in need?

- Sing at a nursing home or to shut-ins
- Collect food for a local food pantry (Perhaps you can take a field trip so children can help deliver the food.)
- Mail care packages to college students or people in the military who are away from home
- Hold a bake sale or other fundraiser and contribute money to Ann’s Angel Fund (Send money to International Child Care Ministries, PO Box 51710 Indianapolis, IN 46251.)





# Investing in the Children

By Vickie Reynen

“Whoever welcomes one of these little **children** in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me” (Mark 9:37).

At age 12, Elisha (pronounced El-ēsha) was already ministering to children. At her church in the Adidogome neighborhood of Lomé, Togo, she noticed many younger children crying and disturbing their mothers because they were hungry. She talked to her dad, the Rev. Dosseh Takpale, about the situation, and together they came up with a way to provide food for the kids during Sunday school.

Elisha loved the children and wanted to provide good food for them. She also believed this was a way to bring other unbelieving children into the church.

Now 17, Elisha **STILL** loves children and believes helping to feed them is one way of encouraging them to come to church! She knows there are other ways of ministering to children so they might come to know Jesus and live their lives for Him.

Though Elisha is still a citizen of Togo, for the last two years she has been a student in the United States attending Oakdale Christian Academy in Jackson, KY. She is currently in 11th grade and is so thankful for the opportunity to study at Oakdale.

Last May, God opened a door for Elisha to return to her country for the summer. He also gave her a vision of working with children and youth while she was home. With help from her dad and a friend, Shantell McCune, and donations from many other friends, they conducted five different events during June and July. It was a lot of work, but so much fun!

- They fed children at the church in Lomé on Sunday mornings.
- They had a special program for youth and teenagers in the villages of Sokode.
- They conducted three children’s programs in three different areas: Notse, Lomé and Assiama.

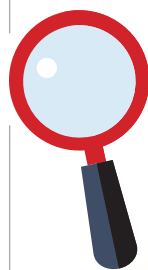
During their time with the children and youth, in addition to eating together, there were lots of fun activities, biblical teaching and encouragement from Elisha and other leaders.

For Elisha, this passion for children comes from a desire to influence their lives for God. She notes:

*Children represent the future of today. And the youth are the ones that supervise, after the parents. They are the stars of the future. So seeing the kids begging for food and wandering all around makes me feel so sad. Seeing the youth living in the streets, getting involved in some bad stuff just to survive, touched me a lot. I felt like if I was*

*them, it was as if I was in their shoes, and I tried to think a lot about how to help them. So, with the help of my dad, I was able to minister to the kids on Sunday mornings. With God’s grace to study in the U.S., He gave me another opportunity to help the kids and the youth. And I couldn’t think about it (couldn’t imagine it), but many parents were grateful, and many kids were pleased with their school bags and notebooks. Some youth found the courage to pursue their dreams and impact those around them.*

Though Elisha is studying in the U.S., her heart is very much connected to the children and youth in Togo. She believes God will open other doors in the future, allowing her even more opportunities to invest in the lives of others so they, too, will pursue God in all they do.



## EXPLORE ...

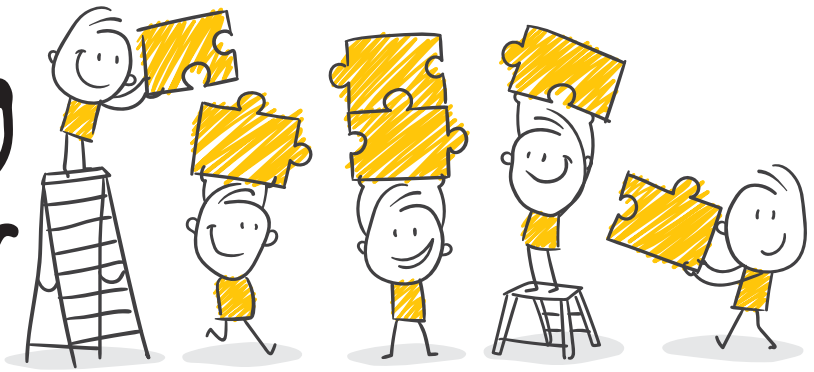
In the scripture, we see Jesus noticing people others pass by and don’t even see. Maybe they pass by because they don’t think the person is important. But Jesus, **HE** loves everyone and sees the great value in each of us. He took time to stop and notice the children. He welcomed them. He talked to them, and He took them in His arms. Perhaps He even ran, played and laughed with them.

Jesus loves children, and Elisha loves children.

### Take action to love as Jesus loves.

- Take time to **pray** for the children in your neighborhoods and West Africa who don’t know yet how very much Jesus loves them.
- Encourage students to **invite** someone to their home or church next week.
- **Tell** others how much Jesus loves them. Give each student five heart stickers – one to wear each day they go to school. When someone asks them why they are wearing the sticker, they will have the opportunity to tell someone how much Jesus loves them.

# Working Together



By Vickie Reynen and Shantell McCune

**“From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work” (Ephesians 4:16).**

During one week in July, Shantell McCune, from Cornerstone Free Methodist Church in Omak, Washington, partnered with Elisha Takpale in carrying out children’s ministry. Shantell wrote,

*Elisha and I spent most of our time together during the children’s ministry week. Tuesday through Thursday, I was with her in ministry, participating with the children and helping in any way I could ... another time, I partnered with her to teach a review lesson as she translated my words to the students at the institute.*

Shantell recalled her interactions with the children. She said,

*I was reminded of the love Jesus has for all who call on His name. Some of them have had a rough “go” at life, but through the ministry Elisha and her dad prepared, Jesus’ love is being shown through all involved at that church and beyond. One of the most impactful things of my experience in Togo was the opportunity to show God’s love simply through a smile or engaging in games with the children. Gazing at the children’s precious faces reminded me of the love Jesus has for all who call on His name.*

In addition to partnering with Elisha in children’s ministry, Shantell appreciated and enjoyed the opportunity to help in teaching the students at the Wesley Missionary Institute (WMI) and show God’s love in various ways. This experience was a great opportunity for both Elisha and Shantell to depend on the strengths and talents the Lord has given them to serve others.

While in Togo, Shantell learned to lean into God’s Word and His provision through her weaknesses. The whole experience helped her recognize her dependency on God when He calls her to do something. Her experiences were not always comfortable, but the Lord used them to change her and help her understand and more fully grasp the love of Jesus.

Two big takeaways for Shantell were a sense of gratefulness and a greater understanding of being part

of the body of Christ, not just a local body but also a global body of Christ.

Gratefulness came in reflecting on all the gifts, opportunities and experiences from living in the United States. Gratefulness also came in recognizing there is no difference between a child in the United States and a child in Togo in the eyes of God. All are beloved children of the Father. We are all part of God’s global family – the body of Christ – learning from one another, growing in love for one another, and working together to help the world know the good news of Jesus.



## EXPLORE ...

Shantell and Elisha were from two different countries but worked together to teach the children.

They were sharing the good news about Jesus, and at the same time, demonstrating what it means to be a part of the body of Christ, the church.

**Have students work together to plan creative activities for teaching a Bible lesson to younger children** (perhaps pre-school-aged). Ideas might include a drama to act out a Bible story, hands-on activities, games or crafts. Let the students decide what the lesson should cover. If they struggle to come up with an idea, you might suggest a lesson about giving Jesus what we have using the story of the boy who gave his lunch to Jesus (found in John 6:1-14).

*(Depending on the size of your group, you may want to put the children into small groups for this activity.)*

## SKIT



# Many Jobs for Missionaries

“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ” (1 Corinthians 12:12).

### How to use:

Use **Many Jobs for Missionaries** as part of a public service or present it to other children's classes. Some students can have speaking parts, and others can be actors. You can have as many as 15 participants.

Students should receive a complete script with their parts highlighted or underlined.

Those you choose as readers should feel comfortable reading in front of others, so no one is embarrassed.

If you have a large group of children, use the script as written. If you have a small group, have just one or two children, or an adult leader, read all of the “Reader” sections.

### Suggested props:

See specific props beside each child's part. They may be able to bring in some of these.

**Note:** Choose a responsible child for the role of Child 1 and be certain the knife is dull (or make a fake knife).

### Stage:

To one side of the platform, have a podium for the readers. Have all actors sit in a semicircle on the platform. Each child will walk to the center during his or her part of the skit and then return to his or her seat when the next child's part is read. You may choose to use special lighting, but it is not necessary.

**Child 1:** (Boy wearing a pith helmet, dressed in fatigues, if possible, with a long bush knife, machete or another knife. He carries an open Bible in his hand and walks to the center of the platform, where he makes motions as though preaching.)

**Reader 1:** Sometimes, when people think of a missionary in Africa, they picture something like this boy. He wears a pith helmet to keep from having sunstroke. He carries a knife to hack his way through the jungle or defend himself from snakes. He carries a Bible. His main work is preaching.

Sometimes missionaries do wear hats when they have to walk long distances or work out in the sun. Sometimes travel is difficult or dangerous for them. All missionaries study their Bibles. Some are evangelists and preach often. However, not all missionaries are evangelists.

**Children 2, 3 and 4:** (One is dressed as a doctor, and one is dressed as a nurse, each carrying something typical of their profession: stethoscope, blood pressure kit, thermometer, hot-water bottle, tongue depressors, bandages, etc. The third child, the patient, has a bandaged arm. They walk to the center of the platform, and the doctor and nurse pretend to take the patient's temperature, listen to his heart, etc.)

**Reader 2:** Some missionaries in Africa are nurses who



work in mission hospitals and clinics. They help the sick. They help others to have better health so they can work and support their families. Their caring and gentle spirits show the patients that Jesus, too, cares for them.

**Children 5 and 6:** *(Two children dressed in white coats or outfits. One holds a microscope; the other holds a book and piece of chalk.)*

**Reader 3:** Sometimes missionaries teach classes to people studying to be nurses or medical assistants. They teach mothers how to keep their families well.

**Child 7:** *(If you have a large group, use two children for this. They are dressed in work clothes and carry a hammer, tape measure, oilcan and/or wrench.)*

**Reader 4:** Some missionaries are builders and mechanics. Most hospitals are far away from cities, and there are no machine shops or construction companies. If hospitals and schools function in these remote areas where they are badly needed, there must be trained workers who can build them and keep them maintained.

**Child 8:** *(Carries an armful of books, a notebook, and a pen or pencil.)*

**Reader 5:** Some missionaries teach children. Others teach adults who are studying to become teachers or ministers. Missionary teachers not only teach people how to read and write, but they also teach about Jesus.

There are not enough missionaries to teach all the Africans who want to go to school. When missionaries

teach the Africans to be Christian teachers, these people are able to teach others whom the missionaries wouldn't be able to reach. When missionaries train Africans to be pastors, these people reach thousands of others with the good news about Jesus.

At the Wesley Missionary Institute. Africans learn to be missionaries and serve cross-culturally in other African nations and people groups.

*(Have all the children stand. Those who have not yet participated should have something to hold: pieces of cloth and scissors, a ledger and pencil, an apron and measuring cup, etc.)*

**Reader 6:** Missionaries do many jobs to serve Jesus. Some are translators. Some are sewing teachers. Others are cooking teachers. Whatever their job, missionaries try to reach people for Jesus Christ. They do this by showing Christ's concern for the sick, the hungry, the ignorant, the hurting, the sinner. Will you help us pray for them?





# Free Methodist World Missions Partner Ministries



**Our Mission:** A world where every child is loved, safe and developing his or her God-given potential.

ICCM is making a difference in 30 countries around the globe including:

## **AFRICA**

Burundi, DRC (Congo), Ethiopia, Kenya, Liberia, Malawi, Nigeria, Rwanda, Togo

## **ASIA**

Cambodia, Philippines, Thailand

## **LATIN AMERICA**

Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Haiti, Mexico, Nicaragua, Paraguay

(Several other countries cannot be listed due to security issues.)

## **Ideas for Your Group**

- Your group could sponsor a child or two, or your family could choose a child on the ICCM website to sponsor ([childcareministries.org](http://childcareministries.org)). If you do not have access to the internet, call (800) 342-5531, ext. 502. An ICCM staff member will help you select a child.
- You could raise money by recycling empty cans and bottles. Send the funds to ICCM to provide water filters for the children to have clean, healthy water to drink.
- Fill up a big jar with change. Then donate the money to the Haiti, India or Burundi Food Funds so school children there can eat lunch.
- Watch ICCM's video "The Perfect Childhood" to learn more about what life is like for many other children around the world ([childcareministries.org](http://childcareministries.org)).
- Buy a pig, chicken or goat to help provide nutrition and economic benefit.
- Buy a solar light so an ICCM student can continue reading and studying in the dark, especially in rural areas with unstable power.



## **Director of International Child Care Ministries**

Rev. Alma Thompson  
[childcareministries.org](http://childcareministries.org)  
(800) 342-5531, ext. 502



## Stories from International Child Care Ministries

Share the two stories that follow or one of these ICCM videos from West Africa.

ICCM Liberia – [youtube.com/watch?v=OrrccJsTL\\_M](https://youtube.com/watch?v=OrrccJsTL_M)

ICCM Nigeria – [youtube.com/watch?v=o9r0pm\\_iL7A&t=10s](https://youtube.com/watch?v=o9r0pm_iL7A&t=10s)

ICCM Togo – [youtube.com/watch?v=hUctXxEoN8c](https://youtube.com/watch?v=hUctXxEoN8c)

## Praising God for His Care



I am Godswild Sunday Thompson. I am from the Free Methodist Church Nigeria, Ikot Ntuk District, South Central Annual Conference. By God's special grace, I was favored to be sponsored through the ICCM program.

I attended Hope Academy, a school established by ICCM. I boarded throughout as one of the pioneer students until I completed my secondary education. Because of the good education I received, I was motivated to think about my future and consider what I might offer humanity. I settled on medical research. I desire to find a way of reducing the severity and tremendous rate of pathogens.

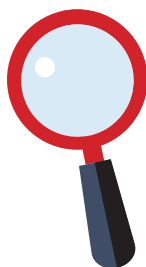
With advice and assistance, after some time I became a full-time/regular student of the medical laboratory science department, Faculty of Allied Medical Sciences, College of Medical Science, University of Calabar, Calabar, Cross River State, Nigeria.

The ICCM Emerging Leaders Scholarship fund has been of tremendous assistance to my medical degree. Due to the current global pandemic, schools nationwide are on hold. Meanwhile, I have done an online course on emergency health and pharmaceutical distribution with the School of Public Health at the



University of Washington, and I have been certified. I am also searching for other relevant programs online. I believe after this global trial, by God's grace, I will still press on toward the mark for the prize of the high calling of God in Christ Jesus. So my goals from the onset will be realistic.

My overwhelming appreciation goes to the whole family of ICCM, my sponsors from primary to secondary school level, the former and the present director of ICCM (internationally and nationally), and Free Methodist World Missions. My earnest gratitude is to my lovely parents, siblings, friends, teachers and mentors who pray for and support me.



### EXPLORE ...

Talk about some of the ways sponsoring a child gives help and hope to the child. Invite someone in your congregation to share how sponsoring a child has blessed him or her.

# Something Different for Yaro

By Vickie Reynen

“Whoever drinks the water I give him will never thirst” (John 4:14a).



Yaro wasn't feeling well again. His stomach was often upset lately and made him feel like staying on his sleeping mat rather than getting up to help with the chores. Yet he knew he had to get up as water needed to be fetched, chickens fed, firewood gathered — all before he could bathe and have breakfast. Then it would be time to head to school.

Yaro didn't want to miss school. He loved learning new things. He loved math and science and getting a chance to help his classmate, Alifi, figure out the math problems she was struggling with.

Yaro loved playing football during his free time. Even though he wasn't the striker, he enjoyed the game, and in the end, it didn't matter who scored! The students were all laughing and enjoying the day.

If only his stomach felt better. Maybe today something would change, and he wouldn't have to miss any more school days. He hoped so.

Yaro struggled to get out of bed. His mom noticed Yaro moving rather slowly again and sent his brother to fetch the water for the morning. Yaro was relieved but also felt bad that he couldn't help as much as he wanted. He was determined to get the firewood and set the water heating for their baths. After that, he'd be ready for breakfast and school.

Upon arriving at school, Yaro knew something different was about to happen. The Rev. Dosseh and a few friends from Lomé had come. They were on top of their vehicle, untying a large tarp. They started handing down buckets — one by one — buckets similar to the ones Yaro and his brother used to fetch river water. Despite his tummy still aching, Yaro was excited and couldn't wait to find out what all this was about.

It was hard to focus on his classwork that morning, especially when parents began arriving at the school — including his mom! Instead of playing football during free time, all the students and their parents gathered around as Rev. Dosseh began explaining a new way to have clean drinking water. Step by step, he explained how to put the water filter together and how to use it at home. Rev. Dosseh showed how to run dirty water through the filter so it comes out sparkling clean — and safe to drink. Yaro heard the pastor explain how drinking dirty water could make you sick. Really?

*That dirty water looked just like the water they brought home from the river! Maybe that's why my stomach is always hurting, Yaro thought. I wish I could drink only clean water!*





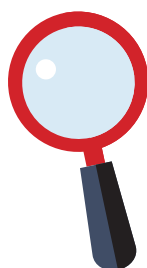
Then Yaro couldn't believe his ears. Rev. Dosseh explained that in addition to having a water filter at school, every family would receive one to take home. Yaro couldn't wait to see if the dirty water at home would come out as clean and sparkling as the water now flowing from the filter.

Moreover, he couldn't wait to see if this would help his stomach stop hurting.

The next morning Yaro wanted to be the one to fetch the river water and pour it into the filter. He had to wait while the water made its way through the system, but in a matter of minutes, it was easy to see that, yes, the filter was doing the job. There was now clean, safe water to drink at home.

Before long, Yaro realized his stomach wasn't bothering him like before. No more having to have others do his chores for him, and no more missed school. Yaro was thankful for clean water and the great changes it made in his life.

(This story happened several years ago but is still a great example of how ICCM helps provide.)



## EXPLORE ...

Review information about unsafe water on page 75. Talk about ways your students can make a difference in helping other children have safe drinking water. **How can you make people in your church and your community aware of this global need?**

*(You might want to purchase a Sawyer Water Filter to demonstrate how children in Yaro and his friends received access to clean water.)*

For \$50, your group can purchase a filter for a family or a school. With proper use and simple back flushing, this filter will last a lifetime, filtering 99.9999% of harmful bacteria.

To purchase a water filter: [donate. childcareministries.org/special-projects#o28920](https://childcareministries.org/special-projects#o28920)



# SEED

**Sustainable  
Empowerment  
through  
Economic  
Development**

**SEED Mission:** SEED helps Free Methodist churches do holistic\* small-business ministries that make sense in their communities\*\* around the world.

*\*Holistic means whole, touching all areas of a person's life.*

*\*\*Community means the area that you live. This may be a city, village, town or neighborhood.*

SEED Livelihood works with Free Methodist World Missions, International Child Care Ministries and the Set Free Movement to help churches do microenterprise (small business) ministries. These ministries help people grow in their relationship with Christ and earn income to take care of their families.

In many places around the world, there are not nearly enough good jobs. Schools often cost money, and families don't have the money to send their children to school. Even if they can afford school, people often don't get the training they need. Like the U.S., some countries have programs that help people buy food when they can't get a job. Others have no programs to make sure people can buy food or pay for housing. So what do they do?

SEED Livelihood believes everyone is made in God's image! Everyone has gifts and talents. You, your friends and all children around the world have things you can do well. God gives us all these gifts so we can bless other people.

Sometimes, though, a person's community doesn't believe everyone has gifts. Then people don't have opportunities to do jobs that help them or their community. That's where SEED partners with local churches.

All around the world, Free Methodist churches work to find ways for people in their communities to make enough money to buy food and pay for shelter and other needs for their families. Sometimes the people in the church have everything they need to start a small-business ministry. Yay!

Other times, something is missing, and they contact SEED. Therefore, SEED then does the following:

- Helps them create a business plan that will last a long time
- Helps them raise money to start the business
- Helps product-making groups design the best products they can (We believe doing a job well honors God and blesses everyone.)

- Helps groups find places to sell products they make (If they can't sell all their handicrafts in their own country, SEED helps them sell products here in the United States.)

## Resourcing Community Needs in Togo

Everyone around the world experienced the COVID-19 pandemic. One partner livelihood group in Lomé, Togo, is a sewing group. They call their group Couture la Grâce de Dieu, which means "Sewing God's Grace." In response to the pandemic and the needs they saw in their community, they began making masks. They knew everyone needed to go to the market. To do so, they had to wear a mask. They also knew the pandemic had hit the United States. They began making masks for SEED to sell in the U.S. Every mask SEED sells in the U.S. also helps pay for another mask to help the Église Méthodiste Libre (Free Methodist Church) in Togo donate a mask to someone in their community.

"Sewing God's Grace" is resourcing the needs of their community.



## EXPLORE ...

Talk about ways individuals and churches helped/or are helping care for the needs in your community during the pandemic. Pray for the many places and people still being affected.



# The Set Free Movement



## About the Set Free Movement

There are tens of millions of slaves in our world today. Real slaves. Women, men and children. Unable to walk away, under the threat of violence, forced to do things they don't want to do.

Our world is broken, but we are not powerless. The Set Free Movement partners with God and other people around the world to create healthy communities with zero tolerance for slavery, abuse and exploitation. We work with local leaders, missionaries, churches and other organizations in North America, Europe, Asia, Africa and Latin America to help create new futures and end modern slavery.

Our ministries look different in every city and country, but the starting point and ending point are the same. We start with Jesus, because when we accept the free life Jesus offers, we can partner with God to help free others. We begin by forming community teams or school clubs that focus on praying, building community and learning about the issue. From there, our teams and clubs can partner with others and create a strategy to help end slavery and pursue holistic freedom in their own neighborhood.



## Living in the Direction of Freedom (Halle's Story)

When Halle Hembery, a high school student from Turlock, CA, first learned about human trafficking, her heart broke. Instead of being immobilized by her grief, she chose to act. She started a Set Free club at her school to help educate her classmates on the issue and fundraise for organizations helping at-risk people.

Halle believes youth have a vital role in this movement. "I think people don't believe slavery is a solvable problem because it is so overwhelmingly far-reaching," explains Halle. "But solving this problem depends so heavily on the small actions taken by people. There are so many talents and skills that can be utilized to end slavery, so we as youth shouldn't be afraid to use our voice and try our own ideas to help end slavery."

It doesn't matter how old you are, how much education you have or where you live. Everybody already belongs to a community in need. Every person already has gifts and resources they can contribute to this movement. How will you live in the direction of freedom?



## 10 Ways to Get Involved

1. Pray for millions of people enslaved around our world today.
2. Download our app for iPhone and Android and sign up for our online newsletter, [setfreemovement.com/connect](http://setfreemovement.com/connect), to stay connected.
3. Follow us on social media: Facebook @ [TheSetFreeMovement](https://www.facebook.com/TheSetFreeMovement) | Instagram @ [SetFreeMovement](https://www.instagram.com/SetFreeMovement) | Twitter @ [@SetFreeMovement](https://twitter.com/SetFreeMovement)
4. Buy an ethically made Set Free T-shirt: [seedlivelikelihood.org/](http://seedlivelikelihood.org/).
5. Learn more about the issue by checking out our resources: [setfreemovement.com/resources](http://setfreemovement.com/resources).
6. Ask your family or church to commit to giving monthly either as a Freedom Advocate (any amount between \$10-49/month) or a Community Builder (\$50+/month): [setfreemovement.com/give-monthly](http://setfreemovement.com/give-monthly).
7. Find out how to identify the signs of human trafficking: [polarisproject.org/human-trafficking/recognize-signs](http://polarisproject.org/human-trafficking/recognize-signs). (Call the National Human Trafficking Hotline toll-free hotline at 1-888-373-7888 or text 233733 if you see something suspicious.)
8. Do you know somebody who owns a business? Ask if he or she wants to become a % for Freedom partner with Set Free: [setfreemovement.com/percentage-for-freedom](http://setfreemovement.com/percentage-for-freedom).
9. Ask your pastor to celebrate Freedom Sunday: [setfreemovement.com/freedom-sunday](http://setfreemovement.com/freedom-sunday).
10. Watch our video “Whatever You Do, Do It in the Direction of Freedom” to be inspired by ways you can contribute your gifts and skills to the movement to end modern slavery: [vimeo.com/225897398](https://vimeo.com/225897398).
11. Find other ways you and your community can get involved: [setfreemovement.com/take-action](http://setfreemovement.com/take-action).

### Did You Know?

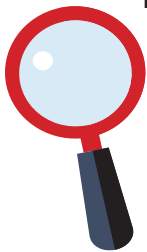
Children are among the most vulnerable to slavery.

In Haiti, some children find themselves sold into slavery as unpaid domestic workers with other families. In some Roma villages in Bulgaria, a 14-year-old girl may be sold into an arranged marriage or exchanged for a horse.

In Cambodia, children from poor families may stop going to school and begin working in the fields to help make money to feed their siblings.

## EXPLORE ...

### Did a Slave Make Your T-shirt?



When we buy products made by slaves, we are contributing to the problem. Slavery is often used to produce the items we consume and use every day, such as our chocolate, coffee, clothes and electronics. Slavery is in our cupboards, closets and kitchens.

One of the best ways we can fight slavery is by refusing to buy products made by slaves. Encourage your family, church and classmates to shop in the direction of freedom by buying from ethical or fair-trade companies:

1. Buy an ethically made Set Free T-shirt: [seedlivelikelihood.org/](http://seedlivelikelihood.org/).
2. Shop from SEED Livelihood: [shopseedmarket.org](http://shopseedmarket.org).
3. Ask your parents or church to start brewing fair-trade coffee from Camano Island. This company supports the work of Set Free: [camanoislandcoffee.com/setfree](http://camanoislandcoffee.com/setfree).
4. If you know people who shop on Amazon, get them to switch to using AmazonSmile. When they select “Set Free Movement,” we receive a portion of the purchase: [smile.amazon.com](http://smile.amazon.com).
5. Use apps like “Good on You” ([goodonyou.eco](http://goodonyou.eco)) and “Better World Shopper” ([betterworldshopper.org](http://betterworldshopper.org)).
6. Buy fair-trade chocolate: [slavefreechocolate.org/ethical-chocolate-companies](http://slavefreechocolate.org/ethical-chocolate-companies).



# VISA Ministries

## Volunteers in Service Abroad



### Fast Facts about VISA Ministries

- VISA Ministries, the short-term service arm of Free Methodist World Missions, was organized on August 25, 1964.
- Individuals are serving for one to two years in eight or more countries at any given time.
- People serve from two weeks to two months in 30 or more countries each year.
- VISA provides the following ways to serve:
  - \*Teams (sponsored by a church, conference or school)
  - \*Fast Track Assignments (two weeks to six months)
  - \*Voyager Assignments (six months to two years)
- VISA provides training for team leaders once or twice a year and offers unique Global Studies Intensives outside the U.S. for North Americans and the international FM family.

**See a VISA Ministries activity, page 143.**

Every year since 1964, VISA Ministries has sent people overseas under Free Methodist World Missions. “VISA trips” are short-term. People pray for a long time about where God needs them to serve. You can serve God in any way He calls you, from teaching, singing, preaching and bookkeeping to even being a doctor. Churches also send teams of people to help build schools, put on a vacation Bible school or repair buildings. They go to encourage and pray with other churches and build relationships with followers of Jesus all around the world.

VISA needs people at home, too!

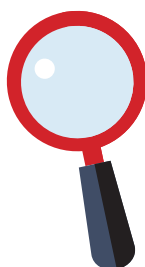
Did you know VISA volunteers count on support from friends, family and their church?



Here are some things you can do to support them:

1. **PRAY** – Your prayers are so important! They help every day.
2. **ENCOURAGE** – You can send texts or emails to encourage them.
3. **LEARN** – Ask how things are going when they return home or learn what they did on their trip.

Where will God ask you to serve?



### EXPLORE ...

**Plan a mission trip** for older students or for family groups to serve somewhere in your local area. It could be

doing yard work for senior citizens, working at a food pantry or homeless shelter, or maybe even cleaning or doing repairs for a widow.



# VISA Teacher Learns From Students

By Ashley Woods Hohnholt

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity” (1 Timothy 4:12).



VISA teams and volunteers do many different things when they visit another country. One thing many volunteers like to do is visit schools and spend time with the students. Think about what your school is like. Do you have desks, tables or benches? Do you have a Smartboard or whiteboard? Does your teacher have a computer? Are there lots of books and supplies? Think about what a school in Africa might look like. Do you think it looks like your school?

Some schools in Africa do look like your school. Other schools are very different. Sometimes children have to sit close together on small benches. They might have a chalkboard instead of a whiteboard. Sometimes there aren’t enough books or supplies for the whole class, and the students have to share. Many classrooms do not have a computer.

As a VISA volunteer, I taught sixth-grade English at an International Child Care Ministries (ICCM) school in Nairobi, Kenya. My classroom did not look like the classrooms I was used to in Michigan, but some things were the same. My Kenyan students loved to learn and loved to have fun, just like my Michigan students. My students loved to joke with each other and loved to play competitive games, just like my students in Michigan. And, just like my students in Michigan, my Kenyan students knew their teacher loved them very much and loved spending time learning with them!

Think about your favorite part about school. Do you think a student in Africa would enjoy that part about school, too? If your favorite part of school is recess, then you and African students have a lot in common because they love to play games at recess, too! Many students especially like to play soccer, which they call “football.”

*(Ashley and her husband Josh now live and teach in Asia.)*



## EXPLORE ...

Have students make a list of all the things about their school with which they can be thankful. Pray together, giving thanks for your schools, teachers and friends. Pray for

the children in Africa. Ask God to provide for all their needs. (You may want to use one of the prayer activities on pages 31-34.)





# Problems Faced by Children Around the World

## Poverty:

- Worldwide, an estimated 356 million children live in extreme poverty. (UNICEF)
- Approximately 689 million people, 9.2%, of the world population, survive on less than \$1.90 a day. (World Vision)
- The COVID-19 pandemic drove an additional 97 million people into extreme poverty. (World Vision)

## Unsafe Water:

- Nearly 1 billion people around the world lack access to clean, safe drinking water. That's about one out of eight people. (Clear Blue Global Water Project)
- 97% of the world's water is salty seawater and unsafe to drink.
- Each day, more than 4,000 children die from diseases spread by unsafe water or lack of basic sanitation and hygiene. (World Health Organization)
- Diarrhea kills one child every minute. Almost all these deaths are related to unsafe water and inadequate sanitation. (Water Aid)
- Millions of women spend several hours a day collecting water. (Global Issues)

## Hunger:

- Malnutrition is a serious health problem. (World Vision)
- Malnutrition is the single-largest contributor to child deaths – 3.1 million per year. (World Vision)
- Children weakened by all forms of malnutrition often die from preventable and easy-to-treat diseases. (World Vision)
- Chronic malnutrition manifests as significantly reduced height, growth or stunting and affects one-third of all children in developing countries. (World Vision)
- One in seven people in the world will go to bed hungry tonight. (Compassion International)
- Over 300 million children go to bed hungry every day. (Compassion International)
- Every day, almost 16,000 children die from hunger-related causes. That's one child every five seconds. (Compassion International)

## Inadequate Shelter:

- Up to 150 million children in the world today live on the streets. (United Nations)



- Street children are not necessarily orphans but may have been chased away from home by violence, drug and alcohol abuse, family breakdown, or economic need.
- Children living on the streets are especially vulnerable to victimization and exploitation.
- At least 600 million people – most of them women and children – live in unsafe housing. (Shelter 2.00)
- At the end of 2020, there were 82.4 million people who have been forcibly displaced from their homes, with 35 million being children. (The UN Refugee Agency)

## Sickness:

- Every year, over 2 million children die from illnesses that could have been avoided or treated. (Children International)
- Around 1 million children suffer from tuberculosis (TB), and approximately 239,000 die from TB yearly. (World Health Organization)
- 39 of every 1,000 children born will die before their fifth birthday. (Children International)
- Around 500,000 children die of malaria every year – about one child every minute. (Children International)
- Around 2.4 billion people lack access to basic sanitation – toilets and latrines. (Children International)

## Lack of Education:

- Around the world, some 75 million children – more than half of them girls – have no opportunity to attend primary school. (BMZ)
- In many countries, families must pay school fees. And even where school is free, the cost of uniforms, books, travel and equipment may be more than families can afford. (Global Campaign for Education UK)
- Nearly 250 million children must work to help their families, which often means they cannot go to school. (Global Campaign for Education UK)
- In rural areas, there may be no school close enough for children to attend. (Global Campaign for Education UK)
- In some places, people do not believe girls need an education.

## Child Labor:

- Child labor is work that harms children or keeps them from attending school.
- Underage children work at all sorts of jobs around the world, usually because they and their families are extremely poor.

- There are 152 million child laborers around the world. (Compassion International)
- Children in commercial agriculture can face long hours in extreme temperatures, health risks from pesticides, little or no pay, and inadequate food, water and sanitation.
- Millions of girls work as domestic laborers in private homes. They work long hours and may be beaten or harassed.
- Child workers on the street are easy targets for criminals.

## War:

- More than 400,000 children live in areas of violent conflict. (UNICEF)
- More than 1 million children have been orphaned or separated from their parents. (UNICEF)
- Millions of children have been psychologically traumatized. (UNICEF)
- Thousands have been killed or maimed by landmines.



## EXPLORE ...

This list is overwhelming. Most of us cannot wrap our minds around what a million is, much less what a billion looks like. (If you want to have a visualization of 1 million, check out this

website: [waitbutwhy.com/2014/11/from-1-to-1000000.html](https://waitbutwhy.com/2014/11/from-1-to-1000000.html).)

Take one of the statistics above and demonstrate how all of us can help.

**Nearly 1 billion people around the world live without access to clean, safe drinking water. That is about one out of every eight people.**

With proper use, a Sawyer water filter given to a family or a school can provide a lifetime of clean drinking water, filtering out 99.9999% of harmful bacteria.

Purchase and demonstrate using a Sawyer water filter or show this video from International Child Care Ministries in Cambodia: [vimeo.com/229877916](https://vimeo.com/229877916).



You may want to present some basic ideas about world religions and how they differ from Christianity. This knowledge may help students better understand what they accept as truth and prevent them from being confused about Christianity.

## Buddhists

Buddhism is the world's fourth-largest religion. Buddhists follow the teachings of "the Buddha," a man who lived 2,500 years ago.

There are many different forms of Buddhism and many different teachers (lamas). Buddhists follow the Noble Eightfold Path. They must be kind, not harm any living thing, live in the right way, tell the truth, not think of self, think about others, understand suffering and meditate.

Buddhists believe there are many paths to god. Meditation, thinking deeply while sitting still, is an essential religious practice. People try to get "enlightened" through meditation by finding the Buddha-nature, or god, within themselves.

One of the Buddhists' holy books is 70 times larger than the Bible! Many times, young men will become monks, either for life or for short periods of time. Monks wear robes, shave their heads and live in poverty, relying on others to supply their needs. Buddhists believe they gain points with god by giving to monks.

Buddhists might pray to an ancestor who has died,

believing their dead relative can help them in this life. Buddhists practice their religion individually and by going to the temple or shrine. Many times, there will be a statue of Buddha in their home or the temple.

Buddhism was born out of the Hindu religion, so there are similarities, including a belief in reincarnation. Buddhists believe they can come back again and again after they die, each time attaining more "enlightenment," thus becoming a better person. Buddhists believe when a person dies (final death after achieving enlightenment) that he or she enters a state of nirvana, as in blowing out the flame of a candle. That person no longer exists.

## Hindus

Hinduism is the world's third-largest religion. Hindus believe in many gods, as many as 350 million, who are all different forms of one supreme god. There are many rituals in the Hindu religion. Hindus burn incense at home or in the temple as a part of worship. People worship individually, even in the temples; it is not like going to a Christian church service. Festivals, along with parades honoring the different gods, take place several times a year.

Twice a day, Hindus pray and offer gifts to their gods, believing that by doing so, bad things will not happen to them. They believe their gifts of food must be perfect to be accepted by their gods. They might ring a bell to get the attention of their god or gods when they pray. They believe their gods hear only one person at a time.

Most Hindus do not eat any meat because they believe in reincarnation. Reincarnation is the belief that when a person dies, they will come back in the next life as another person, an animal or a bug. The better a person lives, the better being they become in the next life. Hindus never kill any bug or animal. They fear they might be killing some relative or friend who has died.

## Muslims

Islam is the world's second-largest religion. People who follow the Islamic religion are called Muslims. Muslims make up one-fifth of the world's population.

Their god is called "Allah." They believe Mohammed was god's last and final prophet. They believe that first there were Jews, then the Christians and now Muslims. The word Muslim means "one who submits."

Muslims must follow the "Five Pillars of the Faith." These pillars, or duties, include:

1. Reciting the mantra, "There is no God but Allah, and Mohammed is his prophet."
2. Praying five times a day facing in the direction of Mecca, Saudi Arabia. Before they pray, they wash parts of the body to make them "clean" before Allah.
3. Giving alms, 2.5% of their income, to the poor.
4. Keeping the 28-day fast of Ramadan. Muslims do not eat from sunrise to sunset during this time of purification and seeking holiness.
5. Making the trip (Hajj) to Mecca once in their lifetime. Mecca is the holiest of holy places to a Muslim.

Muslims believe at the end of their lives, Allah will decide if their deeds were good and they should be allowed into paradise, or if they did more bad deeds and should go to hell. To a faithful Muslim, keeping all the pillars is essential to enter paradise.

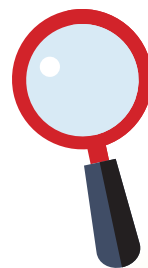
Muslims worship in buildings called mosques. They believe Jesus was a prophet like Moses and Daniel. They do not believe Jesus was crucified and rose from the dead. The Koran is the holy book Muslims follow, but they also use the first five books of the Bible and consider Matthew, Mark, Luke and John of the New Testament to be holy books.

Muslims consider the United States (North America) to be a Christian country, so everything in the U.S. is what Christianity is all about. A Muslim cannot separate who they are from their religion. To be a Pakistani is to be a Muslim; there is no difference. Therefore, any North American they meet is assumed to be a Christian.

## Tribals or Animists

Tribal people have varied beliefs depending upon where they are located. They live in small groups, so there are many different beliefs and practices adopted from other religions, along with their tribal beliefs. Fear often controls tribal peoples' lives. They believe in many spirits and want a right relationship with each of them. They feel disasters such as drought, famine, sickness, earthquakes and floods are the work of evil spirits. They worship things in nature like rocks, trees or the sun and sometimes make special offerings and sacrifices to these things.

Worshipping the many different spirits is done individually or by families. Tribal people usually have faith in witch doctors or a medicine man, sometimes called a shaman, for healing. They also believe in potions, magic stones, and evil and good spirits. Tribal people might wear amulets or charms they think can protect them from evil spirits. Often tribal groups believe a person comes back as a spirit when he dies. Because the people believe this ancestor can protect them from bad things, they make offering to him, too.



## EXPLORE ...

Be sure to end the presentation of this information by emphasizing **what makes Christianity different from all these other religions.**

- We believe in one true and living God Who made the world and us.
- We believe Jesus is God's Son Who came to earth in the flesh, that He died for our sins, was buried and on the third day rose again.
- He offers us the free gift of salvation. We don't have to earn His love or a place in heaven. All we have to do is accept the gift of forgiveness and follow Him.
- Because of Christ's death on the cross, we can have a relationship with God.

This might be a time to introduce older students to the Apostles' Creed.

This video illustrates the Apostles' Creed: [youtube.com/watch?v=C7SQCCnWRpo](https://www.youtube.com/watch?v=C7SQCCnWRpo).



# Authors



**Rufus Kahn** is the superintendent of the Free Methodist work in Liberia and oversees work in Sierra Leone.



**Gabriel Lamah** is a pastor and medical doctor. He leads the Free Methodist work in Guinea Conakry.



**Shantell McCune** is a college student from Omak, Washington. She and her dad, Pastor Mike McCune, served in Togo during the summer of 2021.



**Mike Reynen** is the area director for Africa. He works closely with the national leaders and international missionaries in West Africa. Mike was instrumental in assisting the Rev. Dosseh Takpale with the establishment of the Wesley Missionary Institute in Togo.



**Vickie Reynen** serves as a missionary in Africa. She served many years as an ICCM regional coordinator. Mike and Vickie lived in Kenya and Togo for several years but currently live in Indianapolis, IN, and travel back and forth to Africa to assist nation leaders and the Africa missionary team.



**Dosseh Takpale** is the national leader for Free Methodist work in Togo. He also serves as assistant to the area director supervising work in Guinea, Ivory Coast, Guinea Bissau and Mali.





Use ideas and facts from this section to help students have a better understanding of West Africa.

## Using the Facts Section:

**Post the included maps** and give students a chance to color in the countries as you study them. Find other maps of Africa to hang in your room.

**A Country Profile Page** may be completed for all the study countries (see page 83). If students complete a profile for at least three countries, give them an extra sticker in their passport.

The country facts are designed for you to share with your class. Some fact and country information pages included in this section may help complete the word puzzles (pages 81-119).

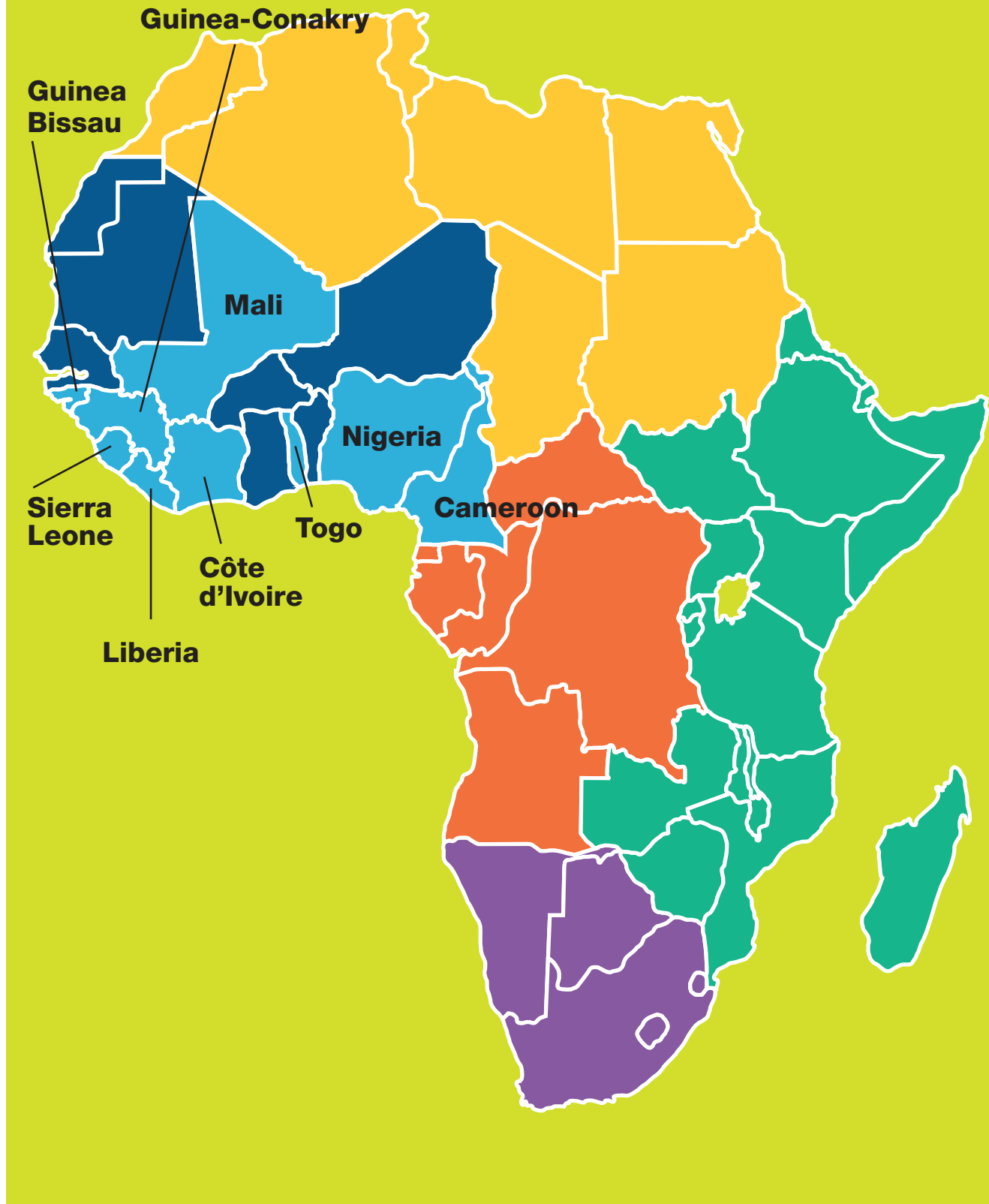
**Make posters** for each country. Collect photos from National Geographic, news magazines or online.

Display the posters for your church to see what your students are learning.

**Flags** for each of the countries are provided in this section. Have students color them with the appropriate colors. Also, consider attaching the flags to dowel rods to use as centerpieces for your classroom table or using them during a public service or at an international dinner.

Specific information on **Free Methodist missionaries** serving in these countries is included in this section. Consider having students make “Fact Files,” flashcards based on this section’s information. If you are not in a Free Methodist church, you may want to supplement this information with facts about missionaries your church supports.

# Free Methodist World Missions Focus West Africa



# Africa



## **Suggestions for classroom use:**

- Use this map as a weekly attendance chart, coloring in or completing the details of the country you study that week.
- After covering all the country information, test your students' knowledge of the major cities and country locations by having them fill in this blank map.
- Make a matching game from the map. On slips of paper, provide the country names and any other map features your students know. It can be as detailed as you wish. Have students work as teams to glue the slips of paper (country names, cities, etc.) to fill in the West African map.



For the country of \_\_\_\_\_

How many people live in this country?



What Free Methodist work do we have in this country?



What Free Methodist work do we have in this country?

How do you think we can help people in this country?

What kind of climate does this country have?



Culture notes or an interesting fact.

Draw the shape of the country and the flag of the country here.



What are the industries in this country?

How big is the area of the country?







# Cameroon

**Capital:** Yaoundé

**Government Type:** presidential republic

**Population:** 28.5 million

**Area:** 475,440 square kilometers, slightly larger than California

**Major Cities:** Douala (1.3 million), Yaoundé (1.3 million), Garoua (450,000), Kousséri (450,000)

**Climate:** varies with terrain, from tropical along the coast to semiarid and hot in the north

**Terrain:** diverse with coastal plain in the southwest, dissected plateau in center, mountains in the west, plains in the north

**Language:** 24 major African language groups, English (official), French (official)

**Religions:** Roman Catholic 38.3%, Protestant 25.5%, Muslim 24.4%, other 12.8%

**Currency:** Central African CFA franc



**National Symbol:** Lion

**Agricultural Products:** cassava, plantains, maize, oil palm fruit, taro, sugarcane, sorghum, tomatoes, bananas

**Industries:** petroleum production and refining, aluminum production, food processing, consumer goods, textiles, lumber

**Natural Resources:** petroleum, bauxite, iron ore, timber, hydropower

**Major Exports:** crude petroleum, cocoa beans, lumber, gold, natural gas, bananas





## Interesting Facts:

- Former French Cameroon and part of British Cameroon merged in 1961 to form the present country.
- Cameroon is sometimes referred to as the “hinge of Africa” because it connects West Africa with the rest of the continent.
- Mount Cameroon, the highest mountain in Sub-Saharan West Africa, is an active volcano.
- The village of Debundscha is one of the wettest places in the world with an annual rainfall of nearly 400 inches.
- More than 30% of the total population lives on less than \$1.25 per day.
- “Cameroon” is a Portuguese word meaning “River of Prawn (shrimp).” Portuguese explorers found a lot of shrimp in River Wouri.
- Cameroonians believe in good table manners and behave respectfully and cordially.
- The world’s largest frog can be found in Cameroon. The goliath frog can grow up to about 13 inches in length and weigh about 7 pounds.

## The Work of the FM Church in Cameroon:

Status: Mission District

Free Methodist Churches: 13

FMC Membership: 648

## Origins

Free Methodist work in Cameroon started just before 1990 through an affiliation of churches in the country’s southwest part. Through the years, the FMC-USA has partnered with the Cameroon church in pastoral training, outreach to children, women’s ministries and some vocational training.

## Present Ministries

Free Methodists in Cameroon are enlarging their work by starting new fellowships in Douala and expanding to new cities. Their newest outreach points are Bamenda and Tombel, along Cameroon’s Anglophone regions of North-West and South-West. Pastor Wilson Esambe and his leaders are eager to minister as widely as possible throughout the country.



## Prayer Requests:

- Present conflicts in the Anglophone region of the North-West and South-West
- A vision for expansion, increasing FM work in several cities in the southern part of Cameroon
- Training of church leaders
- God's raising of more laborers to bring others to Jesus

## Up Close – Cameroon

### Football

Cameroon has one of Africa's football (soccer) powerhouses. It was the first African country to reach the quarterfinals of the World Cup and has won the African Cup of Nations four times. The national team is nicknamed "The Indomitable Lions." (Indomitable means "full of courage and pride; difficult to defeat.")

### Distinctive Cultures

West Africa is home to dozens of tribes, many dating back several hundred or even thousands of years. Even tribes that live close to one another maintain their own distinct cultural practices and languages. Some West African tribes make up a large portion of the populations of the nations they inhabit.

The Kirdi are one of Cameroon's distinct populations. They live along the rocky Nigerian border, in round homes with pointed grass roofs, with some villages built along the sides of cliffs. They have kept their traditional religious beliefs. In the north, the Fulani are dominant, making up around a tenth of Cameroon's population. Originally cattle herders, most of these Islamic people have now settled in one place as farmers and merchants.

In the western highlands, groups include the Bamoun and the Bamiléké. The Bamiléké are known for their farming skills and their spirit-focused traditional religion.

Across the south, groups of Bantu-speakers spread into Cameroon over the centuries. However, the first settlers were the "pygmies," many of whom retain their traditional nomadic lifestyle in the rainforests of the south. Officially known as the Baka (or by the names of other minority ethnic groups such as the BaKola and Bofi), they were called "pygmies" due to their small stature. The Bakas and other "pygmy" groups use traditional hunting and gathering methods, living off wild pigs, antelopes, monkeys and edible plants.

### Sports

Wrestling is a traditional sport found in some form in almost every village. Tug-of-war is another sport villagers enjoy. For the Fulani people in the north, horse racing is popular. Villages along the coast compete in canoe racing. However, the most popular sport in Cameroon is football (soccer). The national team was the first African team to advance to the semifinals of the World Cup in 1990.

### Things to Do if You Visit

- Visit Ekom-Nkam Falls, the site where Tarzan made his home in the 1984 movie "Greystoke."
- Go on a guided tour of Mount Fako.
- Visit Waza National Park. You can see many protected animals like elephants, hyenas, gazelles and cheetahs.
- Cross the suspension bridge and visit Korup National Park to see many wild animals and birds.
- Find a place to listen to some native music. Two favorites are *makossa* and *bikutsi* music.

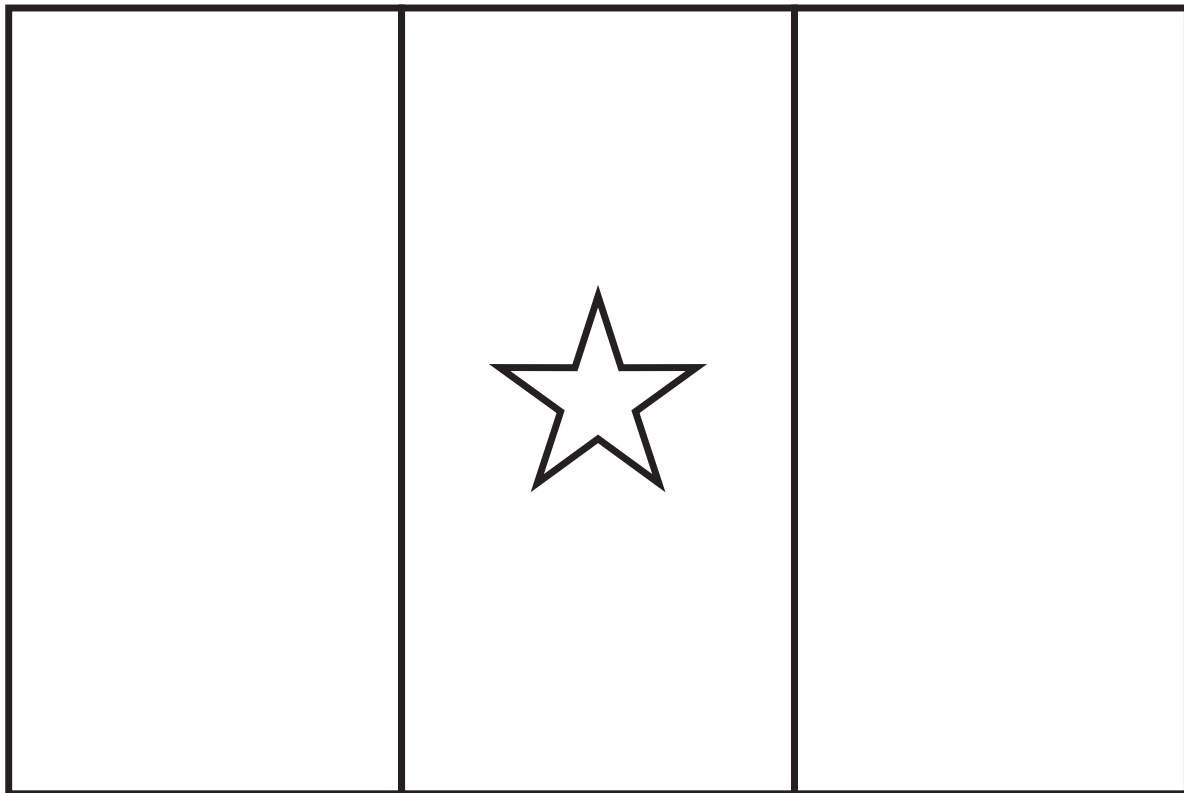
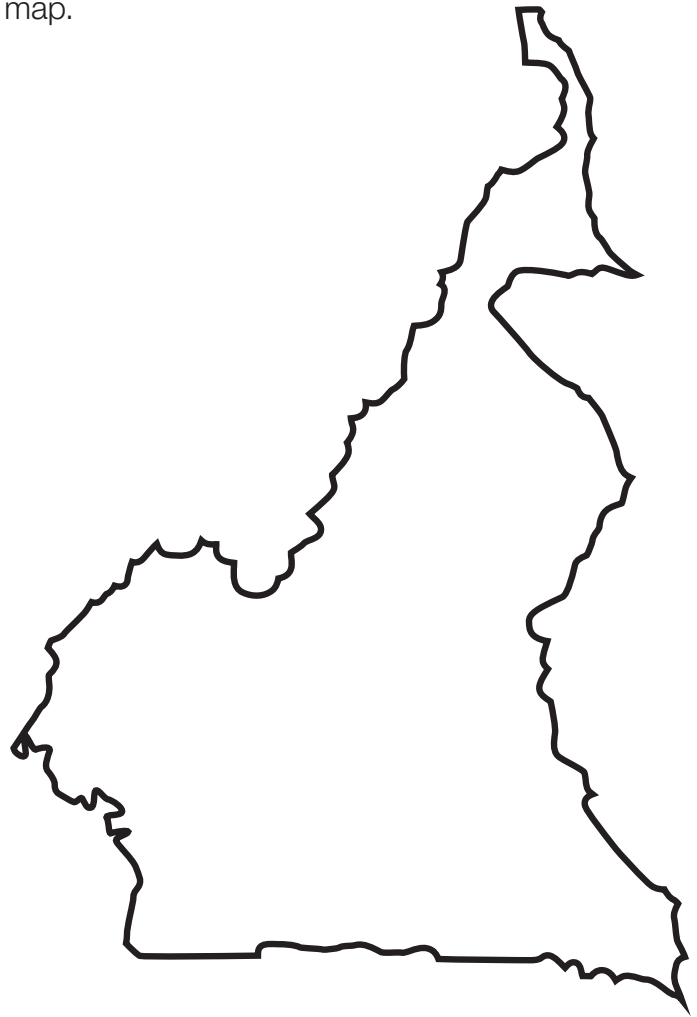


# Cameroon

Have students label the map with the capital and major cities.  
Color the map.



Red, yellow and green are the pan-African colors (colors relating to all of Africa), and the pattern of the Cameroon flag is similar to the French Tricolor. The flag's green color symbolizes the rich forest vegetation of the country's southern region and signifies hope for a happy future. The red represents independence and unity; the yellow represents the grasslands in the north and the sun as the source of Cameroon's happiness. The star symbolizes the country's unity.







# Côte d'Ivoire (Ivory Coast)

**Capital:** Yamoussoukro (political), Abidjan (economic)

**Population:** 28.1 million

**Government Type:** presidential republic

**Area:** 322,463 square kilometers, slightly larger than New Mexico

**Major Cities:** Abidjan (4.7 million), Bouaké (680,000), San-Pedro (630,000), Daloa (590,000), Yamoussoukro (360,000)

**Climate:** tropical along the coast, semiarid in the far north; three seasons – warm and dry (November-March), hot and dry (March-May), hot and wet (June-October)

**Terrain:** mostly flat to undulating plains; mountains in the northwest

**Language:** French (official), 60 native dialects of which Dioula is the most widely spoken

**Religions:** Muslim 42.9%, Catholic 17.2%, Protestant 16.7%, Animist 3.6%, other 0.5%, none 19.1%

**Currency:** West African CFA franc

**National Symbol:** elephant

**Agricultural Products:** yams, cassava, cocoa, oil palm fruit, sugarcane, rice, plantains, maize, cashew nuts, rubber

**Industries:** foodstuffs/beverages, wool products, oil refining, gold mining, truck and bus assembly, textiles, fertilizer, building materials, electricity

**Natural Resources:** petroleum, natural gas, diamonds, manganese, iron ore, cobalt, bauxite, copper, gold, nickel, tantalum, silica sand, clay, cocoa beans, coffee, palm oil, hydropower

**Major Exports:** cocoa beans, gold, rubber, refined petroleum, crude petroleum



## Interesting Facts:

- Côte d'Ivoire is pronounced "COAT"-dee-vwar.
- The land was once called the "teeth coast" due to the ivory trade (from elephants' tusks).
- The Ivory Coast – now known as Côte d'Ivoire – was a French Colony until 1960. After its independence from France in 1960, the Ivory Coast was peaceful and prosperous for more than 30 years. Civil war broke out in 2002.
- The life expectancy is 57 years.
- 47% of adults can read.
- The Tai National Park is an ancient forest and home to the small pygmy hippopotamus.
- More than 70% of the nation's population depends on the success of its agriculture and tourism industries.
- Several animal species live only in Côte d'Ivoire, including the white-tooth shrew and what may be the smallest of all the world's spiders.
- The only Olympic gold medal ever won by the Ivory Coast was in taekwondo.
- Côte d'Ivoire is the world's largest producer of cocoa.

## The Work of the FM Church in Ivory Coast:

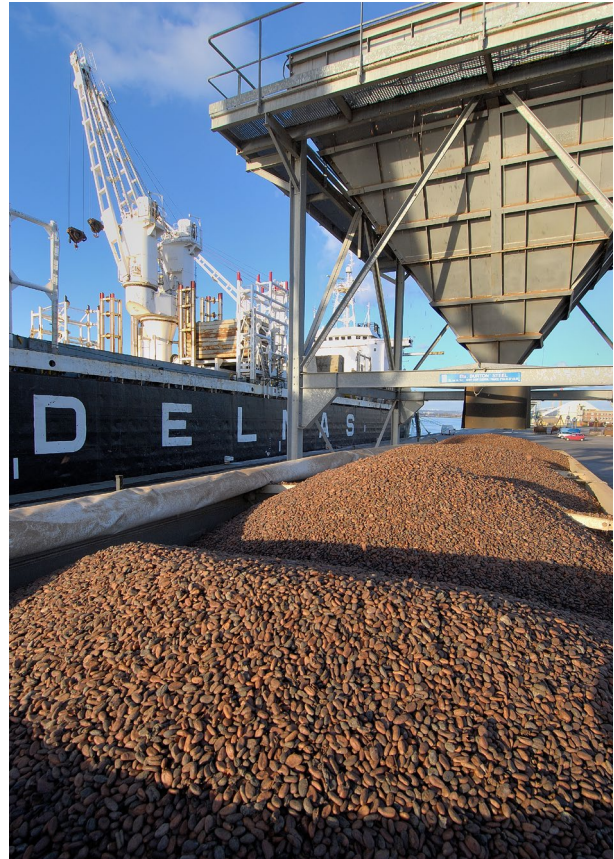
Status: Church-in-Formation

Free Methodist Churches: 5

FMC Membership: 288

## Origins

Free Methodist work in Ivory Coast formally opened in May 2014. An Ivorian pastor began working with



Free Methodists while a refugee in Liberia from 2012 to 2013. Returning to his homeland in 2013, he resumed working with several pastors and fellowships. The work is expanding outward from Guiglo in the northwest.

## Present Ministries

Free Methodist work in the west of Ivory Coast stretches out from Guiglo to the cities of Man, Daloa, Zeregbo and Bohobli. National leader, Pastor Maho Olivier, is guiding church-planter pastors in establishing new churches.

## Prayer Requests:

- Maho Olivier and his leadership of churches and church plants
- The development and training of new leaders
- Village church planting: including two new church plants in 2021

## Up Close – Coté d' Ivoire

### Chocolate

The Ivory Coast is the world's largest exporter of cocoa, which is used to make chocolate. Chocolate starts with a small tropical tree, the theobroma





cacao, usually called “cacao.” (Pronounced ka-KOW. Theobroma is Greek for “food of the gods.”)

A cacao tree can produce close to 2,000 pods per year. The ridged, football-shaped pod, or fruit, matures throughout the year, encasing a sticky white pulp and about 30 or 40 seeds. The pulp is both sweet and tart; it is eaten and used in making drinks. Were you to bite into one straight out of the pod, the seeds are incredibly bitter, not at all like the chocolate that comes from them.

The pods must be harvested, which is usually done twice a year. Workers open the pods by hand, taking care not to damage the beans inside.

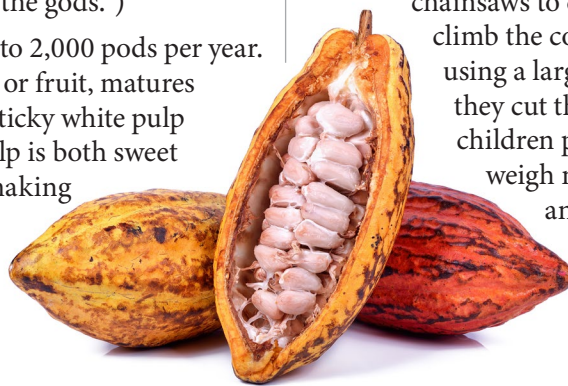
The beans, still sticky with pulp, are placed in earthen pits or wooden bins, covered with banana leaves, and then left to ferment. The heat of fermentation changes the bitter flavors in the beans into something more edible. After fermentation, the beans are dried in the sun for about a week. The flavor continues to develop during this time.

Once the beans are dry, they are shipped around the world to be turned into chocolate.

## The Dark Side of Chocolate

Children are often involved in harvesting cocoa in Côte d’Ivoire. Most children laboring on cocoa farms are between 12 and 16, but children as young as 5 have been seen. A child’s workday typically begins at 6 a.m.

and ends in the evening. Some of the children use chainsaws to clear the forests. Other children climb the cocoa trees to cut bean pods using a large knife called a machete. Once they cut the bean pods from the trees, the children pack the pods into sacks that weigh more than 100 pounds when full and drag them through the forest. In addition to the danger and hard physical labor, children are sometimes beaten to make them behave or work faster. They have no opportunity to attend school.



## Things to Do if You Visit

- Visit the world’s largest church, Basilica of Our Lady of Peace.
- Go on a guided hike through the rainforests in the Banco National Park.
- Take a stroll through CAVA – Centre Artisanal de la Ville, an artisan village with shops and workshops where you can watch craftspeople and buy their handmade goods.
- Visit one of these popular beaches: Sassandra, Monogaga or Assini.
- Try *bananas braise*, plantains slow-cooked over hot coals.
- Watch the national football team, nicknamed the Elephants.

# Côte d'Ivoire

Have students label the map with the capital and major cities. Color the map.



On the flag for the Côte d'Ivoire, orange stands for the color of the land, rich and generous; it also represents the blood of young people fighting for emancipation. White represents peace, but peace with justice, and green stands for hope and the certainty of a better future.



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# Guinea-Bissau

**Capital:** Bissau

**Government Type:** semi-presidential republic

**Population:** 2 million

**Area:** 36,125 square miles, roughly the size of Maryland

**Major Cities:** Bissau (390,000), Bafatá (23,000), Gabú (14,400), Bissorã (12,700)

**Climate:** tropical, generally hot and humid; monsoonal-type rainy season (June-November) with southwesterly winds; dry season (December-May) with northeasterly winds

**Terrain:** mostly low-lying coastal plains with a deeply indented coastline rising to savanna in the east; many offshore islands

**Language:** Portuguese-based Creole, Portuguese (official; largely used as a second or third language), Pular, Mandingo

**Religions:** Muslim 45.1%, Christian 22.1%, animist 14.9%, none 2%, unspecified 15.9%

**Currency:** West African CFA franc

**National Symbol:** black star

**Agricultural Products:** rice, cashew nuts, roots/tubers, oil palm fruit, plantains, cassava, groundnuts, vegetables, coconuts, fruit

**Industries:** agricultural products, processing beer, soft drinks

**Natural Resources:** fish, timber, phosphates, bauxite, clay, granite, limestone, unexploited deposits of petroleum

**Major Exports:** cashews, gold, fish, lumber, aluminum ores





## Interesting Facts:

- Guinea-Bissau is located immediately north of another country named Guinea.
- Guinea-Bissau was previously known as Portuguese Guinea.
- The country's economy centers on cashews and mangoes; Guinea-Bissau is one of the world's top-five cashew-producing countries.
- There are about 90 islands – *Bissagos* or *Bijagos* – off the coast. These islands are all run by women, part of a matriarchal tribe.
- Most people live on less than \$2 a day, and life expectancy is only around 63.
- The coastlines of Guinea-Bissau were once known as the "Slave Coast." Estimates indicate that in the 18th and 19th centuries, the Portuguese, British, French and Dutch shipped 12 million Africans as slaves.

## The Work of the FM Church in Guinea-Bissau:

**Status:** Church-in-Formation

**Free Methodist Churches:** 2

**FMC Membership:** 90

## Origins

Pastor Rito Mande's first connection with the Free Methodist Church came through missionary Cindi Angelo, who was on a mission trip to Guinea Bissau. Cindi recognized he was a devoted follower of Christ and encouraged him in his faith and studies. Rito traveled for training to Togo, where he connected with Free Methodist leader, the Rev. Dosseh Takpale. After about two years, Rito returned to his homeland. Some years later, Pastors Rito and Dosseh reconnected and began talking seriously about Rito, along with the work



he had started, joining the Free Methodist family. The connection with the Angelos was also revived. Rito's work was adopted as Free Methodist in June 2015.

## Present Ministries

Pastor Rito leads a church that started mainly as outreach to children, then their families. Three other fellowships all started following the same pattern and are now part of the work. The goal for expansion is to have a new church plant in the south of the country. Pastor Rito is also starting a school in Ingore and a new fellowship in the capital, Bissau.

## Prayer Requests:

- Pastor Rito and the church, as well as the three other fellowships
- Discipleship among the children, young people and their families
- The successful startup of a church in the south





# Up Close – Guinea-Bissau

## Music

Music is a big part of life in Guinea-Bissau, both folk music (to tell stories) and ceremonial music for celebrations and important events. The most common instrument is the calabash, a percussion instrument made from half of a large calabash (bottle gourd). To play, the musician strikes it with palms, fingers or wrists to create a variety of percussive sounds. People also love complex and rhythmic dancing.

## Bijagos Islands

The islands number almost 90. Although many are uninhabited, nearly 30,000 people live on these islands and are mostly shielded from outside influence. The landscape is beautiful with amazing beaches, tropical birds and fruits, and breathtaking sunsets. The villages are filled with huts made of mud, clay and straw and elevated to protect them from occasional rising water. The women in these villages choose their husbands, control the money, law, spirituality and general welfare of the community.



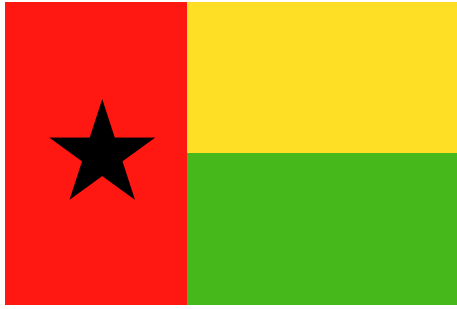
## Things to Do if You Visit

- Take a trip to Altinho Waterfall.
- Visit the village of Farim. See a palm oil plantation, enjoy some peanuts and cashews, or enjoy the views of the tin-roofed homes or yurt-styled homes along the Cacheu River.
- Experience the main market in Bissau and learn how to barter.
- Visit Orango National Park and watch chimpanzees roaming all over.
- Enjoy some *gumbay* or *goombay* music and the dance associated with it.

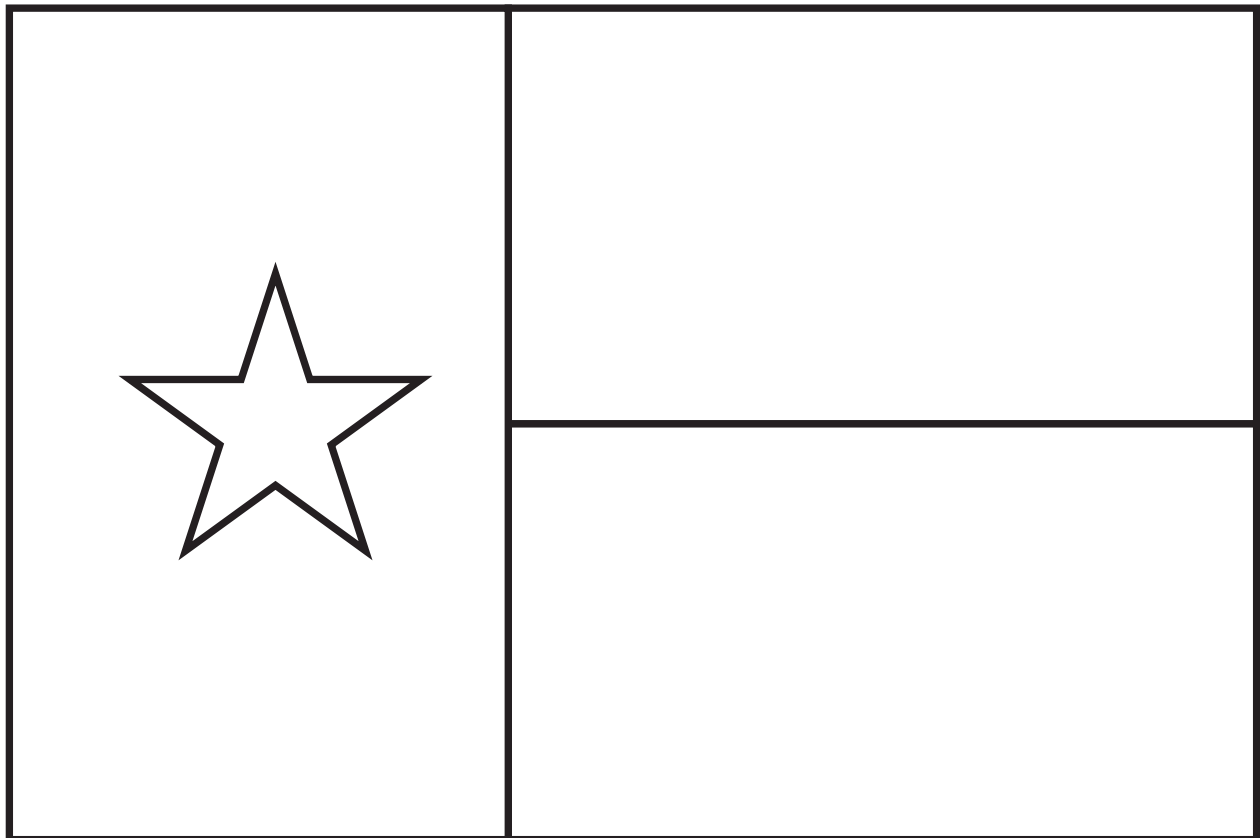


# Guinea-Bissau

Have students label the map with the capital and major cities. Color the map.



The flag of Guinea-Bissau has two equal horizontal bands of yellow (top) and green. There is a vertical red band on the hoist side and a black, five-pointed star centered in the red band. The yellow color represents the sun. The green stands for hope, and red represents blood shed during the struggle for independence. The black star is for African unity.







# Guinea-Conakry

**Capital:** Conakry

**Government Type:** presidential republic

**Population:** 12.9 million

**Area:** 245,857 square kilometers, slightly smaller than Oregon

**Major Cities:** Conakry (1.6 million), N'zérékoré (240,000), Guéckédou (220,000), Kankan (193,000)

**Climate:** generally hot and humid: monsoonal-type rainy season (June-November) with southwesterly winds; dry season (December-May) with northeasterly winds

**Terrain:** generally flat coastal plain, hilly mountainous interior

**Language:** French (official), Pular, Maninka, Susu, other native languages

**Religions:** Muslim 89.1%, Christian 6.8%, animist 1.6%, other 0.1%, none 2.4%

**Currency:** Guinean franc

**National Symbol:** elephant

**Agricultural Products:** rice, cassava, groundnuts, maize, oil palm fruits, fonio, plantains, sugarcane, sweet potatoes, vegetables

**Industries:** bauxite, gold, diamonds, iron ore, light manufacturing, agricultural processing

**Natural Resources:** bauxite, iron ore, diamonds, gold, uranium, hydropower, fish, salt

**Major Exports:** aluminum, gold, bauxite, diamonds, fish, cashews



## Interesting Facts:

- Guinea-Conakry gained independence from France in 1958. Since then, the country has experienced many wars and political uprisings. The lack of a stable government has kept the country in poverty despite being rich in natural resources, including gold and diamonds.
- Guinea is the country's official name, but it is often called Guinea-Conakry to distinguish it from Guinea-Bissau, also in Africa.
- The life expectancy is 56 years.
- The literacy rate is low; only 27% percent of adults can read.
- Guinea-Conakry has a spectacular landscape with lush rainforests and plenty of wildlife in the south. The Fouta Djallon Plateau in the west has breathtaking scenery with many waterfalls.
- Bauxite, one of Guinea-Conakry's natural resources, is the world's primary source of aluminum.
- There are some unusual cultural rules to follow in Guinea:
  - It is bad luck to compliment someone's new baby. Better to say it is ugly.
  - If you are talking to people who are older, don't look them in the eyes. You should turn your face downward or talk to them using someone else as an intermediary.
  - A man should treat his mother-in-law with great respect and never address her casually. ([kconnecthq.com/guinea-facts/](http://kconnecthq.com/guinea-facts/))
- When it comes to food, here are some interesting cultural rules:
  - Families eat with spoons from one large bowl.
  - You never walk and eat at the same time. To do so would be rude. ([kconnecthq.com/guinea-facts/](http://kconnecthq.com/guinea-facts/))

## The Work of the FM Church in Guinea-Conakry:

Status: Church-in-Formation

Free Methodist Churches: 5

FMC Membership: 461

## Origins

In 2012, Africa Area Director Mike Reynen and FMC Togo leader Dosseh Takpale met with a Congolese pastor in Conakry. This man had been ministering in Guinea for several years, had a Free Methodist background, and was willing to help launch FMC work in Guinea. He led for the first six years. At the end of 2018, Dr. Gabriel Lamah, a Guinean, was appointed to lead the work forward.

## Present Ministries

Free Methodists in Guinea have fellowships and church plants in the capital, Conakry, the Forest Region. In the far southeast, Nzerekore, a clinic and church plant are the newest additions to ministry.

## Prayer Requests:

- Dr. Gabriel's periodic visits to the Forest Region
- The further development of a medical center called Cellule Médicale le Moissonneur en Christ (CMMC) in Nzérékoré
- The opening of a new church in Coyah and a food pantry ministry there







## Up Close – Guinea Conakry (Guinea)

Guinea-Conakry has a rich musical tradition like other West African countries. Traditional musical instruments include the following:

A *ngoni* is a stringed instrument. Its body is made of wood or gourd with dried animal (often goat) skin stretched over it. The ngoni is known to have existed since 1352, and it is believed to have evolved into the banjo in North America after slaves were exported there.

The *balofon* is a kind of wooden xylophone that plays melodic tunes and usually has between 16 to 27 keys. People have played it in Africa since the 1300s.

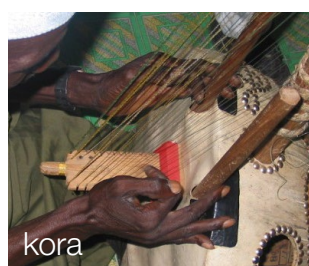
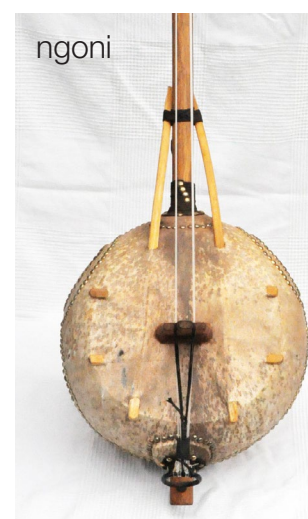
The *kora* is a stringed instrument with 21 strings.

A *dunun* is a rope-tuned cylindrical drum with a rawhide skin at both ends, most commonly cow or goat. It is played with a stick.

The *djembe* or *jembe* is a rope-tuned, skin-covered goblet drum played with bare hands.

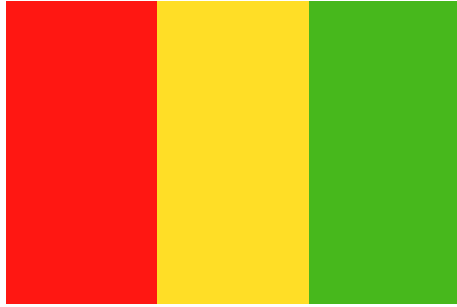
### Things to Do if You Visit

- Visit the National Museum and learn about the country's history.
- Enjoy the street musicians and purchase handicrafts at a local market.
- Try a tamarind drink or some cooked mango.



# Guinea-Conakry

Have students label the map with the capital and major cities. Color the map.



The official flag of Guinea-Conakry consists of three vertical bands of red (left), yellow (middle) and green (right). These are the Pan-African colors symbolizing the unity of the African nations. Red symbolizes the blood spilled by the martyrs in the fight for independence; the color red also stands for the labor of the farmers, factory workers and other people. Yellow stands for the nation's abundance of mineral resources, especially gold; yellow is also said to represent the bright sun that shines over the land of Guinea. Green represents the country's vegetation, forests and other natural resources; it is also a symbol of the prosperity and the fertile soils of the nation.

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# Liberia

**Capital:** Monrovia

**Government Type:** presidential republic

**Population:** 5.2 million

**Area:** 111,369 square kilometers, slightly larger than Virginia

**Major Cities:** Monrovia (940,000), Gbarnga (46,000), Kakata (34,000), Bensonville (33,000)

**Climate:** tropical; hot, humid; dry winters with hot days and cool to cold nights; wet, cloudy summers with frequent heavy showers

**Terrain:** mostly flat to rolling coastal plains rising to rolling plateaus and low mountains in the northeast

**Language:** English 20% (official), some 20 ethnic-group languages (few of which can be written or used in correspondence)

**Religions:** Christian 85.6%, Muslim 12.2%, traditional 0.6%, other 0.2%, none 1.5%



**Currency:** Liberian dollar

**National Symbol:** white star

**Agricultural Products:** cassava, sugarcane, oil palm fruit, rice, bananas, vegetables, plantains, rubber, taro, maize

**Industries:** mining (iron ore and gold), rubber processing, palm oil processing, diamonds

**Natural Resources:** iron ore, timber, diamonds, gold, hydropower

**Major Exports:** ships, iron, gold, rubber, crude petroleum





## Interesting Facts:

- The original inhabitants of Liberia were native tribal peoples. The Portuguese arrived in 1461. They loved the *melegueta* pepper from Liberia and called it the “grain of paradise,” later referring to Liberia as “The Grain Coast.”
- Liberia, which means “land of the free,” was founded in 1820 by freed slaves and African Americans from the United States. Liberia is the only country in Africa with native Africans that was founded by the people of the United States.
- The first to arrive were 86 immigrants who built the first settlement in Christopolis. The city was later renamed Monrovia after President James Monroe.
- In the coming years, thousands more freed slaves and African-Americans immigrated to Liberia. The Republic of Liberia became an independent country on July 26, 1847.
- Unfortunately, Liberia has endured years of turmoil and civil war. Because of this, the country is very poor. Many people lack jobs. More than half of the people cannot read. A lack of electricity and running water is common.
- The life expectancy is 45 years.

- Liberia’s flag, with 11 equal stripes alternating red and white, with a white five-pointed star on a blue square, was based on the U.S. flag.
- Liberia’s main cash crop is rubber. The rubber tree can grow as tall as 81 feet. A milky white fluid called latex produces the rubber.

## The Work of the FM Church in Liberia:

Status: Provisional Annual Conference

Free Methodist Churches: 16

FMC Membership: 902

## Origins

A Liberian graduate of West Africa Theological Seminary (then WIBC) in Nigeria established a church plant in the capital city of Monrovia in 1998. In the beginning, the Nigerian church helped oversee Free Methodist work in Liberia.

## Present Ministries

In May 2010, the church moved from church-in-formation to mission district status with the Rev. Rufus Kahn as the national leader. Liberia became a provisional annual conference in early 2020. A new church-planting initiative is underway, and property is being developed for a permanent site for the church in Monrovia. The Liberian church has also started primary schools in several of its churches, with plans for more in others. Rev. Kahn has set in motion the start-up of the FMC in Sierra Leone.

## Prayer Requests:

- Continued formation of a healthy, strong church in Liberia
- Evangelism throughout Liberia
- A solid beginning of the FMC in Sierra Leone
- Continued expansion to all counties of Liberia
- Effective ministry of the primary school

## Up Close – Liberia

### 2014 Ebola Outbreak in West Africa

In 2014, some people in West Africa became very sick with a dangerous virus called Ebola. More than 2,000 caught the disease, and more than 1,000 died. The outbreak of this rare virus spread through Liberia,

Guinea, Sierra Leone and Nigeria. Scientists and doctors worked hard to stop its spread and care for the infected people.

The Free Methodist Church in Liberia was part of efforts to contain Ebola by providing hand-washing buckets. (Proper handwashing is critical to stopping the spread of this and many other diseases.) Liberia leader the Rev. Rufus Kahn used funds sent by Free Methodist churches in the U.S. to purchase 200 hand-washing buckets, 17 cartons of chloride and detergent soap to distribute in the country's four districts.

Rufus Kahn reports, "Because of the donation, the Free Methodist World Mission Church is now known nationwide as a church with compassion and willingness to help in times of need. Also, several underprivileged people gained hope; they realized someone cared about them. Meanwhile, at least 200 family heads or households of our population may now stay disinfected by washing their hands properly and regularly to prevent themselves from contracting the virus."

## Things to Do if You Visit

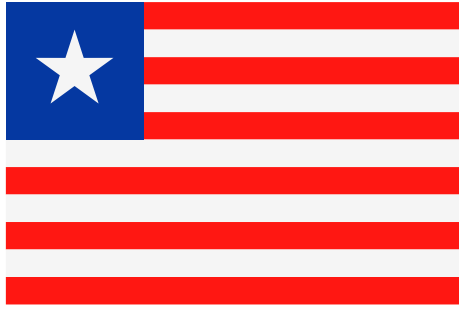
- Try some *dumboy*, the national dish in Liberia.
- Visit the world's largest rubber plantation in Harbel.
- Try out surfing in Robertsport.
- Enjoy all the plants and wildlife in the Sapo National Park.



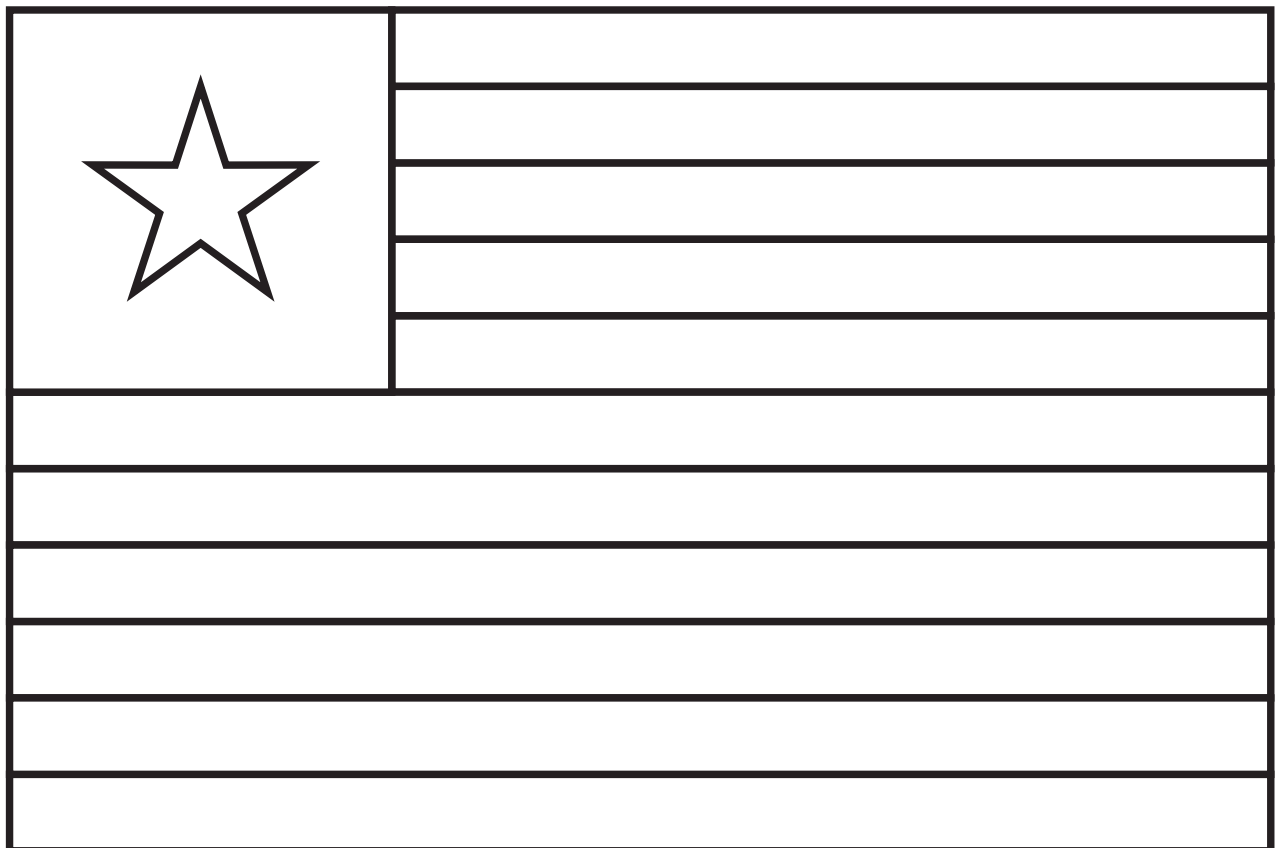
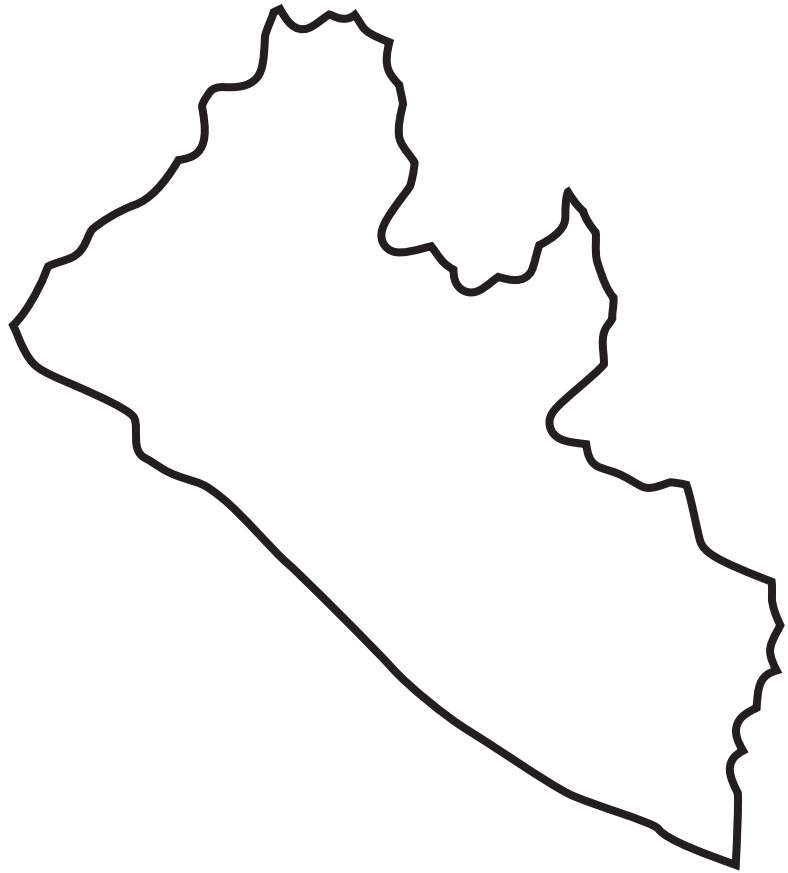


# Liberia

Have students label the map with the capital and major cities. Color the map.



The 11 stripes on the flag of Liberia symbolize the 11 signers of the Liberian declaration of independence. The red and white colors symbolize courage and moral excellence. The white star represents the freedom ex-slaves received, and the blue square represents the African mainland.





# Mali

**Capital:** Bamako

**Government Type:** semi-presidential republic

**Population:** 20.1 million

**Area:** 1,240,192 square kilometers

**Major Cities:** Bamako (1.3 million), Ségou (153,350), Sikasso (144,800)

**Climate:** subtropical to arid; hot and dry (February-June); rainy, humid and mild (June-November); cool and dry (November-February)

**Terrain:** slightly less than twice the size of Texas

**Language:** French (official), Bambara, Peuhl/Foulfoulbe, Dogon, Maraka/Soninke, Malinke, Sonrhail/Djerma, other unspecified

**Religions:** Muslim 93.9%, Christian 2.8%, Animist 0.7%, none 2.5%

**Currency:** West African CFA Franc



**National Symbol:** Great Mosque of Djenne

**Agricultural Products:** maize, rice, millet, sorghum, mangoes/guavas, cotton, watermelons, green onions/shallots, okra, sugarcane

**Industries:** food processing, construction, phosphate and gold mining

**Natural Resources:** gold, phosphates, kaolin, salt, limestone, uranium, gypsum, granite, hydropower, bauxite, iron ore, manganese, tin, and copper deposits

**Major Exports:** gold, cotton, sesame seeds, lumber, vegetable oils/residues





## Interesting Facts:

- The prime meridian – separating the Eastern and Western Hemispheres – runs through Gao, Mali.
- Mali is a landlocked country, and most of it is desert.
- Mali has one of the world's youngest populations, with 67% of the people below age 25.
- The Great Mosque of Djenné is the world's largest manmade clay structure.
- Mali is now one of the poorest nations in the world, with 70% of the population earning under \$1 a day. However, at one time it was one of the wealthiest empires in the world.
- Mali is the third-largest gold-producing nation in Africa.
- The capital is Bamako. "Bamako" means "crocodile tail" or "crocodile river."
- Sweet tea is the national drink in Mali. As a guest, you will be offered tea. You can drink from the same pot three times, but you are no longer welcome if served a fourth cup.



## The Work of the FM Church in Mali:

**Status:** Mission District

**Free Methodist Churches:** 1

**FMC Membership:** 30

## Origins

Friends within the French-speaking Free Methodist churches of West Africa began connecting with believers they knew, working in Mali. Eventually, they came to know of the pastoral ministry of Debora, a marketplace evangelist and church planter. After getting acquainted with the Free Methodist Church, she and her fellowship joined the Free Methodist family in 2019.

## Present Ministries

Work is underway in one location where a fellowship has started. As this is an area of almost all Muslims, if one becomes interested in knowing more about Christ, a safe place has been established where more learning can occur.





## Prayer Requests:

- Pastor Debora who coordinates safe places for people to be discipled
- People who have spiritually awakened to gain more knowledge about Christ and give their lives to Him
- Those who believe will become witnesses for Christ

## Up Close – Mali

### Timbuktu

Have you ever heard the expression, “I’m sending you to Timbuktu”? Timbuktu is used to refer to a place that is very far away. Listen to this short video clip from “The Aristocats” where the expression is used: [youtube.com/watch?v=A6Mh\\_CprekY](https://www.youtube.com/watch?v=A6Mh_CprekY).

However, Timbuktu is an actual place, a city in Mali with a fascinating history. Timbuktu was founded around A.D. 1100. At first, it was no more than a seasonal camp for nomadic people (people who usually live in tents and move often). Many years ago, Timbuktu was a trade center. Because it is on the Niger River and at the edge of the Sahara Desert, traveling caravans would stop to get water and food. It was also an important center of scholarly study for the Islamic world and is home to three of Africa’s grandest mosques. The city housed many ancient papers and

books, and thousands of students came to study in Timbuktu.

Timbuktu was conquered several times. People of the city tried to protect the ancient books and writings by hiding them under their homes, in trunks or even in desert caves. At the end of the 20th century, efforts sought to restore the historic mosques and preserve the ancient writings in a new library.

In 2012, Timbuktu was added to the UNESCO List of World Heritage Sites in Danger.

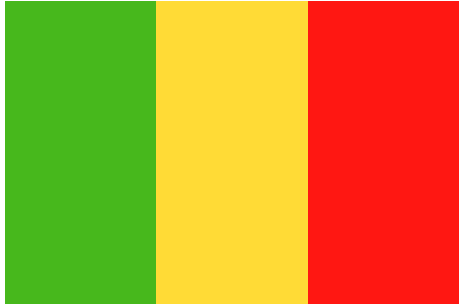
Today the city is very poor and often threatened by droughts or floods.

## Things to Do if You Visit

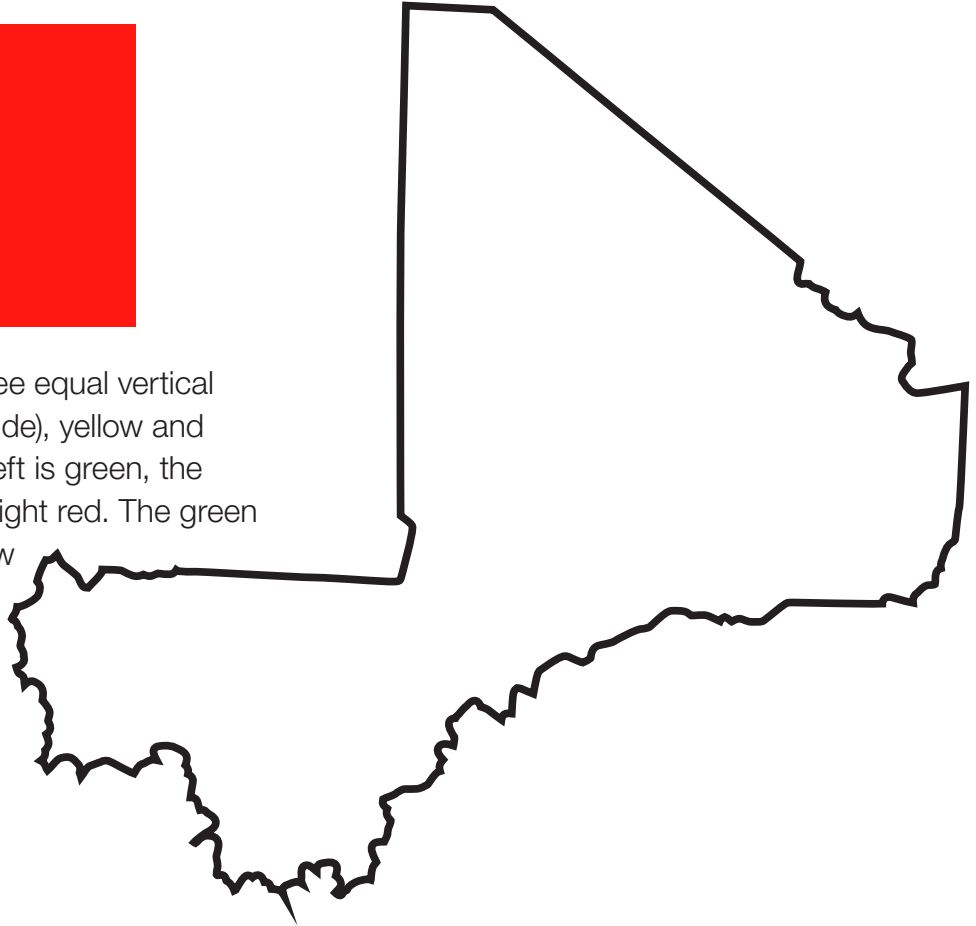
- Visit Ségou and buy some beautiful handmade pottery or *bogolan* cloth (dyed with fermented mud).
- Watch the sunset on the Pink Dune (the highest spot along the Niger River).
- Go on a safari in Boucle de Baoulé National Park.
- Visit Timbuktu.
- See the famous mud-brick Great Mosque of Djenné.
- Visit the cliff dwellings in Bandiagara.

# Mali

Have students label the map with the capital and major cities. Color the map.



The Malian flag has three equal vertical bands of green (hoist side), yellow and red. The stripe on the left is green, the middle yellow and the right red. The green symbolizes hope. Yellow symbolizes purity and represents mineral richness. The red symbolizes the blood spilled for power and independence.



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# Nigeria

**Capital:** Abuja

**Government Type:** federal presidential republic

**Population:** 219.5 million

**Area:** 923,768 square kilometers, slightly more than twice the size of California

**Major Cities:** Lagos (9 million), Kano (3.6 million), Ibadan (3.5 million), Kaduna (1.5 million)

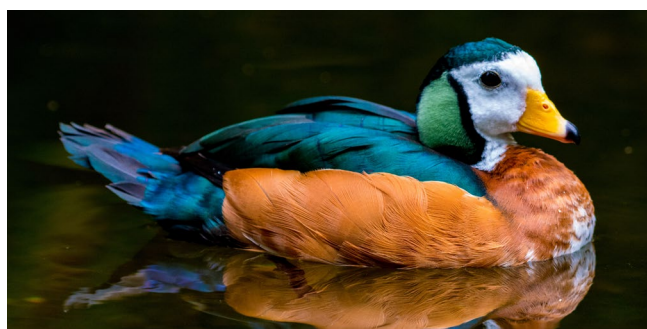
**Climate:** varies; equatorial in south, tropical in center, arid in north

**Terrain:** southern lowlands merging into central hills and plateaus; mountains in the southwest, plains in the north

**Language:** English (official), Hausa, Yoruba, Igbo, Fulani, over 500 additional indigenous languages

**Religions:** Muslim 53.5%, Roman Catholic 10.6%, Protestant 35.3%, indigenous beliefs 0.8%

**Currency:** naira



**National Symbol:** eagle

**Agricultural Products:** cassava, yams, maize, oil palm fruit, rice, vegetables, sorghum, groundnuts, fruit, sweet potatoes

**Industries:** crude oil, coal, tin, columbite, rubber products, wood, hides, skins, textiles, cement/other construction materials, food products, footwear, chemicals, fertilizer, printing, ceramics, steel

**Natural Resources:** natural gas, petroleum, tin, iron ore, coal, limestone, niobium, lead, zinc, arable land

**Major Exports:** crude petroleum, natural gas, scrap vessels, flexible metal tubing, cocoa beans





## Interesting Facts:

- Nigeria is often called the “Giant of Africa” because of its size, diversity of its peoples and languages, population (the largest in Africa), and natural resources.
- Nigeria’s most important export is oil, more than half of which the country ships to the U.S.
- Although some in Nigeria are quite wealthy, at least 40% of Nigerians live below the poverty line, meaning 82 million Nigerians live on less than \$1 per day.
- People experience poor health care and living conditions and a lack of access to clean water. The life expectancy is, on average, just 60 years.
- Nigeria’s diverse landscape makes it ideal for a broad range of plants and animals; many species live nowhere else on Earth. The Cross River Forest, the only evergreen rainforest in Africa, has more than 1,000 species of birds and amphibians and the most butterflies on the continent. Some trees in the rainforest are 150 feet high; that’s taller than three telephone poles!
- Many believe your left hand is unclean; therefore, it would be a sign of disrespect to use it for eating, shaking hands, receiving an item and so forth.
- Football (soccer) is popular in Nigeria. The national team is known as the “Super Eagles.”
- Nigeria’s national basketball team qualified for the 2012 Olympics. Several players in America’s NBA have come from Nigeria.

- Two major rivers flow through Nigeria: the Niger (where Nigeria gets its name) and the Benue. The rivers form a “Y.”
- Nigeria is the world’s second-most-productive feature film producer. The industry is known as “Nollywood.”

## The Work of the FM Church in Nigeria:

**Status:** Three Annual Conferences – Pioneer, South Central and Middle Belt/ Northern Mission

**Free Methodist Churches:** 76

**FMC Membership:** 8,634

## Origins

The Rev. Titus Akpan and other Nigerian Christians left their denomination in the early 1960s because worship services included sacrificing animals. They were determined to form a spiritual New Testament church in southeast Nigeria. In 1962, some of the leaders ran across a tract bearing the name “Free Methodist Church.” They liked the name and decided to call the new group “Christ Free Methodist Church of Nigeria.” For years, efforts sought to affiliate with Free Methodists in North America, but it was not until 1988 that official meetings took place. In October of that year, this Nigerian group, some 1,800 people, were invited to become an official mission district of the Free Methodist Church-USA.





## Present Ministries

The church is maturing in leadership. Leaders are trained through the modular schools – Wesley Evangelical School of Theology and Hope Theological Seminary. The first International Child Care Ministries (ICCM) school, Hope Academy Ikot Ekpe, opened in September 2001. An extension school at Ikot Ntuk was added in 2008. There are also several schools serving the Fulani herdsman in the north.

## Prayer Requests:

- The education of pastors at the two pastoral training schools
- Growing evangelism and discipleship
- Beginning of work in areas unreached with the gospel

## Up Close – Nigeria

### The Fulani People

Nigeria is home to more than 250 different ethnic groups, including the Fulani people.

Folktales are popular among Fulani, who often read children bedtime stories that have a moral. Among the nomadic Fulani (groups that have not settled in one spot but travel and change settlements frequently), many stories pertain to their cattle and movement from one location to another. Fulani people tell animal tales,



recounting the adventures of squirrels, snakes, hyenas and rabbits, some of which are extremely clever.

The Fulani diet usually includes milk products such as yogurt, milk and butter. Each morning the people drink milk or gruel made with sorghum. Their main meals consist of a heavy porridge made of flour and eaten with soup made from tomatoes, onions, spices, peppers and other vegetables.

Among the Fulani, music and art are part of daily life. Music for working is sung and played on drums and flutes. Praise-singing is popular in towns, especially during festivals. Praise-singers tell about a community's history and its leaders and other prominent individuals. Most commonly, decorative art occurs in architecture or personal adornments such as jewelry, hats and clothing.

The Fulani who herd cattle face many problems. Drought often reduces their water supply and pasture, and disease may also strike the herds. Increasingly, there is less land available for herding, and conflicts with settled people are common.

### Things to Do if You Visit

- See the longest canopy walkway in Africa at the Lekki Conservation Center.
- Go to a traditional market and just watch the shoppers.
- Climb the hills at Indanre.
- Experience traditional Nigerian food from a *bakas* (snack stand).

# Nigeria

Have students label the map with the capital and major cities.  
Color the map.



On the flag of Nigeria, the green stripes represent Nigeria's agriculture industry and lush vegetation. The white stripe represents the desire for peace and unity within the country.



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# Sierra Leone

**Capital:** Freetown

**Government Type:** presidential republic

**Population:** 6.8 million

**Area:** 71,740 square kilometers, slightly smaller than South Carolina

**Major Cities:** Freetown (853,600), Bo (233,700), Kenema (182,100), Makeni (109,100)

**Climate:** tropical; hot, humid; summer rainy season (May-December); winter dry season (December-April)

**Terrain:** a coastal belt of mangrove swamps, wooded hill country, upland plateau, mountains in the east

**Language:** English (official, regular use limited to literate minority), Krio (English-based Creole), Mende, Temne

**Religions:** Muslim (77.1%), Christian (22.9%)



**Currency:** the leone

**National Symbol:** lion

**Agricultural Products:** cassava, rice, vegetables, oil palm fruit, sweet potatoes, milk, citrus fruit, groundnuts, fruit

**Industries:** diamond mining, iron ore, rutile and bauxite mining, small-scale manufacturing (beverages, textiles, footwear)

**Natural Resources:** diamonds, titanium ore, bauxite, iron ore, gold, chromite

**Major Exports:** titanium, lumber, diamonds, aluminum, cocoa beans





## Interesting Facts:

- Sierra Leone means “roaring mountains” or “lion mountains.”
- The most famous landmark in the capital of Freetown is a huge Cotton Tree in the city’s center, a national symbol of freedom.
- The highest peak in Sierra Leone is Mount Bintumani, known as the “king of the mountains.”
- A giant snail, the Ghana Snail, can be found in Sierra Leone. It can reach 7 inches long and 3.5 inches wide.
- If you live in Sierra Leone, you probably eat rice at least twice a day.
- Storytelling is an integral part of the culture. A storyteller is sometimes called a “liar.” Children enjoy gathering around one of the elders in the community to hear stories once all the evening chores are done.

## The Work of the FM Church in Sierra Leone:

**Status:** Church-in-Formation

**Free Methodist Churches:** 6

**FMC Membership:** 360



## Origins

In 2016, the Rev. Rufus Kahn (Liberia) began making plans to reach across the border to Sierra Leone. By 2017 he had his contact, Mbawa, a church planter and pastor. Mbawa is a Sierra Leonean who worked for years in Liberia but returned to Sierra Leone in 2018. Pastor Rufus began making visits to Sierra Leone as Mbawa started establishing a small network of pastors. The work formally opened in 2019, with Pastor Rufus continuing to give oversight and training.



## Present Ministries

The Free Methodists in Sierra Leone are reaching out through church planting in the capital of Freetown and the Kenema region. But, they won't stop there! They aim to share the good news of Jesus all through their country.

### Prayer Requests:

- Further training of pastors in church planting, as well as orientation to the FM Church
- Formation of partnerships with a few U.S. churches or individuals who can help give financial support for this new work
- The Holy Spirit to help form a solid base of leaders
- Rev. Rufus Kahn who continues to give oversight and train new pastors

## Up Close – Sierra Leone

### Freetown

Near the end of the 1700s, the slave trade began to be outlawed. Sierra Leone became a place to send freed slaves from the Americas and England. They took ex-slaves back to Africa. When the British officially outlawed slavery in 1807, they began to intercept trading ships and release those found onboard in Freetown. That is how the capital city, Freetown, got its name and how it grew.

## Culture and Custom for Mealtime

Rice is a staple food and eaten at least twice a day. People like to say, “If you haven’t had rice, you haven’t eaten today.” They eat rice using their hands, rolling it into a ball and then usually dipping it into some kind of sauce.

Women and girls cook using a “three-stone” stove (three big rocks to support the pot). Only people in the city would use gas or electricity for cooking. Most people cook with firewood or charcoal.

Before a meal, everyone washes his or her hands. The men and boys often sit in one circle and the women and girls in another. There is a big pot in the middle, and everyone eats from the same pot. Each person eats from the part of the pot in front of them and only uses the right hand. (The left is considered unclean.) There is usually no talking while eating. Drinking water only occurs once the meal is over.

### Things to Do if You Visit

- Visit the Tacugama Chimpanzee Sanctuary that protects and rehabilitates chimpanzees to release them back into the wild.
- Take a hike up Mount Bintumani.
- Spend a day on one of Sierra Leone’s beaches, considered some of the most beautiful in Africa.
- Visit the “Big Market” in Freetown and find some souvenirs – fabric, local crafts, black soap or antique masks.
- Try some street food, perhaps some grilled goat meat known as “kankankan.”



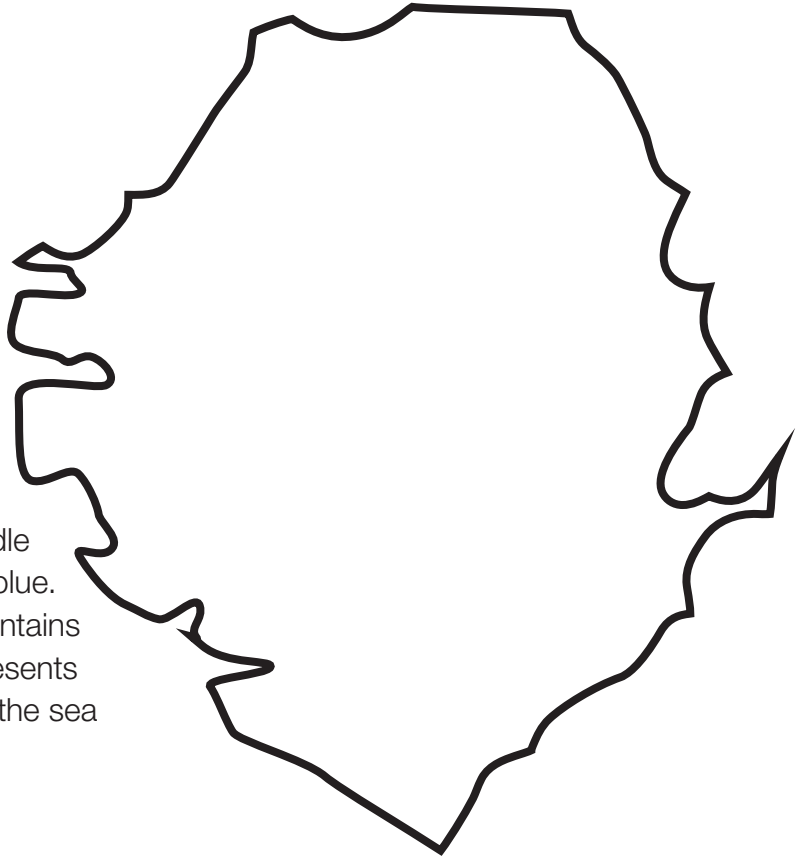


# Sierra Leone

Have students label the map with the capital and major cities. Color the map.



The flag of Sierra Leone consists of three equal horizontal bands. The band at the top is light green, the middle band is white, and the bottom is light blue. The green represents agriculture, mountains and natural resources. The white represents unity and justice, and blue represents the sea and the natural harbor in Freetown.



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# Togo

**Capital:** Lome

**Government Type:** presidential republic

**Population:** 8.3 million

**Area:** 56,785 square kilometers, slightly smaller than West Virginia

**Major Cities:** Lomé (750,000), Sokodé (118,000), Kara Kara (104,000)

**Climate:** tropical; hot, humid in the south; semiarid in the north; two seasons of rain – April to July and September to November

**Terrain:** gently rolling savanna in north; central hills; southern plateau; low coastal plain with extensive lagoons and marshes

**Language:** French (official, the language of commerce), Dagomba, Ewe, Kabye, Mina

**Religions:** Christian (42.3%), folk religion (36.9%), Muslim (14%), Hindu (<1%), Buddhist (<1%), Jewish (<1%), other (<1%), none (6.2%)



**Currency:** CFA franc

**National Symbol:** a coat of arms with two red lions, each holding a bow and arrow

**Agricultural Products:** cassava, maize, yams, sorghum, beans, oil palm fruit, rice, vegetables, cotton, groundnuts

**Industries:** phosphate mining, agricultural processing, cement, handicrafts, textiles, beverages

**Natural Resources:** phosphates, limestone, marble, arable land

**Major Exports:** refined and crude petroleum, electricity, calcium phosphates, cotton





## Interesting Facts:

- A people group known as the Ewes moved into the area that is now Togo between the 12th and 14th centuries; “Togo” means “house of sea” in the Ewe language.
- The slave trade started in this part of Africa in the 16th century. For 200 years, the coastal region endured raids by Europe in search of slaves, and it was known as the Slave Coast.
- Togo is one of the world’s smallest countries and the narrowest country in the world. It is only 71 miles wide.
- Togo was ruled by Germany, Britain, Denmark and then France. French Togoland became Togo in 1960. The nation celebrates independence on April 27 each year.
- 32% of the population in Togo lives below the poverty line (less than \$1.25 per day).
- Soccer is Togo’s favorite sport.
- Togo has three national parks, 10 animal reserves and 84 forest reserves. These natural parks allow people to watch crocodiles, monkeys, lions, hyenas, and other wild animals and seabirds in their natural habitat. Exotic birds residing in the country include sparrows, drongos and grebes.



- The average life expectancy is 52-57 years of age. Only 2-7% of the population reach 65 years of age, a number so low because of the number of diseases in Togo. Many people have AIDS, and people often get hepatitis A from drinking or eating contaminated food. There is less than one doctor for every 1,000 people.
- 76% of children aged 6-11 are enrolled in school. Approximately 61% of the population can read and write.

## The Work of the FM Church in Togo:

**Status:** Mission District

**Free Methodist Churches:** 10

**FMC Membership:** 419

## Origins

In 2001, Bernard Pangmashi and his family left Cameroon as missionaries to Togo. They started a Bible training school and from that planted churches. They served in Togo until June 2004.

## Present Ministries

The Rev. Dosseh Takpale works with several leaders who have groups in six locations. Three groups are located near Lome, Togo’s capital. Several church plants have begun in the central region among Muslims. Togo has a vibrant children’s ministry with two schools. The



Lome church also has supported the startup of FM work in Guinea Bissau.

The Wesley Missionary Institute opened in January 2021. This school is training West African Free Methodists to reach out in cross-cultural ministry to people the FM churches are not currently reaching.

### Prayer Requests:

- Rev. Dosseh Takpale and outreach to Muslims
- The leaders and churches
- The expanding church-planting work and corresponding training programs
- Children who are attending two ICCM-sponsored schools in Tchore and Limbrini

(Without these schools, those children would have no opportunity for education.)

- Students at Wesley Missionary Institute

## Up Close – Togo

Kente cloth is widely known in West Africa and beyond, especially in the United States. The name refers to hand-woven textiles, often made of rayon with bright color contrasts and composed of narrow strips sewn together edge to edge. The Ewe people of Togo are known as weavers of kente cloth.

The Ewe cloth may include symbolic figures of people, plants, animals and objects. These figures are



associated with proverbs and meanings of the Ewe culture and are often symbols of status and prestige.

Colors convey mood; dark shades are associated with grief and used for mourning ceremonies, while lighter shades are associated with happiness.

### Things to Do if You Visit

- Visit Koutammakou in northern Togo. Here you will find a UNESCO World Heritage Site – the Land of Batammariba, traditional mud-tower homes.
- Try to spot elephants at the Fazao Malfakassa National Park or Keran National Park.
- Try some *fufu* (yams) in Bassar.
- See the beautiful Monument de l'Indépendance in Lomé. It represents the end of colonial rule in Togo.
- Go to the beach in Lomé and enjoy a wonderful, warm view of the Atlantic Ocean.

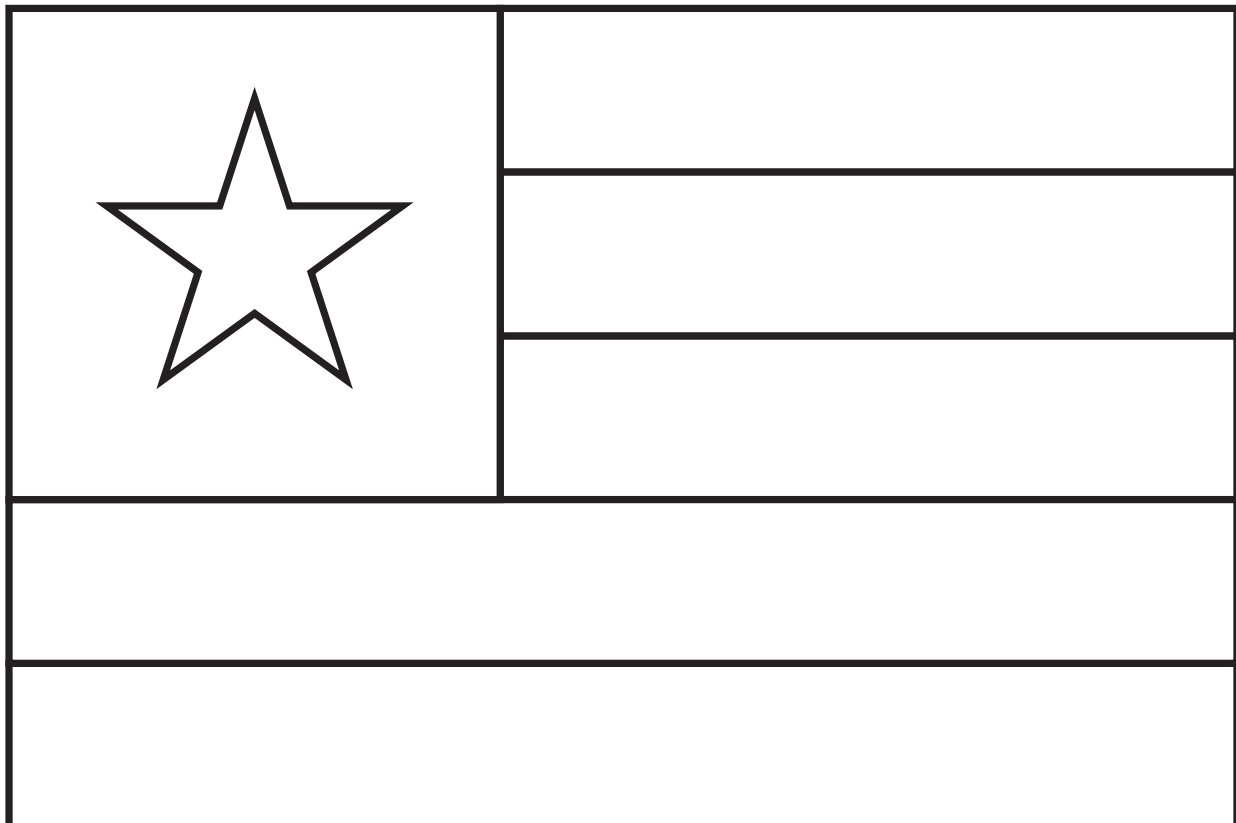
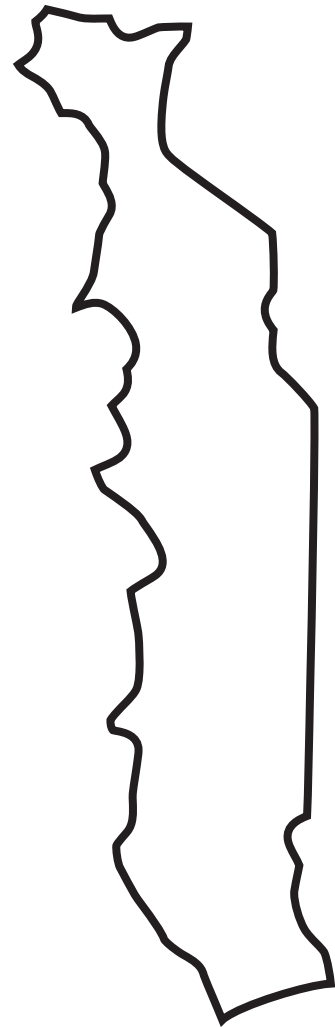


# Togo

Have students label the map with the capital and major cities. Color the map.



On Togo's flag, the red square symbolizes the people's loyalty and patriotism toward their country. The green represents hope, fertility and agriculture. Yellow stands for the country's mineral wealth and the faith that hard work and strength will bring prosperity. The white star represents life, purity, peace, dignity and Togo's independence. The five stripes represent the nation's five distinct geographical regions.





# Missionary Information





# SERVING IN AFRICA



## Mike and Vickie Reynen

Mike Reynen grew up in a Free Methodist home in Minnesota. After his first year of college, he picked up a little pamphlet titled “Why You Should Go to the Mission Field.” It impressed him so strongly that he transferred to Bethany College of Missions in Minneapolis.

Meanwhile, in Florida, Vickie was led to the Lord by her twin sister. Six months later, Vickie quit her job to work in a Christian camp. This decision led to a series of mission trips with Missions Outreach Inc. In 1983, Vickie enrolled at Bethany School of Missions, where she met and married Mike. The Reynens spent two years in Japan as short-term missionaries.

In 1992, they were sent as the first Free Methodist missionaries to Nigeria. There they had a variety of roles: teaching at a Bible college, establishing International Child Care Ministries (ICCM) and training leaders. Vickie helped establish Hope Academy, the first ICCM school in Nigeria, where kids could obtain a good education and learn about Jesus.

The Reynens returned to the U.S. in 2001, eventually moving to Indianapolis where Vickie became a serious Colts fan, and Mike pastored the John Wesley Free Methodist Church. While they both kept busy with church responsibilities, Vickie also worked in the Free

Methodist World Missions office with ICCM and later VISA Ministries. She enjoyed helping direct those exploring missionary service through short cross-cultural assignments.

In 2008, Mike accepted the role of Africa area director. He oversees ministry in more than 20 countries. During the years Mike has served as area director, the Reynens have lived in Kenya, Togo and most recently back in Indianapolis.

Mike’s attention is mainly on the formation of churches in Africa by collaborating with African leaders to develop the various aspects of well-rounded church life. Church planting and ministerial education are constants. Mike and Vickie both encourage the missionary team in empowering national leaders. Vickie puts a lot of energy into Tumaini Women Kenya, a discipleship-oriented micro-savings and loan ministry, and Thrive (also Kenya), a young women’s ministry discipling and advocating against gender-based violence and sex trafficking.

The Reynens have three adult children who are all married: Kelly (Aaron), Kenzie (Jamie) and Kyle (Maddie). They also have one grandson: Stanley.

Mike likes to fish and read. Vickie likes to host people in their home. Want to come visit?

### Pray for:

- The students at Wesley Missionary Institute – for spiritual development and essential skills development for working in cross-cultural ministry
- Continued expansion within the nine countries in West Africa where the FMC is engaged
- The Thrive ladies to achieve their goals for additional groups and advocacy work
- Protection for the Reynens in their travels in Africa

### Make Contact:

Mike and Vickie Reynen  
115 Boehning St.  
Indianapolis, IN 46219

**Email:** mjreynen@yahoo.com  
vickiereynen@yahoo.com

# International Missionaries

International missionaries are Free Methodists from outside the U.S. serving cross-culturally alongside our FMWM team.

## Dosseh Takpale



Dosseh is the national leader of the Free Methodist work in Togo. He leads 14 pastors working in churches and church plants throughout the country. He also

serves as assistant to the area director supervising four countries: Guinea, Ivory Coast, Guinea-Bissau and Mali. Each of these countries has its own national leader, but Dosseh makes periodic visits for training and guidance in developing the work. Dosseh also helps oversee the work of the Wesley Missionary Institute in Togo. This school is training West African Free Methodists to reach out through cross-cultural ministry to people groups the FM churches are not currently reaching.

### Pray for:

- Safety in travels
- Wisdom, resourcefulness and God's presence in all his work with the Wesley Missionary Institute
- The development of the church in the five countries he serves

## Rufus Kahn



Superintendent of the Liberia Provisional Annual Conference, Rufus began searching in 2016 for contacts to open Free Methodist work

in Sierra Leone. In 2017, he had located and began working with Pastor Mbawa, a Sierra Leonian who had been church planting in Liberia for many years. Mbawa was preparing to relocate home to Sierra Leone. Rufus began working with him. In 2018, Rufus made his first visit to Sierra Leone, preparing the way for the launch of the FMC there. The FMC officially opened in Sierra Leone in 2019. Rufus also has plans to begin work in the Gambia.

### Pray for:

- A healthy balance in all his responsibilities
- Development of the work in Sierra Leone
- The Spirit's leading in the exploration of new work in the Gambia.

# Fun With Culture in West Africa

## games, crafts, word puzzles, songs and recipes

*This section is likely the most hands-on for your students. Have fun with it!*

### GAMES

Soccer is a favorite sport in West Africa. Africans call it football. **Field hockey**, or *ganna* (guh-nuh), could be played indoors or out. Take your students outside for a quick game.

West African children often **jump rope** and play **hopscotch** (tuu-ma-tu in Nigeria). For an indoor game of hopscotch, you could mark off squares with masking tape on the floor.

Children in West Africa also have their versions of **Hide and Seek** and **Tug of War**.

Allow students to create some fun relays. For one race, have them carry something on their head, just like children do in West Africa.

You could make up a version of **Missions Alive! Jeopardy** to reinforce the information your students are learning about West Africa. Some options for categories could be countries, food, facts, geography and missionaries. Use 3x5-inch cards to list the answers and tape them on the wall or chalkboard.

Students must give the correct question to the answer on the card.



### CRAFTS

Use anything you have available from nature to make a craft. The people of West Africa make crafts from wood, cane, shells, etc. They make their everyday things pretty too. Some people earn their living from basket weaving, handwork or crocheting.

### WORD PUZZLES and ACTIVITY PAGES

A variety of word puzzles and activity pages to meet various age levels are included in this curriculum. Don't let the puzzles stump you; the answers are provided on pages 156-157.

### MUSIC

Many people of the countries in West Africa speak English, so most of the songs included are in English. If you are unfamiliar with the tune, listen to a video recording on YouTube before teaching it to the children. Even if the tunes are unfamiliar to your students, they will still enjoy learning at least one song in another language.

Make the music time fun by using instruments: rattles, bells, a wooden xylophone, drums, and wooden or bamboo flutes. Drop three or four small pebbles in an empty soda pop can to make a shaker. Close the tab opening with tape.

Use this video to teach your children about traditional musical instruments from West Africa: [youtube.com/watch?v=F\\_Pgx\\_uNULk](https://www.youtube.com/watch?v=F_Pgx_uNULk)

### RECIPES

Whether or not they know it, your students are already familiar with some of the tastes of Africa — corn, tomatoes, bananas, coconuts, okra, pineapple and mangoes. Remind students most African villages don't have grocery stores or restaurants. They get their vegetables and fruits at open-air markets and make much of their own food. If your students are old enough, allow them to make one of the recipes. Encourage your students to sample foods that are new to them.





## Bucket Balance Race

*In West Africa, people have a wonderful sense of balance. They do much of their work by carrying different items on their heads. They start carrying small items when they are young, which helps develop neck muscles allowing them to balance heavier things as they get older. Also, the women always carry their babies in a sling on their backs.*



### What you need:

- 2 buckets
- 2 baby dolls
- 2 strips of cloth long enough to tie the baby on the children's back
- 2 chairs

### How to play:

Players form two lines for a relay race. Ask the first child in each line to balance the bucket on her head. Then tie the baby doll on her back. They must walk to the other side of the room, circle a chair and return to their lines. Students will most likely have to use their hand to balance the bucket. Each passes off the bucket and baby doll to the next person.

If the boys do not want to use the baby doll, you can eliminate this element from the relay and allow the girls to practice after the race.

For extra fun on a warm summer day, if you are playing outdoors, you can put a little water in the bucket before each person walks.

## Clap Game

*Base this on facts used from the Fact Section of the curriculum. The clap game is a good game to play when reviewing information about West Africa.*



### How to play:

Ask the children to clap for each item found in Africa or that's related to Africa. Remind the children you may try to trick them with some things. Here are some ideas for things you can call out to the students: Reynen, Dosseh, Rufus, Cameroon, Guinea- Bissau, Guinea-Conakry, Ivory Coast, Liberia, Mali, Nigeria, Sierra Leone, Togo, Cashews, Diamonds, Timbuktu, etc. (These words students should clap on.)

(Select words students should not clap on. If you need help, here are a few to toss out: Canada, Nile River, Rocky Mountains, etc.)

## Fire on the Mountain

*Children in Nigeria play this game, although it may have different names in different regions of the country. A similar game is also played in other countries in Africa.*



### What you need:

odd number of players

### How to play:

Form two circles, giving one circle an extra player. When the leader starts the game, the two circles run in opposite directions, chanting, “Fire on the mountain, run, run, run.”

The leader blows a whistle and says, “Fire is up.” The players all run to partner with a player from the other circle. The player left without a partner now sits out. The game continues until only one remaining pair is left.

(Source: [informationng.com/2016/03/9-childhood-games-anyone-who-grew-up-in-nigeria-can-never-forget.html](http://informationng.com/2016/03/9-childhood-games-anyone-who-grew-up-in-nigeria-can-never-forget.html))



## Hoop Rolling Relay

### What you need:

one hoop for each team

*Children in West Africa would use any hoop they could find, including tires or rims. Unless you have easy access to these items, we suggest using a simple hula-hoop.*

### How to play:

Divide students into the desired number of teams based on the number of students you have. Divide the teams, half at one end of your space and half at the other end.

Designate a line at each end of your space. Players must start behind this line or cross this line if they are coming from the other end.

When the leader blows a whistle, one player from each team will use his hand to roll the hula-hoop on its edge until he crosses the line at the other end. If the hula-hoop falls, he should pick it up from that spot and continue rolling. Students should never carry the hula-hoop. Once they cross the line, a teammate takes the hoop and rolls it back to the other end of the space. Play continues until all players have had a turn rolling the hula-hoop.

The team whose members finish the fastest wins. Repeat play as many times as you choose.

## I Packed My Bag

*This might be an excellent game to play after talking about VISA Ministries and people serving short-term in West Africa. Students will think about what they would need to take with them on an international ministry trip.*



### How you play:

Sit in a circle. The first player initiates the game by choosing an item to complete the phrase, “I packed my bag, and in it, I put a(n) \_\_\_\_\_.” For example, “I packed my bag, and in it, I put my passport.”

The second player continues the game by repeating what the first person packed and adding something of his own, such as “I packed my bag, and in it, I put my passport and shoes.”

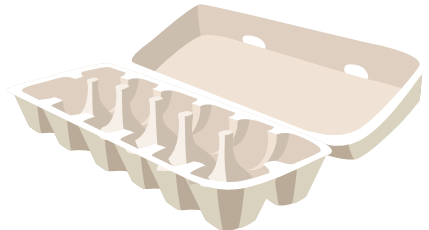
Each player around the circle adds another word to the list and repeats the preceding items in order.

Any student who forgets an item or names the list out of order is out. The player who remembers the longest list wins.

## Mancala

*Mancala is a traditional African game. Use the instructions on page \_\_\_\_\_ and have*

*students create their own mancala game from an egg carton.*



### What you need:

one mancala game board for every two students  
one small plastic cup for each end of the board to act as the store  
48 small stones or seeds

### How to play:

Place four stones or seeds into each pit on the board. Place the game board horizontally between players. Each player should place her store at the end of the game board on her right side. The six pits nearest her are her pits.

The player going first picks up all the stones in one of her pits. If she touches the stones, she must move those stones.

She moves to the right, placing one of the stones in each pit. If the last stone she places ends in her store, she gets another turn. If not, play moves to her opponent. Play always goes counterclockwise. Sometimes a player

will end up putting stones in the other player's pit. If the last stone a player places ends up in one of her own empty pits, the player takes the stones from the opponent's pit opposite the pit that had been empty. She puts the stones she is taking from her opponent into her store.

Play continues, alternating turns.

When one player has emptied all of her pits, the game is over. Each player counts the number of stones she has collected in her store. The player with the most stones wins.

## Queah

*This game is from Liberia.*

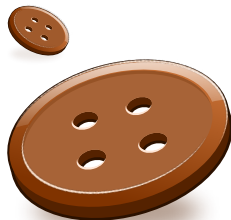
### What you need:

a game board for every two players (Find a reproducible game board online.)

10 tokens for each player (You will need two different colored tokens for each game board, one color for each player – colored candies, buttons, colored gems, small squares of paper, etc.)

### How to play:

Watch this instructional video: [youtube.com/watch?v=GTU0Ii2MxEs](https://www.youtube.com/watch?v=GTU0Ii2MxEs)



## The Foot Game

*This game is similar to a game played by children in Nigeria.*

### What you need:

a group of eight or more children

### How to play:

Select one child to be "It."

Have the other children sit on the floor with their feet out in front of them. They can sit in a line or a circle.

As "It" walks slowly by each player, "It" should recite something like this:

1, 2, 3, 4  
A child of God  
A friend of mine  
Sit on your foot

Use this chant or something of your choosing.

When "It" finishes the rhyme, he or she stops and points to the foot of the player sitting there. That child sits on one foot. Play continues until only one person is left with a foot extended. The player who has a foot still extended becomes "It" in the next round. The game is over as determined by the teacher.

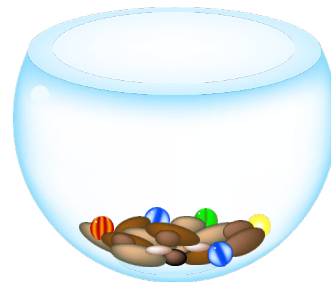


## The Stone Game

*This game is similar to a game called Kudoba, played by children in West Africa.*

### What you need:

one large bowl filled with 20-30 small stones or marbles for every four or five children  
one extra stone or marble for each child



### How to play:

Using one hand only, the first child tosses his stone into the air and, with the same hand, grabs as many stones from the bowl as he can before catching the stone tossed into the air. He keeps the stones grabbed from the bowl unless the stone tossed into the air falls to the ground. If the tossed stone lands on the ground, he returns the stones to the bowl. Play continues with each player having two turns or until the stones in the bowl are all removed. At the end of the play, players count the number of stones they have. The player with the most wins.

Rotate players into new groups and play as many rounds as time allows.

## West Africa Fact Concentration

*This might be a good game to have out as children arrive early to class or anytime you want to review facts of West Africa. It can be played individually or in small groups. You might consider having several sets of the game prepared for your class.*

### What you need:

2 sets of fact cards copied on card stock (pages 127-130)

### How you play:

Lay the "West Africa Fact Cards" facing down in neat rows. The student will turn over two cards to hopefully match the country with the correct fact. If he does, the student can read the fact aloud. If he does not match, cards must be returned face down to the same position. If students are playing against one another, they can track how many sets of matches they have.

### *Below are the correct card pairings:*

#### **Cameroon is sometimes called ...**

the "hinge of Africa" because it looks like it connects West Africa with the rest of the continent.

#### **Cameroon is home to the world's largest ...**

frog sometimes called the goliath frog.

#### **Guinea Conakry has many ...**

beautiful waterfalls as part of the Fouta Djallon Plateau.



**The coastline of Guinea-Bissau was once known as ...**  
the “slave coast.” Sadly, nearly 12 million African slaves were shipped to Europe and America from this coast.

**The official language in Guinea-Bissau is ...**  
Portuguese.

**One of Guinea-Conakry’s natural resources is ...**  
bauxite, one of the world’s primary sources of aluminum.

**Côte d’Ivoire has a national park that is home to ...**  
the small pygmy hippopotamus.

**Côte d’Ivoire is the world’s largest producer of ...**  
cocoa.

**Liberia’s flag is ...**  
based on the U.S. flag. It has 11 stripes alternating red and white with a five-pointed star on a blue square.

**Liberia’s main cash crop is ...**  
rubber. The rubber tree can grow as tall as 81 feet.

**Mali’s national drink is ...**  
sweet tea.

**Mali’s Great Mosque of Djenne is famous for being ...**  
the largest manmade clay structure in the world.

**Nigeria is often called the ...**  
“Giant of Africa” because of its size, diversity of its people and languages, population, and natural resources.

**Nigeria’s national symbol is ...**  
the eagle. Their national soccer team is known as the “Super Eagles.”

**Sierra Leone means ...**  
“roaring mountains” or “lion mountains.”

**Sierra Leone’s capital is Freetown. The most famous landmark in the city is ...**  
a huge Cotton Tree in the center of the city. It is the national symbol of freedom.

**Togo means ...**  
“house of the sea” in the Ewe language.

**Togo is the world’s ...**  
narrowest country. It is only 71 miles wide.

## WEST AFRICA FACT



Cameroon is sometimes called ...

## CONCENTRATION

## WEST AFRICA FACT



cocoa.

## CONCENTRATION

## WEST AFRICA FACT



Cameroon is home to the world’s largest ...

## CONCENTRATION

## WEST AFRICA FACT



sweet tea.

## CONCENTRATION

## WEST AFRICA FACT



Guinea Conakry has many ...

## CONCENTRATION

## WEST AFRICA FACT



Portuguese.

## CONCENTRATION

## WEST AFRICA FACT



Nigeria's national symbol is ...

CONCENTRATION

## WEST AFRICA FACT



the “hinge of Africa” because it looks like it connects West Africa with the rest of the continent.

CONCENTRATION

## WEST AFRICA FACT



Nigeria is often called the ...

CONCENTRATION

## WEST AFRICA FACT



frog sometimes called the goliath frog.

CONCENTRATION

## WEST AFRICA FACT



Mali's Great Mosque of Djenne is famous for being ...

CONCENTRATION

## WEST AFRICA FACT



beautiful waterfalls as part of the Fouta Djallon Plateau.

CONCENTRATION

## WEST AFRICA FACT



The coastline of Guinea-Bissau was once known as ...

CONCENTRATION

## WEST AFRICA FACT



the “slave coast.” Sadly, nearly 12 million African slaves were shipped to Europe and America from this coast.

CONCENTRATION

## WEST AFRICA FACT



The official language in Guinea-Bissau is ...

CONCENTRATION

## WEST AFRICA FACT



bauxite, one of the world's primary sources of aluminum.

CONCENTRATION

## WEST AFRICA FACT



Togo is the world's ...

CONCENTRATION

## WEST AFRICA FACT



the largest manmade clay structure in the world.

CONCENTRATION

## WEST AFRICA FACT



Togo means ...

CONCENTRATION

## WEST AFRICA FACT



“Giant of Africa” because of its size, diversity of its people and languages, population, and natural resources.

CONCENTRATION

## WEST AFRICA FACT



Sierra Leone's capital is Freetown. The most famous landmark in the city is ...

CONCENTRATION

## WEST AFRICA FACT



rubber. The rubber tree can grow as tall as 81 feet.

CONCENTRATION

## WEST AFRICA FACT



One of Guinea-Conakry's natural resources is ...

CONCENTRATION

## WEST AFRICA FACT



the eagle. Their national soccer team is known as the “Super Eagles.”

CONCENTRATION

## WEST AFRICA FACT



Sierra Leone means ...

CONCENTRATION

## WEST AFRICA FACT



a huge Cotton Tree in the center of the city. It is the national symbol of freedom.

CONCENTRATION



## WEST AFRICA FACT



Côte d'Ivoire has a national park that is home to ...

CONCENTRATION

## WEST AFRICA FACT



based on the U.S. flag. It has 11 stripes alternating red and white with a five-pointed star on a blue square.

CONCENTRATION

## WEST AFRICA FACT



Côte d'Ivoire is the world's largest producer of ...

CONCENTRATION

## WEST AFRICA FACT



narrowest country. It is only 71 miles wide.

CONCENTRATION

## WEST AFRICA FACT



Liberia's flag is ...

CONCENTRATION

## WEST AFRICA FACT



the small pygmy hippopotamus.

CONCENTRATION

## WEST AFRICA FACT



Liberia's main cash crop is ...

CONCENTRATION

## WEST AFRICA FACT



"roaring mountains" or "lion mountains."

CONCENTRATION

## WEST AFRICA FACT



Mali's national drink is ...

CONCENTRATION

## WEST AFRICA FACT



"house of the sea" in the Ewe language.

CONCENTRATION



# CRAFTS



## African Drum

### Supplies:

oatmeal box with a lid or another similar-sized round container

brown felt

construction paper

yarn

markers

glue

paper punch

scissors

### Directions:

Use markers to decorate the construction paper using symbols that have special meaning to you (cross, heart, family, home, Bible, etc.). Glue construction paper around the label area of the oatmeal box.

Cut out two felt circles larger than the box lid. Punch an equal number of holes evenly around the edge of each circle. Put one circle on top and the other on the bottom of the box.

Put one end of a long piece of yarn in a hole on the bottom circle, leaving an end to tie off. Bring yarn up to a corresponding hole on the top felt piece and push



through. Continue lacing the two pieces together all the way around. If you need more yarn, tie on another length. When you get back to the beginning, tie off the yarn with the yarn you left hanging.

The drum may be further decorated by gluing a few feathers to the top side.

## African Weaving

*West Africa is home to significant textile production.*

*Colorful geometric patterns are part of the Kente cloth in Ghana. Mali is known for mud cloth, and Nigeria for indigo Adire cloth. Guinea also has many colorful printed cotton textiles.*



### Supplies:

12x18 black construction paper for each student

12 12x1 strips of white construction paper or poster board for each student

tempera paints or markers

paintbrushes

photos of African cloth

1 wooden dowel (1/4")

16" long for each student

20" piece of yarn for each student

### Directions:

Allow students to paint colorful geometrical patterns – triangles, stripes, diamonds and squares on white paper

strips. (Markers can be used instead of paint.)

While the paint is drying, fold the black construction paper in half and make 1" slits. Start on the folded edge and cut up, stopping about 2" from the edge of the paper. Open up the paper and fold one of the 2" edges back about 1". Glue just along the edge of the paper, leaving room to slip a dowel rod through the space later. Along the bottom edge, cut a fringe.

Once the painted strips are dry, have students begin weaving in and out of the black paper. The first row will go under-over-under-over, and the second row will go over-under-over-under. Weave in all the painted strips.

Once students have completed the weaving, slip the dowel rod through the folded edge and tie yarn to both ends of the dowel rod.

Examples of Kente cloth on page 157



## Bracelet

### Supplies:

craft sticks

small mug

decoration supplies: markers, paint, fabric, yarn, crochet thread, small buttons

paintbrushes

scissors

securing supplies: tape or glue

Mod Podge

### Preparations:

Boil water. Add craft sticks and boil for about one hour or a little longer, watching to be sure you have enough boiling water. This allows the wood to soften and become flexible.

Once soft, gently bend the craft stick inside a small mug to form the round shape of the bracelet.

After the sticks form to the desired shape overnight, leave them in a sunny location to dry for a full day.

### Directions:

Now it is time for students to decorate the bracelets.

If using fabric, use double-sided tape to hold the fabric in place. If desired, wrap yarn or thread around the end to finish off.

Use markers, paint or other decoration options. For a glossy finished look, cover with Mod Podge.

**All these crafts are fun to make, but please be careful – glue, paint and markers can be messy.**

**Cover your workspace, and even the floor, with plenty of newspaper. Consider providing smocks for students to wear and make sure there are plenty of rags for cleanup.**

## Feather Painting

### Supplies:

black fabric squares, 8x10 feathers

paint

scrap paper (for practice picture)

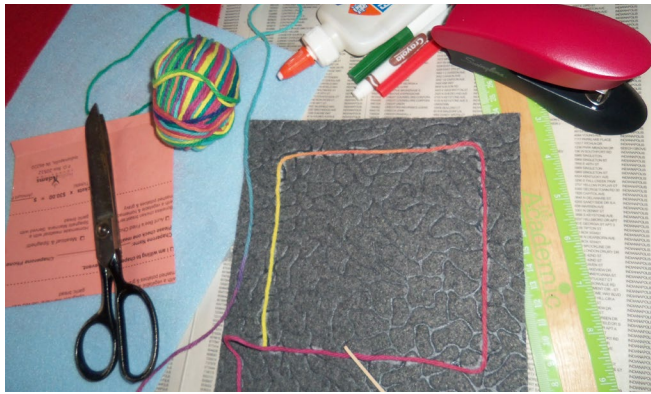
### Directions:

Using a piece of scrap paper, sketch a simple drawing. Use African pictures for ideas. It might include palm trees, canoes and so on.

Paint your drawing on the black fabric using feathers. Be careful not to get the paint too thick. Let it dry.







## Felt Tray

### Supplies:

stiff felt  
yarn, either two colors or variegated  
stapler  
glue  
toothpick  
scissors  
marker  
ruler  
scrap paper

### Directions:

Cut a square out of stiff felt. (Sample used 7-inch square.) Using a marker, draw a square inside and centered. (Because sample was dark-colored felt, we used scrap paper to make a 5-inch square instead of drawing with marker, using that as a pattern for the next step.)

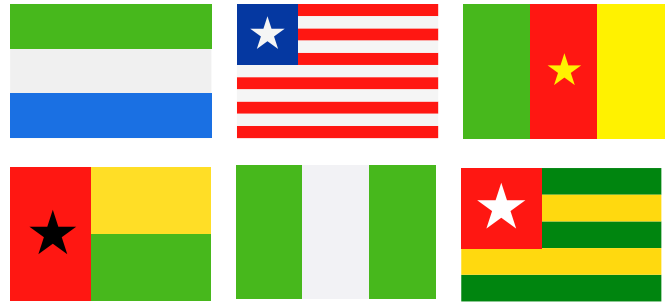
Glue yarn on the line around the pattern. Go down one side at a time, as the felt may absorb the glue quickly. Consider using a toothpick to spread the glue, so the yarn will not stick to your fingers.



Using at least 12 inches of yarn, finish the decorations by gluing a spiral in the middle of the square. If you are using two colors of yarn, alternate the colors.

To complete the tray, form the sides by stapling the four corners of the square. If you wish, wrap the corners with yarn also.

Repeat the gluing with two more lines of yarn, either alternating colors or using the variegated yarn. Cut off the excess yarn with scissors.



## Flag Craft Activities

### Suggestion #1

Provide students with copies of the flag patterns from the fact pages. Using crayons or colored pencils, have the students color in the correct colors from the instructions provided in the fact section. Attach the flags to straws or wooden dowels so you can place them in a stand. Display the flags in your classroom. Make sure the student's name is on the back of the flag or the "pole."



### Suggestion #2

Make flags out of felt, any size, for your classroom and display them during a public service. Use the flags in the fact section as patterns. Make copies of flags with emblems, cut around the shape, and glue or stitch onto your felt flag.

### Suggestion #3

craft sticks flag activity

### Supplies:

cardboard – cut to 4-1/4 x 6 inches  
paper punch  
jumbo craft sticks – 5 for each flag  
pencil  
acrylic or tempera paint markers  
glue  
yarn, ribbon or pipe cleaner

### Directions:

After cutting the cardboard pieces, punch two holes about 1/4 inch from the top and 1/2 inch from the side. Glue 5 craft sticks on cardboard, side by side, horizontally. Use a pencil to lightly sketch the flag design. A marker might be helpful to fill in the fine details of an emblem or lines. Use paints to color the country flags. When the flags are dry, tie small pieces of yarn, ribbon or pipe cleaner to hang your flags.

## Jigsaw Puzzle

### Supplies:

colorful picture or large photograph  
cardboard  
craft glue  
scissors  
pencil  
paintbrush(es)  
clear acrylic (optional)  
envelope

This might be a great project to give to a friend or someone who is ill, or as an invitation to church.

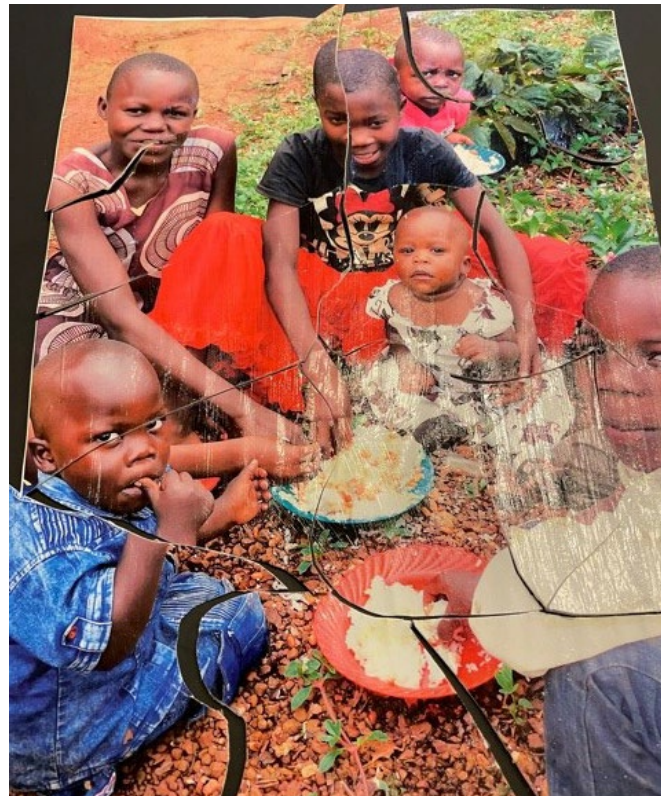
### Directions:

Choose colorful photos from old calendars, magazines or posters. You could also print lovely African photos from the internet or have students draw their own African pictures.

Using a paintbrush, glue the picture onto a piece of cardboard. Press down firmly over the picture to make sure it is completely smooth. Let it dry.

When dry, cover the picture by applying clear acrylic with a paintbrush as a protective coating. Let dry again. When the coating is dry, turn the picture over so you can use a pencil to draw your puzzle pieces on the reverse side.

Carefully cut out the jigsaw pieces. The more pieces you make, the harder it will be to put your puzzle together. Put pieces in an envelope to keep them together.



**Alternative:** Purchase blank puzzles from Amazon or a local craft and hobby store (example: [amazon.com/Blank-Puzzle-Color-Projects-Weddings/dp/B0799LHTS9](https://www.amazon.com/Blank-Puzzle-Color-Projects-Weddings/dp/B0799LHTS9)). Use good-quality markers and allow children to color the puzzle. Again, you may want to apply clear acrylic with a paintbrush to set the marker and provide a protective coating.

## Pasta Necklace

### Supplies:

dry macaroni  
food coloring  
rubbing alcohol  
sealable sandwich bags  
yarn  
beads, buttons and sequins



### Directions:

Color the macaroni by putting 1/2 teaspoon of rubbing alcohol and food coloring drops in the sandwich bag.

Add macaroni.

Seal the bag and shake until the macaroni is dry. Cut yarn for necklaces or bracelets. Knot one end. String the macaroni on yarn.

You can also make patterns or use beads, buttons and sequins in the necklace's design.



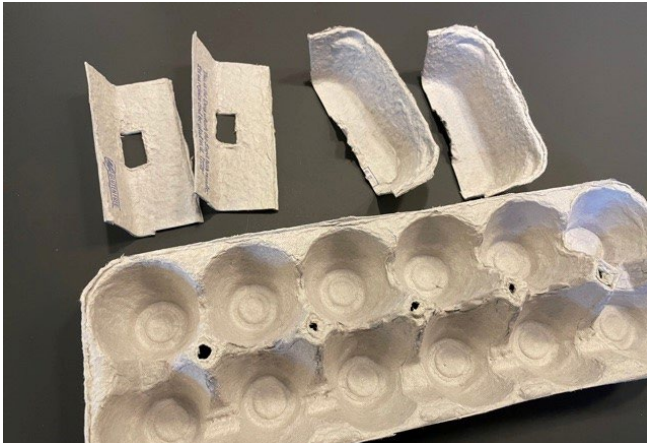
## More Craft Project Ideas

Calabashes are bowls made from gourds that have been cut and dried. Try making a calabash from a paper mache kit you might find in a craft store.

Tie-dye clothing and fabrics are popular. You will find project ideas and instructions at a craft or hobby store or online.







## Mancala

*Prepare this game before using it as a group activity.*

### Supplies:

one egg carton for each student; cardboard cartons will work best

48 small pebbles, seeds (sunflower seeds in the shell work great) or small wooden beads

tempera paints or markers

paintbrushes

1 plastic Ziploc bag for the game pieces

### Preparations:

Cut the lid off each egg carton. Cut off each end of the top. From the edge of the lid, cut two pieces the same size as the end pieces. Students will use these pieces to form the store on each end of the game board. You may want to go ahead and attach the ends that form the store.

### Directions:

Give each student one bottom section of the egg carton, two end pieces and two side pieces. Tape the ends and side pieces to the egg carton, as shown in the illustration.



them in the Ziploc bag. You may want to save the games for use in another class period.

Allow students to use tempera paints or markers to decorate their game board. Have students count out 48 of whatever game pieces you are using and put



## Potato Printing

*You will probably need several adults to assist with this project.*

### Supplies:

one large potato, per 2 students

a paring knife, small metal cookie cutters

felt-tip pen

paper for finished design

colored ink (or poster paint)

paper plate or saucer for ink

### Preparation:

An adult should cut potatoes in half with a sharp knife.

### Directions:

Have students draw a shape on the potato with a felt-tip pen. Or use a small metal cookie cutter to press a shape into the potato. If the student decides to draw a letter, it needs to be made backward to print in the right direction.

With the help of an adult, cut out the area around the shape. When you put paint on the potato, only the design will print. Pour a few drops of ink or paint onto a paper plate. Gently dip the potato in the ink or paint. Do not over-ink. Then press hard onto the paper. Repeat this process until the paper is covered with your design.

If you want to use the same design in a different color, wash the potato before changing colors. Another way to make a potato printer is by cutting the picture and leaving the potato around the design.

*This craft is similar to string printing (page 137), and some of the same designs could be used for both crafts.*





## Prayer Magnet

### Supplies:

missionary prayer card photos or country leader photos  
(available from Free Methodist World Missions)

cardboard or foam rectangles

glue

scissors

assorted buttons or stickers

magnetic strips

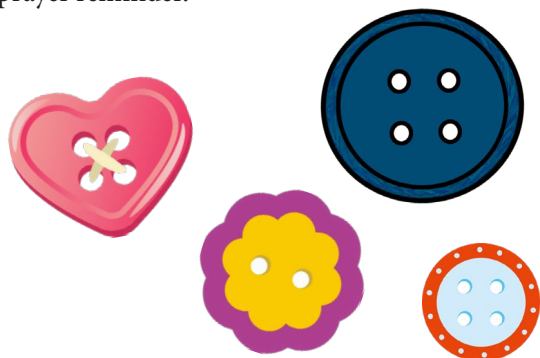
### Preparation:

Glue the missionary prayer card photo or country leader picture to the cardboard or foam.

Cut off excess foam or cardboard if necessary but leave a border around the photo for decorating.

Glue buttons around the edge to make a frame for your photo. It is OK if they overlap one another. If you have a group of younger students, you may want to use stickers. (You can most likely find stickers or borders at your local craft or hobby store.)

Glue two or three magnetic strips to the back of the prayer reminder.



## Suncatcher Craft

### Supplies:

glass gems, various sizes, with one flat side

clear glue (such as Elmer's clear gel)

plastic lid from small-medium tub-type dish

fishing or bead stringing wire, or cord from jewelry making, or ribbon

scissors

suction cup, optional

### Directions:

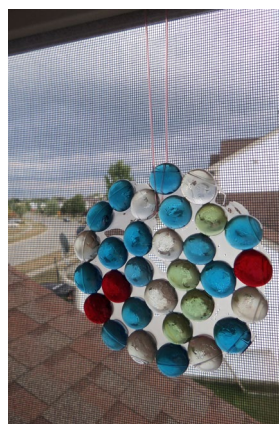
Place the plastic lid top down on the table. Coat the inside of the lid with glue. Place glass gems in the glue and press gently.

Fill the entire lid with gems. Let the suncatcher dry for two to three days. You may choose to use a hairdryer on a low setting to dry the glue more quickly. When dry, carefully peel the finished suncatcher from the plastic lid.

Cut your hanger, fishing wire, bead stringing wire or cord, ribbon, etc., to the desired length – at least 12 inches.

Thread your hanger, fishing wire, etc., through a hole in the suncatcher and tie securely. If there are no holes between gems, create one with scissors or a pin.

Students can take these home to hang on a window latch, or give each student a suction cup hanger.



## Enrichment Idea

If you want to create a design, place the gems in the pattern you choose.



## String Printing

### Supplies:

cardboard  
scissors  
glue  
felt-tip pen  
string  
saucer or paper plate  
colored paints  
paintbrush  
colored paper, cardstock or newsprint

You can use cardstock or construction paper to make a greeting card, or use newsprint if you want to make some wrapping paper.

### Directions:

Using scissors, cut a few pieces of cardboard. Glue the pieces together, making a thick block.

Draw a design on the cardboard with a pen. Cover the cardboard with glue and stick the string around the outline of the design. Let dry.

Dab paint onto the block with a paintbrush covering the string. Press the design down onto the paper of your choice. Repeat this process until the paper is covered with your design.

You can use card stock or construction paper to make a greeting card or use newsprint to make some wrapping paper.

*This project is not designed for multiple colors.*



*This craft is similar to potato printing (page 135), and some of the same designs could be used for both crafts.*

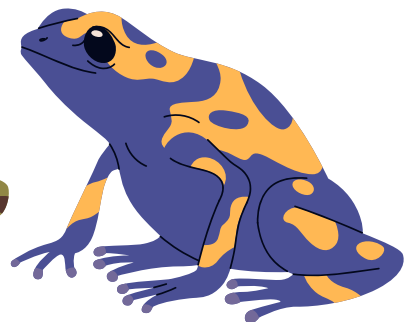
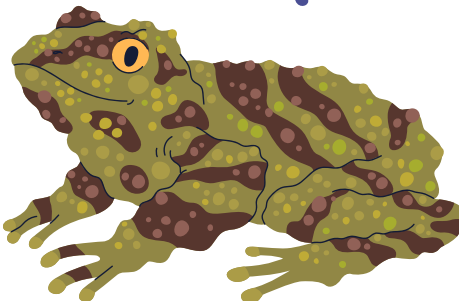
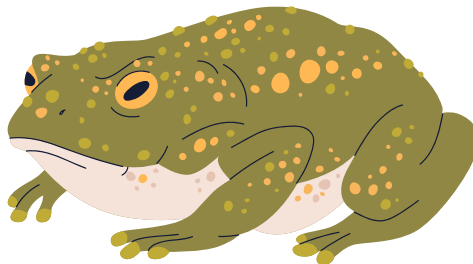
*This might work better with younger students.*



# Word Puzzles & Activity Pages

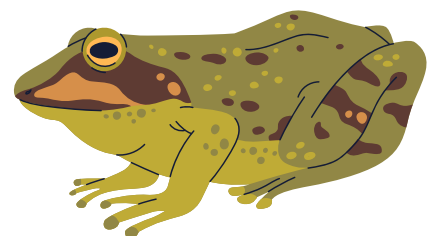
## The Matching Frog Challenge

Circle the three frogs that match exactly.



### Frog Facts:

The “Goliath” frog is the world’s largest frog, sometime measuring up to 12.5 inches and weighing up to 7.2 pounds. This is about as big as some house cats. These frogs can be found in the rainforests of western Africa and usually live near swift-moving rivers or waterfalls. They come out at night to look for food – insects, crustaceans, fish and other amphibians.



Answer on page 156



# National Symbol Match-Up

Draw a line from the national symbol to the correct country it represents.

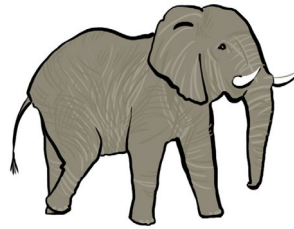
Cameroon



Guinea-Bissau

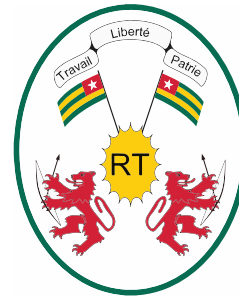


Guinea-Conakry

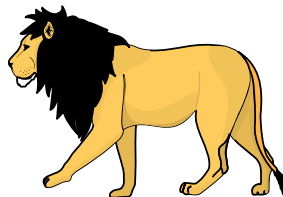


Ivory Coast

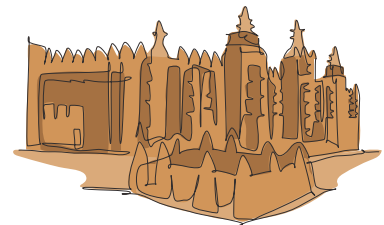
Liberia



Mali



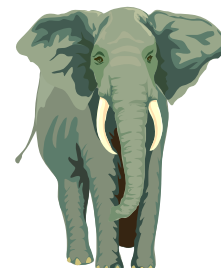
Nigeria



Sierra Leone



Togo



Answers on page 156

# Land of West Africa

## Country Word Bank

Use the words below to fill in the blanks of the puzzle.

Cameroon Guinea Ivory Coast Liberia Mali Nigeria Sierra Leone Togo

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   | L | — | — | — | — | — | — |   |
| — | — | — | — | — | A |   |   |   |   |   |   |   |
|   |   |   |   |   | N | — | — | — | — | — | — |   |
|   |   |   |   |   | D |   |   |   |   |   |   |   |
|   |   |   |   | — | O | — | — |   |   |   |   |   |
|   |   |   |   |   | F |   |   |   |   |   |   |   |
| — | — | — | — | — | A | — | — | — | — | — |   |   |
|   |   |   |   |   | F |   |   |   |   |   |   |   |
|   |   | — | — | — | R | — | — | — | — | — | — |   |
|   |   |   |   |   | I |   |   |   |   |   |   |   |
|   |   |   |   |   | C | — | — | — | — | — | — | — |
|   |   |   | — |   | A | — | — |   |   |   |   |   |

Answer on page 156

# Capital City Unscramble

The capital cities of the West African countries you studied are listed on this page, but their names are mixed up. Unscramble them in the space provided.

oorvMain \_\_\_\_\_

uBsais \_\_\_\_\_

jAuab \_\_\_\_\_

mkouosaYorsu \_\_\_\_\_

eLmo \_\_\_\_\_

yCarnok \_\_\_\_\_

eYdonau \_\_\_\_\_

nteewroF \_\_\_\_\_

oaakmB \_\_\_\_\_



# SCRIPTURE FIND

Follow the instructions to discover what Matthew 11:5 says.

1. Cross out all the things you use when eating.
2. Cross out all the words ending with “ry.”
3. Cross out all the foods grown in West Africa.
4. Cross out all the natural resources found in West Africa.

|          |           |           |            |         |         |
|----------|-----------|-----------|------------|---------|---------|
| THE      | CASHEWS   | BLIND     | TRY        | CUP     | RECEIVE |
| CRY      | FORK      | SIGHT     | YAMS       | THE     | ENTRY   |
| FAIRY    | LAME      | PLATE     | GOLD       | BERRY   | COCOA   |
| WALK     | LIMESTONE | JURY      | THOSE      | RICE    | ANGRY   |
| TIN      | SUGARCANE | WHO       | HAVE       | BOWL    | COAL    |
| LEPROSY  | STORY     | HAIRY     | DIAMONDS   | ARE     | DRY     |
| CLEANSED | BANANAS   | BAUXITE   | MAIZE      | THE     | KNIFE   |
| IVORY    | COCONUTS  | COFFEE    | DEAF       | ROBBERY | HEAR    |
| THE      | SPRY      | MERRY     | DEAD       | WIRY    | LUMBER  |
| AIRY     | ARE       | SPOON     | MARBLE     | COPPER  | RAISED  |
| AND      | VERY      | THE       | MANGOES    | BURY    | GOOD    |
| NEWS     | IS        | PETROLEUM | PROCALIMED | FRY     | TO      |
| FURRY    | THE       | VICTORY   | TITANIUM   | POOR    | PRY     |

Answer on page 157

# How Much Do You Know About VISA Ministries?

Read the statements about VISA Ministries. Circle if the statements are true or false.

The information on pages 73-74 will help students complete the puzzle.

- |       |   |   |   |
|-------|---|---|---|
| 1.    | T | F | VISA Ministries is a credit-card company for Free Methodists.   |
| <hr/> |   |   |   |
| 2.    | T | F | Teachers, preachers, secretaries, construction workers, health care workers and anyone who has a heart for God can serve through VISA Ministries short-term teams.  |
| <hr/> |   |   |   |
| 3.    | T | F | VISA Ministries only sends construction teams.  |
| <hr/> |   |   |   |
| 4.    | T | F | VISA Ministries makes handicraft products to produce income for Free Methodists around the globe.   |
| <hr/> |   |   |   |
| 5.    | T | F | VISA teams build schools, put on vacation Bible schools, repair buildings, teach, and conduct medical clinics and a variety of other creative projects to support and encourage Free Methodist ministries and missionaries. |
| <hr/> |   |   |   |
| 6.    | T | F | VISA is a child sponsorship program providing finances for children around the globe to have school fees and uniforms, hot meals at school, and needed medicines.   |
| <hr/> |   |   |   |
| 7.    | T | F | VISA teams and individuals can serve any length of time from two weeks to two months or two years.  |
| <hr/> |   |   |   |

Answers on page 157

# SEED Word Search

Circle the words hidden up, down, across, backward, forward and diagonally.

Information about SEED Livelihood can be found on page 70.

business

handicraft

provide

development

jobs

products

economic

livelihood

sewing

empowerment

micro-enterprise

sustainable

equipment

opportunity

talents

food cart

pig raising

training

gifts

plan

widows

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | S | E | Q | U | I | P | M | E | N | T | K | S | D | E | K |
| V | T | T | B | W | I | D | O | W | S | M | R | U | C | J | F |
| B | C | E | F | W | N | K | T | G | E | D | T | S | W | H | P |
| B | U | W | M | F | P | R | Q | N | D | E | A | T | F | A | W |
| D | D | S | V | P | A | A | K | I | I | V | L | A | O | N | N |
| H | O | F | E | I | O | S | R | S | V | E | E | I | O | D | W |
| O | R | O | N | W | T | W | B | I | O | L | N | N | D | I | B |
| I | P | I | H | F | I | U | E | A | R | O | T | A | C | C | M |
| V | N | J | I | I | S | N | Z | R | P | P | S | B | A | R | S |
| G | C | G | S | I | L | Z | G | G | M | M | G | L | R | A | L |
| J | U | B | N | G | X | E | S | I | E | E | I | E | T | F | E |
| I | O | E | T | D | Y | T | V | P | D | N | N | F | M | T | T |
| J | S | X | O | P | L | A | N | I | O | T | V | T | F | L | V |
| S | E | C | O | N | O | M | I | C | L | W | N | Q | L | E | Y |
| L | I | O | P | P | O | R | T | U | N | I | T | Y | B | L | O |
| C | E | S | I | R | P | R | E | T | N | E | O | R | C | I | M |

Answers on page 157



# Decipher the Secret Message

## From the Set Free Movement

Solve the math equations. Then use the math code to decipher what God's Word says in Isaiah 1:17. Write the answer in the equation box or on the lines below.

Some words in the math code may be used more than once.

Information about the Set Free Movement is found on pages 71-72.

|                |                |                |                |
|----------------|----------------|----------------|----------------|
| $5 + 7$ _____  | $6 - 3$ _____  | $6 + 2$ _____  | $1 + 3$ _____  |
| $1 + 0$ _____  | $6 + 7$ _____  | $7 + 2$ _____  | $15 - 1$ _____ |
| $5 + 2$ _____  | $6 + 4$ _____  | $8 - 6$ _____  | $11 + 3$ _____ |
| $8 + 8$ _____  | $6 + 5$ _____  | $12 + 2$ _____ | $4 + 2$ _____  |
| $16 + 1$ _____ | $10 + 4$ _____ | $14 + 1$ _____ | $9 + 2$ _____  |
| $10 + 4$ _____ | $2 + 3$ _____  |                |                |

### Math Code:

|            |              |             |          |
|------------|--------------|-------------|----------|
| 1=seek     | 2=up         | 3=to        | 4=right  |
| 5=widow    | 6=fatherless | 7=oppressed | 8=do     |
| 9=defend   | 10=take      | 11=of       | 12=learn |
| 13=justice | 14=the       | 15=case     | 16=cause |
| 17=plead   |              |             |          |

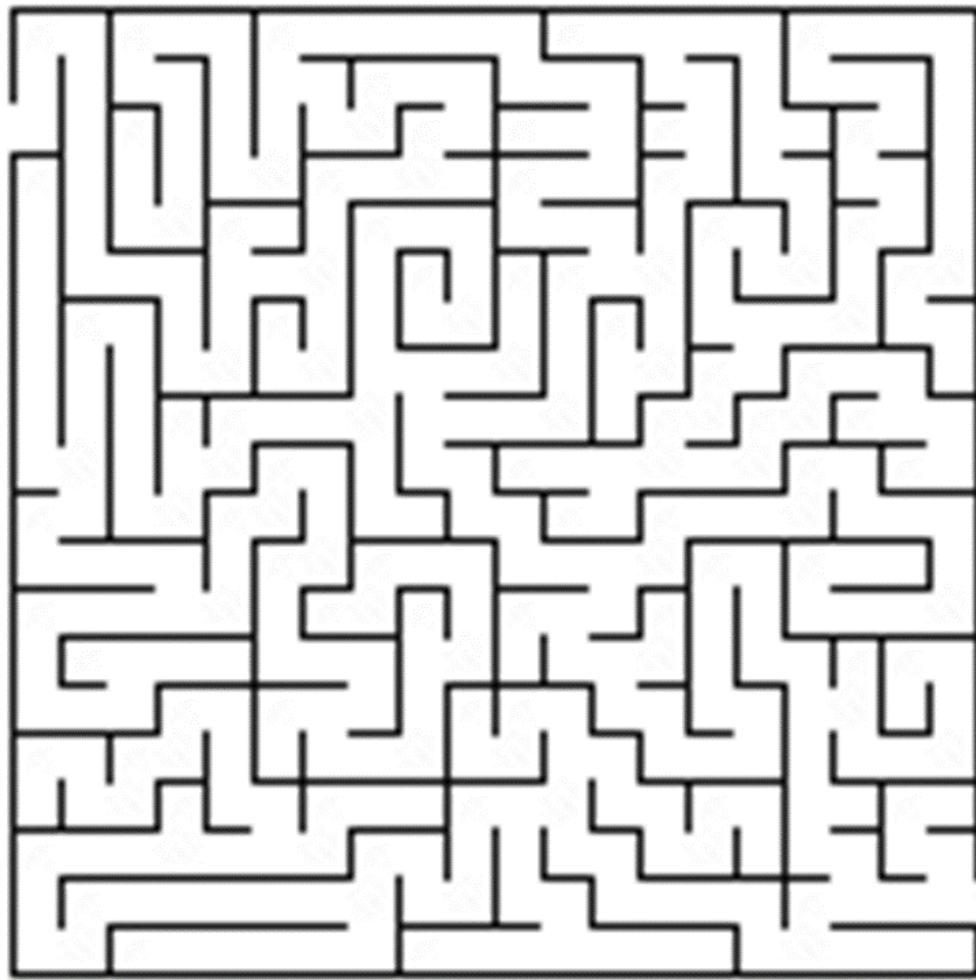
Answers on page 157

# International Child Care Ministries Maze

Help the child from Togo find his way through the maze to get to the water filter.

A story about water filters is found on pages 68-69.

Information about International Child Care Ministries is found on pages 66-69.



## Water facts:

Each day, more than 6,000 children under age 5 die from diseases spread by unsafe water or lack of basic sanitation and hygiene (World Vision). Nearly 1 billion people around the world lack access to clean, safe drinking water (Clear Blue Global Water Project).

Answers on page 157

# CAMEROON



The former French Cameroon and part of British Cameroon merged in 1961 to form the country of Cameroon today.



The national symbol of Cameroon is the lion. The national soccer team is nicknamed "The Indomitable Lions."

Approximately 250 ethnic groups in Cameroon speak about 270 languages.

Cameroon is famous for producing coffee, cocoa, cotton, bananas & oilseeds.



**P** Pray for outreach activities and church growth in Cameroon.

## Cameroon

**f** The Free Methodist work trains pastors, conducts outreach to children, ministers to women and helps people learn job skills.



Capital city: Yaounde  
Main languages: 24 major African languages, English, French  
Main religions: indigenous beliefs, Christian, Muslim

## Did you know?

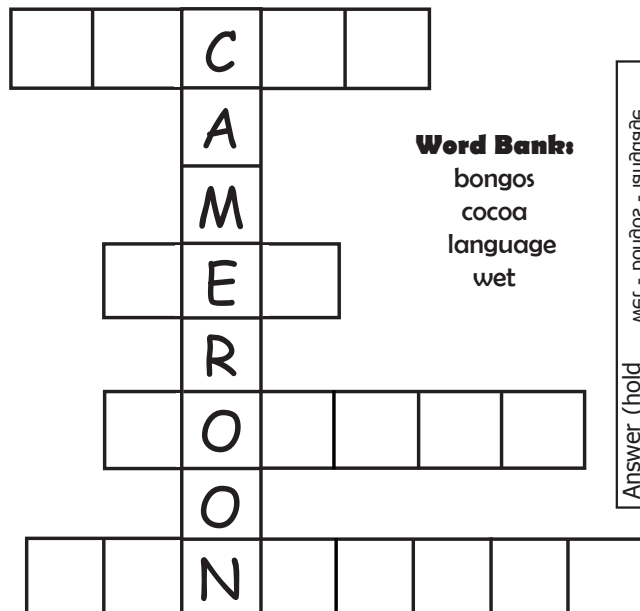
Visitors at Benoue National Park see forest deer - bongos - which have white stripes as camouflage.



A village in Cameroon is one of the wettest places on the earth. (About 400 inches of rain fall a year).

## TO DO:

Using the word bank, complete the puzzle below.



**Word Bank:**  
bongos  
cocoa  
language  
wet

Answer (hold up to a mirror): *meF - pou8oz - 1su0ngde  
flow tob to por8ow: cocos -*



# CÔTE D'IVOIRE



**The Ivory Coast - now known as Côte d'Ivoire - was a French colony until 1960. It is pronounced: "COAT" dee-vwar.**

Yamoussoukro is Côte d'Ivoire's capital; but Abidjan, the country's ex-capital, is the largest city.

**The Tai National Park, an ancient forest, is home to the small pygmy hippopotamus.**



**Capital city: Yamoussoukro  
Main language: French  
Main religions: indigenous beliefs, Muslim, Christian**

## Did you know?

**This nation is known for its chocolate. Côte d'Ivoire also produces bananas, pineapples, fish, cotton and palm oil.**

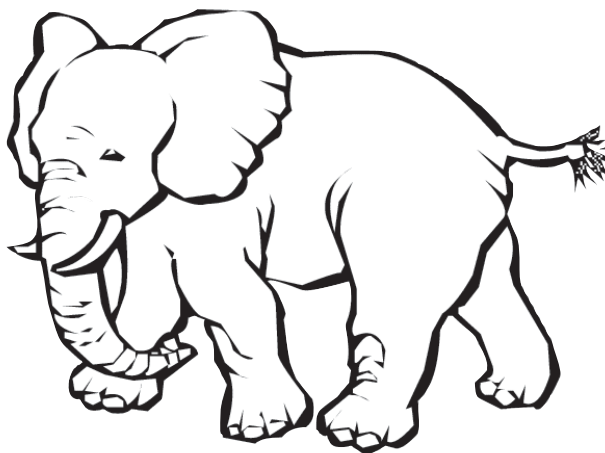


**More than 70% of the nation's population depends on the success of its agriculture and tourism industries.**

The land was once called the "teeth coast" because of the trade in ivory which comes from elephants' tusks.

## TO DO:

Color the national symbol of Côte d'Ivoire, an elephant.



**P  
r  
a  
y  
f  
o  
r**

Pray for outreach activities and church growth in this new work.



## Côte d'Ivoire

Free Methodist work in Côte d'Ivoire began in 2014.

# GUINEA-BISSAU

The national symbol is the black star.



Guinea-Bissau is about the size of the state of Maryland.

There are about 90 islands – *Bissagos* or *Bijagos* – off the coast. These islands are all run by women, part of a matriarchal tribe.

*Most people live on less than \$2 a day.*

The most common instrument is the *calabash*. It is a percussion instrument made from half a large calabash (bottle gourd).

## Pray for:

- Discipleship among the children, young people and their families.
- More churches to be planted.



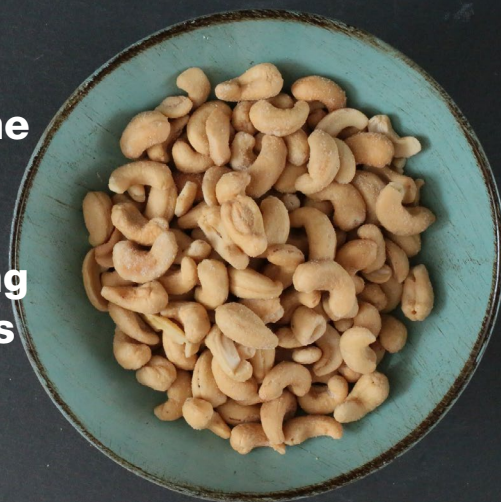
Capital City: Bissau

Main Language: Portuguese based Creole

Main Religion: Islam

## Did you know?

They are one of the top five cashew-producing countries in the world.



## TO DO:

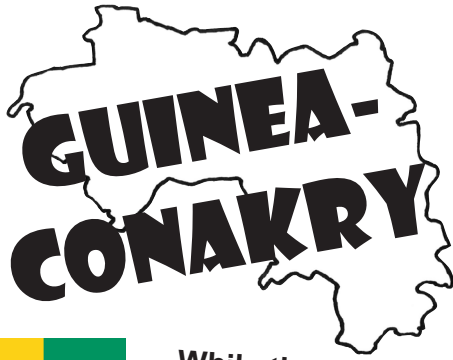
Using the word bank, complete the puzzle below:

|   |   |   |          |   |   |   |   |   |   |
|---|---|---|----------|---|---|---|---|---|---|
|   |   |   | <b>B</b> |   |   |   |   |   |   |
|   | — |   | <b>I</b> | — | — | — | — | — | — |
|   |   |   | <b>S</b> | — | — | — |   |   |   |
|   | — | — | <b>S</b> | — | — | — |   |   |   |
| — | — | — | <b>A</b> | — | — | — | — |   |   |
|   |   |   | <b>U</b> |   |   |   |   |   |   |

### Word Bank:

Bijagos, calabash, cashew, star





While the official name of the country is Guinea, it is called Guinea-Conakry to distinguish it from Guinea-Bissau, which is also in Africa.

Guinea-Conakry is a small country with a variety of landscapes including tropical dry forests, rainforests and beautiful waterfalls.

**Le Voile de la Mariée is a waterfall that cascades 230 feet.**



One national symbol is the jaguar. Another is

the canje pheasant.

Capital city: Conakry  
Main language: French  
Main religions: Muslim, Christian, indigenous beliefs

## Did you know?

**The capital, Conakry, is also the largest city.**



Bauxite (pictured left), one of the country's national resources, is the world's main source of aluminum.

## TO DO:

Cross out every G to find a scripture from Acts 8:4.

G T H O G G S E W G H O  
H G A G D B G E E G N S  
C A T G T E R G E D P R  
E G A C H G E D T H E W  
O R G D W H E R G E V E  
R T H E Y G W E G N T G

---

---

---

---

**P** Pray for church plants to grow in Guinea-Conakry.

**Guinea-Conakry**

**f**  
**O** Free Methodist work in Guinea-Conakry began in 2012 when a pastor started sharing the love of Jesus with others.



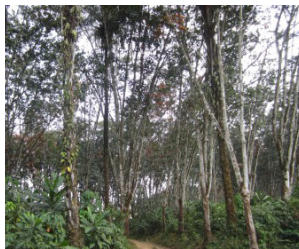
Answer (hold up to a mirror): word, reverse the word. (Acts 8:4)  
Those who had been scattered preached the



# LIBERIA

Liberia is located on the Atlantic Ocean.

Rubber processing is an important industry in Liberia. Rubber is used to make many products including toys, boots, shoes and tires. The rubber tree can grow as tall as 81 feet.



The capital of Liberia – Monrovia – was named after U.S. president James Monroe.

**P** Pray for those learning to be pastors and church leaders.



## Liberia

**f**  
**o**  
**r** The Free Methodist work in Liberia began in 1998 with a church plant in Monrovia, the capital city.

Capital city: Monrovia

Main languages: English, ethnic languages

Main religions: traditional religions, Christian, Muslim

## Did you know?



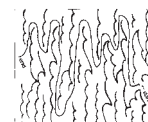
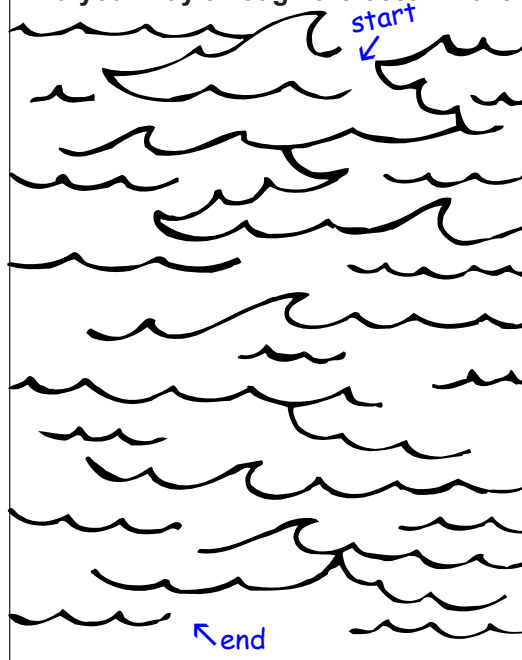
Liberia's flag, with 11 stripes

alternating red

and white, has a white 5-pointed star on a blue square. It was based on the U.S. flag.

## TO DO:

Find your way through the ocean maze.



Answer:

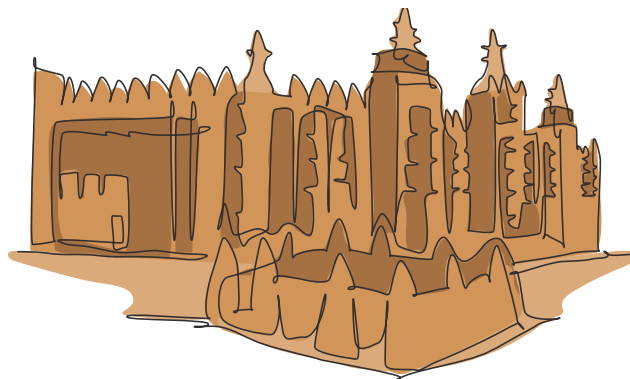
# MALI



Capital: Bamako  
Main Language: French  
Main Religion: Islam

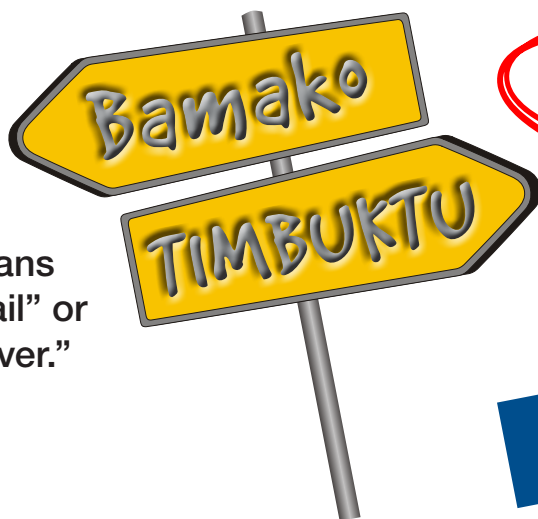
## Did you know?

Mali has one of the youngest populations in the world, with 67% of the population below the age of 25.



The national symbol is the Great Mosque of Djenne.

*Mali is the third-largest gold-producing nation in Africa.*



Bamako means “crocodile tail” or “crocodile river.”

Sweet tea is the national drink in Mali.

Timbuktu is a real place located in Mali.

### Pray for:

- People to gain more knowledge about Jesus and give their lives to Him.
- Those who believe will become witnesses for Christ.



## TO DO:

Starting with V,  
cross out every other letter  
to remind you what God wants us to be.

H V I C S D W M I J T A  
N L E P S O S R E Q S



Capital city: Abuja  
Main language: English  
Main religion: Muslim, Christian

## Did you know?



Students in Nigeria help with cleaning the classroom and cutting the grass.



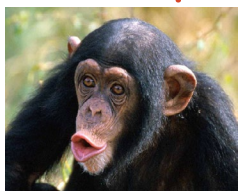
Flying over the desert you might notice Nigeria's ground looks red. Bits of iron in the ground make it look rusty red.

Nigeria is Africa's most populated country. There are more than 250 different ethnic groups living in Nigeria.

In Nigeria you might wish to carry an umbrella from March to October when it usually rains nearly every day.

At other times, you might wear a hat or scarf to keep you cool in the hot sun.

Nigeria's land includes rainforest, grassy areas and desert. Rainforest animals include gorillas, chimpanzees (like the one pictured), baboon and monkeys.



## TO DO:

Solve the math equations. Then use the code to learn what God's Word says in Mark 16:15.

$3 + 3$

$10 - 1$

$4 + 4$

$2 + 0$

$4 + 1$

$5 - 2$

$6 + 5$

$3 - 1$

$4 + 0$

$9 - 2$

$4 - 3$

$6 + 2$

$7 + 3$

Answer (hold up to a mirror): Good news to all creation.

**P** Pray children attending International Child Care Ministries schools will be good examples of God's love for others.



## f Nigeria

**o** A group of pastors in Nigeria liked the name "Free Methodist Church," so they called themselves the "Christ Free Methodist Church of Nigeria." They officially joined with the Free Methodist church in 1988.

math code:

to = 1

world = 5

into = 9

the = 2

go = 6

creation = 10

and = 3

news = 7

preach = 11

good = 4

all = 8



# SIERRA LEONE

Capital: Freetown

Main Language: English

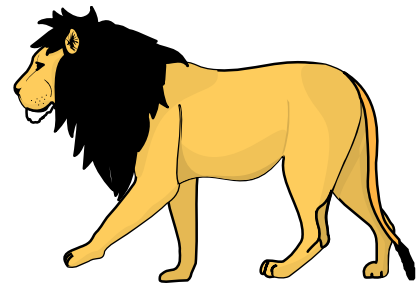
Main Religion: Islam

## Did you know?

Mount Bintumani is known as the “king of the mountains.”

Storytelling is a very important part of the culture. A storyteller is known as a “liar.”

The national symbol is a lion.



The Ghana Snail, a giant snail, can be found in Sierra Leone. It can reach 7” in length and 3.5” in width.



There is usually no talking while eating.

People in Sierra Leone eat rice at least twice a day.



Sierra Leone means “roaring mountains” or “lion mountains.”

## TO DO:

### Pray for:

- More training for pastors and church planters.
- The Holy Spirit to help establish a solid group of leaders.



# TOGO



**Togo means  
"house of the sea"  
in the Ewe  
language.**



**Capital city:** Lomé  
**Main language:** French, 4 others  
**Main religion:** native beliefs,  
Christian, Muslim

## Did you know?

Togo is one of the smallest  
countries in Africa.

Cotton is a very  
important crop for the  
nation of  
Togo. Cocoa  
and coffee  
are other  
important  
exports.



# 30

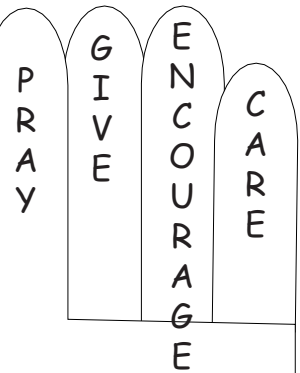
Togo could be  
considered a young  
nation. More than  
two-thirds of the  
population is under  
the age of 30.

**Togo is the  
only country  
in the entire  
world whose  
capital sits  
on an  
international  
border.**

**The city of  
Lomé  
borders the  
country  
of Ghana.**

## TO DO:

Think about how  
you can be a  
helping hand for  
God. Here are  
a few things you  
can do. Add your  
own ideas.



This week I will be God's  
helping hand by ...

**P  
r  
a  
y  
  
f  
o  
r**

Pray the people of Togo  
will know God loves them  
and He wants them to  
live their lives for Him.



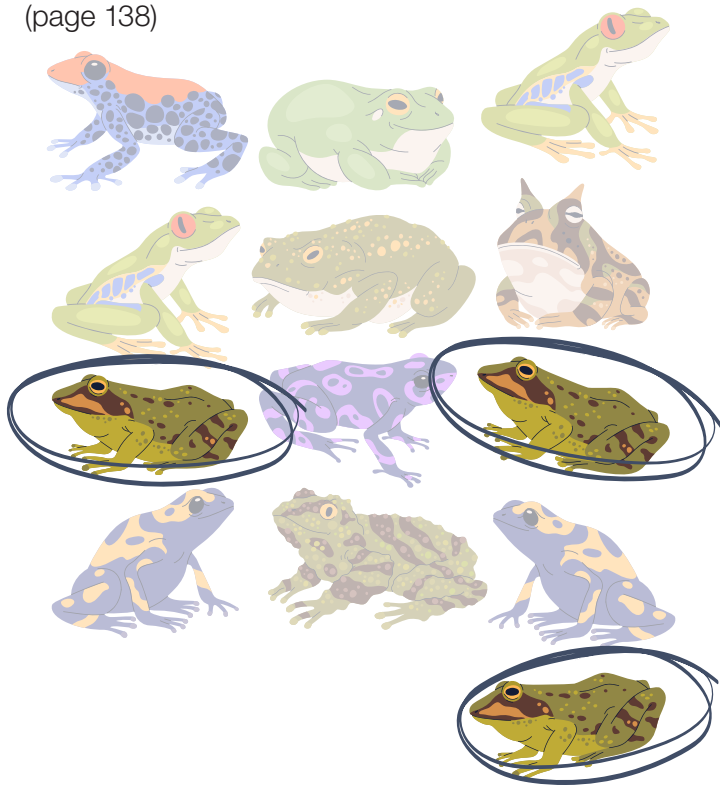
# Togo

The Togo Free Methodist Church  
has a vibrant children's ministry.

# Answers to Word Puzzles

## The Matching Frog Challenge

(page 138)



## National Symbol Match-Up

(page 139)

Cameroon



Guinea-Bissau



Guinea-Conakry



Ivory Coast



Liberia



Mali



Nigeria



Sierra Leone



Togo



## Capital City Unscramble

(page 141)

Monrovia

Bissau

Abuja

Yamoussoukro

Lome

Conakry

Yaounde

Freetown

Bamako

## Land of West Africa Word Bank

(page 140)

L I B E R I A  
 G U I N E A  
 N I G E R I A  
 D  
 T O G O  
 F  
 S I E R R A L E O N E  
 F  
 I V O R Y C O A S T  
 I  
 C A M E R O O N  
 M A L I



## Sample of Kente cloth (pages 131-132)



## How much do you know about VISA Ministries?

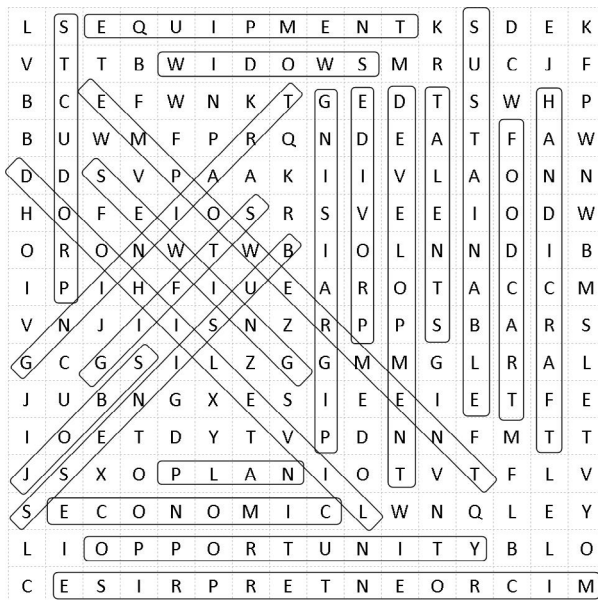
(page 143)

1. F
2. T
3. F
4. F
5. T
6. F
7. T

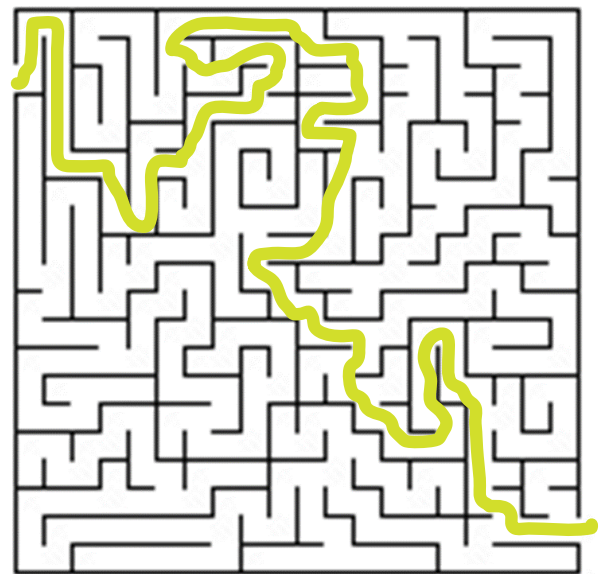
## Scripture Find (page 142)

THE BLIND RECEIVE SIGHT, THE LAME WALK, THOSE WHO HAVE LEPROSY ARE CLEANSSED, THE DEAF HEAR, THE DEAD ARE RAISED, AND THE GOOD NEWS IS PROCLAIMED TO THE POOR.

## SEED Word Search (page 144)



## ICCM Maze (page 146)



## Decipher the Secret Message From the Set Free Movement (page 145)

5 + 7 = LEARN

6 - 3 = TO

6 + 2 = DO

1 + 3 = RIGHT

1 + 0 = SEEK

6 + 7 = JUSTICE

7 + 2 = DEFEND

15 - 1 = THE

5 + 2 = OPPRESSED

6 + 4 = TAKE

8 - 6 = UP

11 + 3 = THE

8 + 8 = CAUSE

6 + 5 = OF

12 + 2 = THE

4 + 2 = FATHERLESS

16 + 1 = PLEAD

10 + 4 = THE

14 + 1 = CASE

9 + 2 = OF

10 + 4 = THE

2 + 3 = WIDOW



# Songs



## Jesus Loves Me

### English:

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong; they are weak,  
but He is strong.

### Refrain:

Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

### French:

Jesus m'aime! Ce je sais  
Parce-que la Bible m'a dit  
Les petits uns a lui appartiennent  
Ils sont faibles mais Il est fort!  
Oui, Jesus m'aime  
Oui, Jesus m'aime  
Oui, Jesus m'aime  
La Bible m'a dit.

## God Is So Good

### English:

God is so good.  
God is so good.  
God is so good.  
He's so good to me.

### Igbo Translation:

Chinekem Di mma!  
Chinekem Di mma!  
Chinekem Di mma!  
O Di mma na ezia.



Teach the children the song "I Am So Glad That Jesus Loves Me" in French.

Use this video: [youtube.com/watch?v=BkGVIWHtnvI](https://youtube.com/watch?v=BkGVIWHtnvI)

# RECIPES



## WEST AFRICA FOODS

Your students may be familiar with some foods enjoyed in West Africa: bananas, beef, chicken, fish, goat, mango, peanuts, rice, tomato sauce, eggplant, hot peppers, okra and yams. In Côte d'Ivoire, people even eat the leaves and roots of the yam. Cassava, or tapioca, is a daily staple. Plantains are similar to bananas but less sweet. Try some of these recipes as a class, or prepare them ahead of class time so your students can experience West Africa with their taste buds.

People in West Africa eat **fufu**, made from boiled cassava or plantains. It is eaten in small balls dipped in a stew. The people have few dishes to wash because they eat with their fingers, not silverware. They always use their right hand.

*Some of the recipes in this section will be good for snacks, and others would best be prepared for a missions fair or family missions night. You will find suggestions for simple snacks that take little or no prep time at the end of the recipe section.*

**Allergy Alert:** Please pay careful attention to the recipes as West Africans use peanuts and cashews in many recipes.

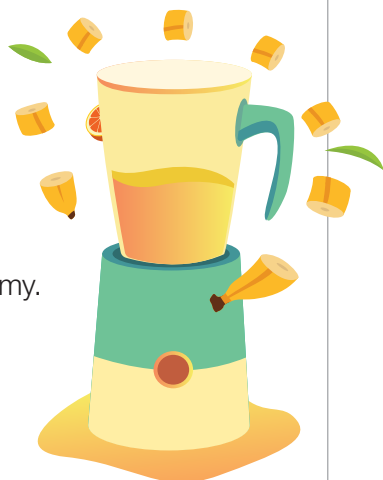
### BREAKFAST VIA the BLENDER

#### Ingredients:

- 1 cup skim milk
- 1/2 banana
- 3 tablespoons wheat germ
- 1/2 teaspoon vanilla

#### Directions:

Combine and blend until creamy.  
Makes 1 drink.



### BANANA OR MANGO SMOOTHIES

#### Ingredients:

- 1 cup crushed ice
- 2 large bananas or mangoes
- 1 cup pineapple juice
- 1 cup goat milk yogurt (any plain yogurt would work)
- 1 teaspoon honey
- 1/2 teaspoon vanilla

#### Directions:

Place crushed ice in a blender; then add all other ingredients. Blend at high speed until thick and frothy. Serve in frosted glasses.





## BANANA OATMEAL MUFFINS

### Ingredients:

1/2 cup butter or margarine  
 2 eggs, beaten  
 3 medium bananas, mashed  
 1/2 cup honey  
 1 cup unbleached all-purpose flour  
 1/2 cup wheat flour  
 1 teaspoon baking powder  
 1 teaspoon baking soda  
 1/2 teaspoon salt  
 1 cup uncooked oats

### Directions:

Cream butter or margarine. Add eggs, bananas and honey. In a separate bowl, mix all dry ingredients except oats. Add to creamed mixture. Stir only until blended. There will be a few lumps. Stir in oats. Fill baking cups 2/3 full. Bake at 375 degrees for about 15-18 minutes. Makes 18 muffins.

## CHILLED AVOCADO SOUP (Côte d'Ivoire)

### Ingredients:

2 very ripe avocados  
 4 cups cold chicken or vegetable stock  
 2 tablespoons lime juice  
 1 tablespoon plain yogurt  
 2 dashes of tabasco sauce  
 salt and pepper to taste

### Directions:

Peel avocado and remove the pit. Puree the avocado flesh in a blender. Add chicken stock and continue to puree. The mixture should be smooth. Blend all ingredients. Chill for one hour. Serve.



## COCONUT BALLS (Togo)

### Ingredients:

1/3 cup sweetened condensed milk  
 1-1/2 cups grated coconut  
 1 egg white  
 1 teaspoon vanilla

### Directions:

Mix sweetened condensed milk with coconut. Beat egg white until stiff peaks form. Stir into milk and coconut mixture. Add vanilla and mix well. Shape into balls and bake on a greased baking sheet or nonstick silicone sheets at 375 degrees until lightly browned. Remove from pan while hot. The recipe makes about two dozen small cookies.



## COCONUT COOKIES (Togo)

*(sugar cookies topped with coconut)*

### Ingredients:

1/2 cup margarine  
 1/2 cup sugar  
 1 tablespoon milk  
 1 large egg  
 1/4 teaspoon salt  
 1-1/4 cups sifted all-purpose flour  
 1 teaspoon baking powder  
 1 cup flaked coconut (toasted if desired)

### Directions:

Cream shortening with sugar; add milk and egg. Beat until light and fluffy. Sift together salt, flour and baking powder; add to creamed mixture. Mix well. Chill dough for at least four hours or overnight. Roll out dough on a floured surface to 1/4-inch thickness. Cut with a floured 3-inch cookie cutter. Sprinkle with coconut. Bake on greased baking sheets at 375 degrees for 10-12 minutes. The recipe makes about three dozen coconut-topped cookies.

## FRIED BANANAS

### Ingredients:

4 bananas  
2 tablespoons lemon juice  
3/4 cup finely crushed corn flakes  
peanut oil  
black pepper  
cinnamon and sugar



### Directions:

Cut bananas into quarters lengthwise and then into halves crosswise, making 8 fingers from each banana. Allow to stand 10 minutes covered with lemon juice. Roll in crumbs and cook quickly in peanut oil 1/2-inch deep in a skillet at 370 degrees until crispy brown on both sides. Bananas may be sprinkled with pepper and served with meat or fish, or if serving as a dessert, sprinkle with sugar and cinnamon.



## FUFU (Togo)

### Ingredients:

1-1/2 cups baking mix  
1-1/2 cups instant potato flakes  
6 cups water  
a stew already prepared (You can serve with canned stew.)

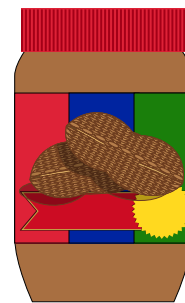
### Directions:

Boil water. Mix baking mix and instant potato flakes in a separate bowl. Pour into boiling water. The mixture will thicken. After 10-15 minutes, when the mixture is hard to stir, scoop out 1 cup and place in a wet bowl. Shake the bowl until the mixture becomes a ball. Repeat with the rest of the mixture. Enjoy the fufu with stew.

## GUINEAN PEANUT SAUCE (Guinea-Conakry)

### Ingredients:

6 cups water  
5 bouillon cubes  
1 large onion, chopped  
pinch of oregano  
3 cloves garlic  
1 tablespoon lemon juice  
2 tablespoons tomato paste  
pinch of cayenne pepper  
1 large tomato diced (remove seeds first)  
1 (14 oz.) jar natural peanut butter (no sugar added)  
2 boneless chicken breasts, cut into small pieces  
4 habanero peppers (optional)  
3 bay leaves  
salt and pepper to taste  
1 tablespoon oil



### Directions:

Sauté the onion and garlic in the oil until tender. Add everything except the chicken and peanut butter. Bring just to a boil, so the bouillon cubes dissolve. Lower heat to a simmer and add peanut butter. Simmer for about one hour. Add the chicken breast. Simmer until the chicken breast is done (about 30 minutes).

If you don't want the sauce spicy, leave the peppers whole or leave them out altogether. If you'd like it spicy, break them up a little, but take care not to release too much of the oils – habaneros are hot!

If time is limited, add the peanut butter and chicken all at once and simmer until you like the consistency and the chicken is cooked through.





## JOLLOF RICE (Nigeria)

### Ingredients:

4 cups white rice  
 8 ounces tomato sauce  
 3 ounces tomato paste  
 1 diced onion  
 2 teaspoons salt  
 1 teaspoon dry red pepper (like cayenne pepper)  
 4 bouillon cubes  
 water

### Directions:

Put rice and about six cups of water in a pot and place on high heat. If preferred, boil the water first, and then add rice to boiling water. Let the rice cook for 10-15 minutes. After the rice has cooked, add tomato sauce, tomato paste and onion. Add enough water to allow the rice to complete cooking. (Since you will not drain the rice, you might add a little water and check on it often, rather than add too much.) Next, add the bouillon cubes. Add salt and red pepper. Allow rice to continue cooking until it is soft. If there is excess water at this point, turn the heat to low to allow the water to cook off. Makes 6-8 servings.



## KELEWELE (Liberia)

(spiced fried ripe plantain)

### Ingredients:

3 ripe plantains  
 1 teaspoon cayenne pepper  
 1 teaspoon salt  
 2 teaspoons onion salt  
 3 teaspoons ground ginger  
 water to sprinkle over dry ingredients  
 vegetable oil for deep frying

### Directions:

Peel plantain. Slice down the middle lengthwise and then slice the two halves down the middle lengthwise. Take each of the strips and cut 2-inch pieces diagonally. Put the plantain pieces in a bowl. Mix all the dry ingredients and sprinkle the plantains. Sprinkle with enough water to get the dry ingredients moist. Set aside for 10 minutes before frying. Heat oil and add some of the plantains. Stir occasionally. When brown, remove from oil. Drain on a paper towel and then serve.

**Note:** Plantains can also be sliced thinly across, fried and salted for chips; these are a substitute for potato chips, which are not found in Liberia.







### **MAASA** (Mali)

*Maasa is a cross between a pancake and a doughnut*

#### **Ingredients:**

2 cups milk  
 1/4 cup boiling water  
 2 tablespoons sugar  
 2 teaspoons yeast  
 2 cups millet flour (can substitute cornmeal)  
 2 cups rice flour  
 1 tablespoon baking powder  
 confectioners sugar

#### **Directions:**

Add boiling water to 1/2 cup of milk; then add sugar and yeast. Set this aside.

Sift together the millet flour, rice flour and baking powder. Add in the yeast mixture. Then add the remaining milk a small amount at a time. Let this batter sit in a warm place for 30-45 minutes.

Heat cooking oil in a skillet. Spoon a thin layer of the maasa into the oil and cook until golden brown. Turn once. You may need to add more oil after cooking a few of the maasa.

After cooking, the maasa should be crispy on the outside and soft inside. After removing them from the oil, drain on paper towels.

Sprinkle with powdered sugar or sugar and cinnamon.



### **MONKEY BREAD**

#### **Ingredients:**

3 tubes biscuits (10 in each), cut each in fourths  
 1/2 cup sugar  
 1 teaspoon cinnamon  
 1 cup chopped pecans (optional)  
 1/4 cup margarine (1/2 stick)  
 1/4 cup brown sugar, packed

#### **Directions:**

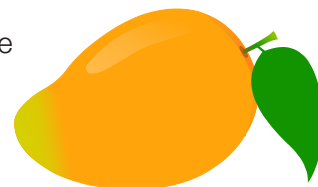
Mix sugar and cinnamon in a large plastic or paper bag. Add biscuit quarters and shake until coated. Grease a bundt or tube pan and place dough randomly. As you place dough in the pan, sprinkle with pecans. In a saucepan, mix margarine and brown sugar. When sugar is dissolved, pour the mixture over the dough. Bake the bread at 350 degrees for 30 minutes.

### **MANGO FOOL** (Côte d'Ivoire)

*Ivorians traditionally do not eat dessert but often eat fruit or a simple dish like mango fool.*

#### **Ingredients:**

10 ripe mangos, peeled  
 6 teaspoons orange juice  
 1 cup heavy cream  
 mint sprigs to garnish



#### **Directions:**

Extract all flesh from each mango. Blend with orange juice and cream in a blender. After about 30-45 seconds, the cream will be thick. Pour mixture into a large bowl or individual dessert glasses. Cool in the refrigerator until set. Just before serving, decorate with mint sprigs.





## PEANUT SOUP

### Ingredients:

3 cups chicken stock  
 1/2 cup diced celery, fine  
 1/4 cup diced onion, fine  
 1/4 cup diced carrot, fine  
 3 tablespoons whole wheat flour  
 3 cups milk  
 3/4 cup peanut butter  
 1/4 cup chopped roasted peanuts

### Directions:

In a large covered pot, cook vegetables in 1 cup of chicken stock until tender – about 20 minutes. In the blender, combine 1 cup cooled stock, flour and vegetables. Puree until smooth and return to pot. Add remaining cup of stock and simmer until it thickens. Add milk and peanut butter. Heat through until steamy. Do not let the mixture boil. Sprinkle each serving with peanuts. Makes 6 servings.

## SQUASH CASSEROLE

### Ingredients:

3 cups squash, cooked and drained  
 1 (10 3/4-oz.) can cream of chicken soup  
 2 cups grated cheddar cheese  
 1-1/2 cups crushed saltine crackers  
 2 beaten eggs  
 1 medium onion, chopped  
 1 tablespoon milk  
 1 tablespoon butter, melted

### Directions:

Combine all ingredients and pour into a greased 2-1/2 quart casserole dish. Bake covered at 350 degrees for 20 minutes. Then cook uncovered for 10 minutes.

*Zucchini, broccoli, eggplant or asparagus can be substituted for squash.*





## NUTTY BANANAS

*This snack combines two favorite African foods – bananas and peanuts (called groundnuts in Africa).*

### Ingredients:

bananas

finely chopped or grated peanuts\*

wheat germ

cinnamon



### Directions:

Make a mixture of finely chopped or grated peanuts, wheat germ, and cinnamon. Place small amounts of the mixture on paper plates and give each student one-half of an unpeeled banana.

To eat, the children will gradually peel their banana and dip it into the nut mixture before taking each bite.

*\*You could substitute Grape Nuts cereal for the peanuts.*



## SIMPLE AND EASY SNACKS

**Chin Chin** (a West African snack food that can be purchased on Amazon, pictured below)

**Chocolate** – plain milk or dark chocolate

**Fresh or dried fruits** – banana, dried coconut, mango, melon, papaya, pineapple, orange

**Ginger ale**

**Milo**

**Nuts** – almonds, cashews or peanuts

**Pumpkin seeds**





# Christian Life Club Supplement



If you are continuing to use the Christian Life Club (CLC) material in your church, this section provides the list of requirements for missions month. *Missions Alive!* is designed to teach about Free Methodist World Missions, its missionaries and the work of leaders around the world.



## Pathfinder Year 1

Learn About Missions Badge  
Memory Verse – Mark 16:15

### Requirements:

► Listen to and act out the Story of Philip and the Ethiopian (Acts 8:26-40). Tell what this story teaches about telling others about Jesus. Make a prayer list of people you know who need to hear about Jesus.

► Make a card for one of the friends for whom you have been praying, inviting him or her to a church event or service.



## Pathfinder Year 2

Learn About Missions Badge  
Memory Verse – Psalms 96:3

### Requirements:

► Learn about some of the missionaries who work in mission fields around the world. Post their pictures on a map to show the country where each missionary works.

► Make an audio or video greeting for the missionaries you learned about. Tell something about yourself, sing a song and pray for the missionaries. (You might set up a FaceTime or Skype call with your missionary friends.)



## Trailblazer Year 1

Reach Out Badge  
Memory Verse – Acts 1: 8

### Requirements:

► Make a small gift to give to a child with whom you want to share Christ. Deliver the gift and tell the child the plan of salvation. Pray for the child who will receive your gift.

► Learn about and pray for a missionary family who works on the mission field you are studying. Write a letter to a missionary child.



## Trailblazer Year 2

Reach Out Badge  
Memory Verse – Romans 10:13-14

### Requirements:

► Help prepare at least two foods using recipes from other countries. Share them with Christian Life Club friends.

► On the map, locate some countries in which your church has missionaries. Discuss information about the climate, languages, natural resources and people in those countries. Tell some things you learned about how the people live.



## Pacesetter Year 1

The Great Commission Badge  
Memory Verse – Matthew 28:19-20

### Requirements:

► Identify some of the special challenges and joys missionaries experience. Tell how our prayers can help in these situations. Contact three missionaries and ask them to tell their favorite part of being a missionary.

► Discover why missionaries need our financial support. Contribute some money to support our missionaries.



## Pacesetter Year 2

The Great Commission Badge  
Memory Verse – 1 Peter 3:15

### Requirements:

► Make a bulletin board, table or cabinet display showing the various jobs missionaries do in the countries where they are serving God.

► Learn about what influences people to choose their careers. Make a list of your interests and abilities. Tell how each might be used in a mission setting. Pray, asking God to lead you in the decision you will make about your career.

# Resources

*Note: Most of these books can be ordered online.*

The list of missions education resources below is not exhaustive, but you will find it helpful.

Due to the dynamic and changing nature of the internet, some websites stay current longer than others.

## RECOMMENDED RESOURCES

**Books:** (author and publisher)

*Exploring the World With Jesus*, by Free Methodist missionaries (Light & Life Communications) 1995

*From Akebu to Zapotec*, by June Hathersmith (Wycliffe) 2002

*From Arapesh to Zuni*, by Karen Lewis (Wycliffe) 1986

*Fun Around the World*, by Mary Branson (New Hope Publishers) 1992

*Global Art – Activities, Projects, and Inventions From Around the World*, by MaryAnn F. Kohn and Jean Potter (Gryphon House) 1998

*The Great Games Book*, by Susan Adams (Dorling Kindersley) 1997

*The Great Kid Mission*, by Mary Gross (Gospel Light Publishers) 1996

*Growing Compassionate Kids (Helping Kids See Beyond Their Backyard)*, by Jan Johnson (Upper Room Books) 2001

*Hands Around the World*, by Susan Milord (Williamson Publishing) 1992

*Kids Around the World Cook*, by Arlette N. Braman (Josey-Bass) 2000

*Kids for the World: A Guidebook for Children's Mission Resources*, by Gerry Dueck (William Carey Library Publications) 1990

*A Kids' Guide to Hunger and Homelessness – How to Take Action*, by Cathryn Berger Kaye, MA (Free Spirit Publishing) 2007

*The Kids' Multicultural Cookbook, Food and Fun Around the World*, by Deanna F. Cook (Williamson Publishing) 1995

*The Kids' Volunteering Book*, by Arlene Erlbach (Lerner Publications Company) 1998

*The Mission-Minded Child: Raising a New Generation to Fulfill God's Purposes*, by Ann Dunagan (Authentic) 2007

*More Fun Around the World*, by Jackie Faughn (New Hope Publishers) 1998

*My First Music Book*, by Helen Drew (Dorling Kindersley) 1993

*Operation World*, by Jason Mandryk (IVP Books) 2010

*Pray for the World*, by Patrick Johnstone and Molly Wall (IVP Books) 2015

*Reach Around the World: Missions Activities*, by Bob and Sandy Friesen (Gospel Publishing House) 1999

*77 Ways Your Family Can Make a Difference (Ideas and Activities for Serving Others)*, by Penny A. Zeller (Foundry Publishing) 2008

*The Teacher's Manual for "Top Line – Bottom Line,"* by Jill Harris and Bob Sjogren, Unveilinglory, 4663 Crown Hill Road, Mechanicsville, VA 23111

*Unwrapping the Servant: Teaching Kids to Serve Jesus and Others*, by Tina Houser (Warner Press) 2015

*Window on the World: An Operation World Prayer Resource*, by Molly Wall and Jason Mandryk (IVP Books) 2018

*A World of Children's Games*, edited by Mary Duckert (Friendship Press) 1993

*You Can Change the World*, by Jill Johnstone (Zondervan) 1992

*You Can Change the World Volume 2*, by Daphne Spraggett and Jill Johnstone and Patrick J. St. G. Johnstone (Zondervan) 1996

## Additional Resources

Flags of the World  
[crwflags.com/fotw/flags](http://crwflags.com/fotw/flags)

Gospel Light  
[gospellight.com](http://gospellight.com)

Gryphon House  
[gryphonhouse.com](http://gryphonhouse.com)

Joshua Project  
[joshuaproject.net](http://joshuaproject.net)

New Hope Publishing  
[newhopepublishers.com](http://newhopepublishers.com)

Operation World  
[operationworld.org](http://operationworld.org)

Oriental Trading Company  
(decorations or prizes) [orientaltrading.com](http://orientaltrading.com)

The Torchlighters – Heroes of the Faith  
[torchlighters.org](http://torchlighters.org)

Warner Press  
[warnerpress.org](http://warnerpress.org)

William Carey Library  
[missionbooks.org](http://missionbooks.org)

The World Factbook  
[cia.gov/the-world-factbook](http://cia.gov/the-world-factbook)

YWAM Publishing  
[ywampublishing.com](http://ywampublishing.com)

Zondervan  
[zondervan.com](http://zondervan.com)

## Suggested Readings

In addition to the books found under the Recommended Resources section, consider adding these storybooks to your missions library.

*Africa, Amazing Africa: Country by Country*, by Atinuke

*African Folk Tales*, by Hugh Vernon Jackson

*Be the Change, Your Guide to Freeing Slaves and Changing the World*, by Zach Hunter

*Christian Heroes: Then and Now Series*, by Janet and Geoff Benge, YWAM Publishing (Biographical titles include: Adoniram Judson, Amy Carmichael, Cameron Townsend, Eric Liddell, Gladys Aylward, Hudson Taylor, Jim Elliot, Jonathan Goforth, Lottie Moon, Nate Saint, William Carey and others — ages 10 and up)

*A Circle of Love Around Africa*, by Arleta Richardson (beginning readers)

*C is for Cocoa*, by Caroline Brewer

*The Global Warning Series*, by Heather Gemmen Wilson, Wesleyan Publishing House (adventures of Lydia Barnes, a 14-year-old girl who travels with her missionary father to Jamaica, Jerusalem and Liberia, ages 8-10)

*Jesus Is No Secret*, by Carolyn Nystrom (ages 6-9)

*Men and Women of Faith Series*, Bethany House Publishers (Biographical titles include: Gladys Aylward, Amy Carmichael, Hudson Taylor, John and Betty Stam, Luis Palau, Mary Slessor, and others — ages 12 and up)

*Mission Adventures in Many Lands*, by J. Lawrence Driskill (53 mission stories)

*Mission Stories From Around the World*, by J. Lawrence Driskill

*Missionary Stories From Around the World*, by Betty Swinford

*Mthunzi's Reed Mats*, by Janie House (preschool readers)

*What Language Does God Speak?*, by Karen Lewis and Philip White (16-page coloring book telling the story of Bible translation)

*Why Mosquitos Buzz in People's Ears: A West African Folk Tale*, by Verna Aardema

*Worldwide Mission Stories for Young People*, by J. Lawrence Driskill



# Bibliography

## Books: (author and publisher)

*African Culture* (Heinemann Library) 2013

*Africans Thought of It, Amazing Inventions*, by Bathseba Opini and Richard B. Lee (Annick Press) 2011

*Another Trip Around the World*, by Leland Graham and Traci Brandon (Carson-Dellosa Publishing Co.) 1996

*Countries of the World Nigeria*, by Bridget Giles (National Geographic) 2007

*Cultures of the World – Cote d'Ivoire*, by Patricia Sheehan and Jacqueline Ong (Marshall Cavendish) 2000/2010

*Cultures of the World – Liberia*, by Patricia Levy (Marshall Cavendish) 1998

*Enchantment of the World: Nigeria*, by Ettagale Blauer and Jason Lauré (Children's Press) 2001

*The Evolution of Africa's Major Nations – Ivory Coast*, by William Mark Habeeb (Mason Crest) 2013

*Lands and People: Cameroon* (Grolier Publishing) 2003

*Nigeria*, by Mary N. Oluonye (Carolrhoda Books, INC, The Lerner Publishing Group) 1998

*A True Book: Africa*, by Mel Friedman (Scholastic) 2013

*Welcome to Liberia*, by Yumi Ng, (Gareth Stevens Publishing) 2005

*Welcome to Nigeria*, by Esther Kerr and Yinka Ismail (Gareth Stevens Publishing) 2002

*The World Encyclopedia of Flags*, by Alfred Znamierowski (Lorenz Books) 1999

## Websites:

Africa.com  
[africa.com](http://africa.com)

CIA, The World Fact Book  
[cia.gov/the-world-factbook](http://cia.gov/the-world-factbook)

Cool Kid Facts  
[coolkidfacts.com](http://coolkidfacts.com)

The Facts Institute  
[factsinstitute.com](http://factsinstitute.com)

Flags of the World  
[crwflags.com/fotw/flags/](http://crwflags.com/fotw/flags/)

FOOD52  
[food52.com](http://food52.com)

Kids-World-Travel-Guide.COM  
[kids-world-travel-guide.com](http://kids-world-travel-guide.com)

Lonely Planet  
[lonelyplanet.com](http://lonelyplanet.com)

Mina Munns  
[flamecreativekids.blogspot.com](http://flamecreativekids.blogspot.com)

Multicultural Kid Blogs  
[multiculturalkidblogs.com](http://multiculturalkidblogs.com)

National Geographic Kids  
[kids.nationalgeographic.com](http://kids.nationalgeographic.com)

Ntripping Trips & Stuff  
[ntripping.com](http://ntripping.com)

## DVD Resources

*The Torchlighters Heroes of the Faith* series is an excellent resource. These animated DVDs tell the stories of missionaries and other Christians who have had significant impact for the kingdom of God. These DVDs are produced by Robert Fernandez. They are available at [torchlighters.org](http://torchlighters.org).

# Missions Alive!

*Missions Alive!* is produced on a seven-year study cycle to assist children's workers as they help students explore cultures and peoples of the world and to share how the Free Methodist Church is making a global impact. We hope you will use this curriculum and adapt it to fit your needs. It can be used in a large or small group, in children's church, Wednesday evening programming, vacation Bible school, or as a monthly missions focus. If you are still using the Christian Life Club program, you may

use the curriculum to help students earn the CLC missions badge for their age level.

***Missions Alive!* is a free downloadable curriculum. You can find the curriculum at [fmwm.org/childrens-resources](http://fmwm.org/childrens-resources). There are also PowerPoint slides and video links related to the current year's curriculum. If you have any questions, please call 800-342-5531.**



*Families of the World* is an award-winning DVD series you may find at your local library. Geared for kids ages 5 to 12, these 30-minute “documentaries” tour the culture and daily life of children around the globe – including a number of countries where FM ministry is taking place.

As children walk you through their country, you are able to put a face on the culture and people.

Take into account these videos are not produced from a Christian perspective. There may be some cultural or spiritual aspects you will want to discuss with your students.

The video series is produced by husband-and-wife team Mark and Eleanor “Georgi” Marquisee.

For more information go to [familiesoftheworld.com](http://familiesoftheworld.com).

**MISSIONS ALIVE! EVALUATION | West Africa – 2022**

Each *Missions Alive!* teacher, leader or helper is invited to offer suggestions and responses to help us in the development of future children's curriculum for missions education.

## Background of Evaluator

1. Role with *Missions Alive!* curriculum   ☐ teacher   ☐ helper   ☐ leader   ☐ other \_\_\_\_\_
2. Grade level worked with   ☐ (ages 4-6)   ☐ (grades 1-2)   ☐ (grades 3-4)   ☐ (grades 5-6)  
☐ other \_\_\_\_\_
3. Years you have worked in children's ministries   ☐ less than 1   ☐ 1-3   ☐ 4-6   ☐ more than 6
4. Meeting time you used *Missions Alive!* curriculum   ☐ midweek   ☐ Sunday school  
☐ missions fair   ☐ other \_\_\_\_\_
5. Groupings in your children's ministries   ☐ each grade separate   ☐ two grades together  
☐ several grades together   ☐ one group   ☐ other \_\_\_\_\_

## Evaluation of Content

Check the number indicating your evaluation of each category, 1 being poor and 4 being excellent.

Material meets the goal of teaching children to care about other people of the world

- |                                       |                            |                            |                            |                            |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Introduction to other cultures     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2. Clarity of instructions for leader | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3. Adaptability of material           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4. Appropriateness for age            | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

## Evaluation of Book Structure

Check the number indicating your evaluation of each category, 1 being poor and 4 being excellent.

- |                  |                            |                            |                            |                            |
|------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Artwork       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2. Layout        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3. Ease of use   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4. Reproducibles | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Additional Comments:

List any additional resources you found helpful in your missions study:

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Evaluation – *Missions Alive!* focus West Africa 2022

**FOLLOWING YOUR STUDY, PLEASE RETURN EVALUATION TO:**

Free Methodist World Missions, PO Box 51710, Indianapolis, IN 46251 • e-mail: [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org) fax: (317) 241-1248