



FMMW

# GLOBAL ADVENTURES

2024



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## **GLOBAL ADVENTURES**

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# Thanks for joining the adventure!

This resource 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, prayer activities and cultural experiences, we hope each child will understand the good news of Jesus is for all nations.

Here are some additional goals for this resource:

- We pray the children will desire to obey this call of Jesus as they interact with children in their school and neighborhood who have diverse cultural backgrounds.
- We pray some will hear the voice of Jesus, calling them to go to the ends of the earth to proclaim the love of Jesus.
- Because we believe the prayers of children are powerful and effective, we pray this resource will move them to pray not only for our missionaries but also for the people who need to hear about Jesus, including their friends and neighbors.

In addition to the printable material, you will find several PowerPoints to accompany the material on the FMWM website ([fmwm.org/resources/children/](http://fmwm.org/resources/children/)).

*Global Adventures* takes students on an adventure to five world areas – Africa, Asia, Europe, Latin America, and the Middle East. Each world area includes ideas and resources to be adapted for use as a month-long missions emphasis or for a whole quarter of children’s church.

Adventure Stories  
People on the Adventure  
Explore These Countries  
Adventures in Prayer  
Adventures in Culture

After each story there is brief **Explore More** section to help children engage further. The **People on the Adventure** section introduces missionaries serving in the area. **Adventures in Culture** includes cultural activities for students to participate in, including games, crafts, language and food.

The theme verse for this first edition of *Global Adventures* is Romans 10:14-15:

*How, then, can they call on the one they have not believed in?  
And how can they believe in the one of whom they have not heard?  
And how can they hear without someone preaching to them?  
And how can anyone preach unless they are sent?  
As it is written: “How beautiful are the feet of those who bring good news!”*

We invite you and your students to join us on this adventure and hear the stories of people with “beautiful feet,” bringing the good news of Jesus to those around them.

Thank you for partnering with FMWM to help our children develop a passion for the world God loves!

– Jan Coates, Editor

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# THEME VERSE FOR MEMORY

“How, then, can they call on the one they have not believed in?  
And how can they believe in the one of whom they have not heard?  
And how can they hear without someone preaching to them?  
And how can anyone preach unless they are sent?

As it is written:

‘How beautiful are the feet of those who bring good news!’”

*Romans 10:14-15, NIV*

But how can people call for help if they don't know who to trust?  
And how can they know who to trust  
if they haven't heard of the One who can be trusted?  
And how can they hear if nobody tells them?  
And how is anyone going to tell them, unless someone is sent to do it?  
That's why Scripture exclaims,  
A sight to take your breath away!  
Grand processions of people telling all the good things of God!

*Romans 10:14-15, MSG*



See suggested memory verse activities in the Resource Section on page 240.



# PowerPoint and Video Resources for *Global Adventures*



[fmwm.org/resources/children/](http://fmwm.org/resources/children/)



# A Bible for Every Believer

## Offering Project for Children

People all over the world are searching for the truth. And every year, thousands accept the truth of Jesus Christ through Free Methodist ministries. As they seek to grow deeper and deeper in their faith ... many do not have a necessary tool – God’s written Word.

You can change that!

For only \$5, you can provide a new Asian believer with a Bible in their own language. Your gift will allow one believer to be fed by the Word of God.

### Send gifts to:

Free Methodist World Missions

P.O. Box 51710, Indianapolis, IN 46251

Mark check: Bible for Every Believer Project

Or give online: [bit.ly/bibles4believers](https://bit.ly/bibles4believers)





# A Bible for Every Believer

People all over the world are searching for the truth. And every year, thousands find Jesus Christ through Free Methodist ministries. But ... many do not have a necessary tool – God’s written Word.

***You can change that!***

**\$5 will provide a new Asian believer with a Bible  
in their own language.**



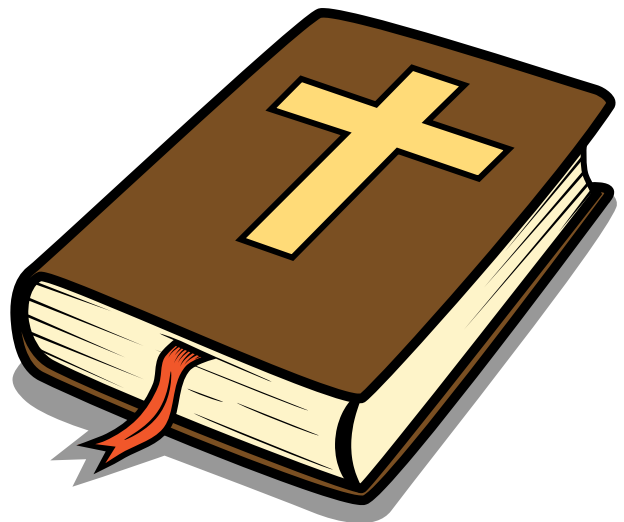
# Hieroglyphics Code

Use the hieroglyphics key to discover what a verse in the book of Psalms says about God's Word. Enter each letter on the line below.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| ♠ | ? | § |   | ≠ | ? |   | ♦ | ☞ | ↗ |
| ★ | ● | ★ | 😊 | ✝ | ✕ | ? | 😊 | ♠ |   |
| ☐ | ◊ | ◊ | ✕ | ★ | ♥ | ♦ | ★ |   |   |
| ● | ☞ | ▼ | ✓ | ✕ | ☐ | ? |   | 😊 | ♠ |
| ✝ | ★ | ✕ | ✓ |   |   |   |   |   |   |

## Hieroglyphics Key

|   |   |   |   |
|---|---|---|---|
| A | ★ | N | ♥ |
| D | ♦ | O | ? |
| E | ◊ | P | ✝ |
| F | ☐ | R |   |
| G | ▼ | S | ↗ |
| H | ✓ | T | ✕ |
| I | ☞ | U | § |
| L | ● | W | ≠ |
| M | 😊 | Y | ♠ |



Answer: Your word is a lamp to my feet and a light for my path (Psalms 119:105).

# 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 one story from each world area and a 12-week focus allowing for three lessons from each world area. Feel free to create your own lesson plans from the resources provided. Choose the adventure stories, resources and activities you feel will be most beneficial for your students. Remember to practice the memory verse each week.

## FIVE-WEEK FOCUS

|                             |  |                |
|-----------------------------|--|----------------|
| <b>Week One - Africa:</b>   | Adventure Story: "Ask Around"  | <b>21-22</b>   |
|                             | Introduce international missionary Dosseh Takpale                              | <b>26</b>      |
|                             | Explore Mali   | <b>33-35</b>   |
|                             | Play one African game  | <b>43-45</b>   |
|                             | Learn greetings in French  | <b>46</b>      |
|                             | Sing "Jesus Loves Me" in French  | <b>47</b>      |
|                             | Do the African weaving craft   | <b>49</b>      |
|                             | Fix Maasa (or choose one of the other simple African snacks)                   | <b>51</b>      |
| <b>Week Two - Asia:</b>     | Adventure story: "Investing What God Has Given"                                | <b>68-69</b>   |
|                             | Introduce Asia missionaries  | <b>71-79</b>   |
|                             | Explore Creative Access-VN   | <b>87-88</b>   |
|                             | Play one Asian game  | <b>92-93</b>   |
|                             | Learn greetings in VN  | <b>93</b>      |
|                             | Sing "Jesus Loves Me" in the language of VN                                    | <b>94</b>      |
|                             | Do the dragon or oriental fan craft  | <b>94-95</b>   |
|                             | Fix banana, coconut, cashew cake<br>(or choose one of the simple Asian snacks) | <b>97</b>      |
| <b>Week Three - Europe:</b> | Adventure story: "Bitterness to Forgiveness"                                   | <b>119-120</b> |
|                             | Introduce missionaries Camilo and Magaly Mora                                  | <b>118</b>     |
|                             | Explore Spain  | <b>128-130</b> |
|                             | Learn greetings in Spanish   | <b>135</b>     |
|                             | Play 1,2,3 Escondite Iglés   | <b>135</b>     |
|                             | Sing "The Joy of the Lord Is My Strength" in Spanish                           | <b>136</b>     |
|                             | Do the mosaic art craft  | <b>140</b>     |
|                             | Fix Spanish hot cocoa (or choose one of the simple European snacks)            | <b>142</b>     |

|                                   |   |                |
|-----------------------------------|---|----------------|
| <b>Week Four – Latin America:</b> | Adventure story: “Pollito Project”                          | <b>154-155</b> |
|                                   | Introduce missionaries Dennis and Kyle Leon                 | <b>162</b>     |
|                                   | Explore Costa Rica  | <b>172-174</b> |
|                                   | Play Escondido  | <b>187</b>     |
|                                   | Practice greetings in Spanish                               | <b>188</b>     |
|                                   | Sing “In My Life Lord” in Spanish                           | <b>189</b>     |
|                                   | Color or paint a toucan                                     | <b>190</b>     |
|                                   | Fix corn pancakes (or choose a simple Latin American snack) | <b>194</b>     |
| <b>Week Five – Middle East:</b>   | Adventure story: “The Lord Goes Before Us”                  | <b>208-209</b> |
|                                   | Introduce missionaries Hany and Joanne                      | <b>212</b>     |
|                                   | Explore Egypt   | <b>213-215</b> |
|                                   | Prayer Pyramid  | <b>221</b>     |
|                                   | Play the Fox  | <b>222</b>     |
|                                   | Practice greetings in Arabic                                | <b>224</b>     |
|                                   | Sing “Oh, How I Love Jesus”                                 | <b>224</b>     |
|                                   | Make the Egyptian Desert Collage                            | <b>225</b>     |
|                                   | Fix sesame seed cookies (or choose a simple Egyptian snack) | <b>229</b>     |

## 13-WEEK FOCUS

|                  |   |                     |
|------------------|---|---------------------|
| <b>Week One:</b> | Adventure story: “Nafissa’s Story” or “Ask Around”      | <b>18-19, 21-22</b> |
|                  | Introduce international missionary Dosseh Takpale       | <b>28</b>           |
|                  | Explore Mali  | <b>33-35</b>        |
|                  | Head-to-Toe prayer activity for Africa                  | <b>41</b>           |
|                  | Explore Culture – Greeting and song in French           | <b>46-47</b>        |
|                  | Make and play Mancala                                   | <b>50,45</b>        |
|                  | Fix massa (or enjoy a simple African snack)             | <b>51</b>           |
| <b>Week Two:</b> | Adventure story: “Unexpected Opportunity”               | <b>20</b>           |
|                  | Introduce missionaries Hendrik and Kaylene Smidderks    | <b>27</b>           |
|                  | Explore Guinea Conakry                                  | <b>29-31</b>        |
|                  | Band-Aid Prayers  | <b>41</b>           |
|                  | Explore Culture – Practice greetings and song in French | <b>46-47</b>        |
|                  | Do the Bucket Balance Race                              | <b>43</b>           |
|                  | Make an Africa weaving                                  | <b>49</b>           |
|                  | Fix fried bananas (or enjoy a simple African snack)     | <b>51</b>           |

|                    |   |                     |
|--------------------|---|---------------------|
| <b>Week Three:</b> | Adventure story: "A Time to Repeat"   | <b>23-24</b>        |
|                    | Introduce missionaries Mike and Vickie Reynen                                     | <b>27</b>           |
|                    | Explore Malawi  | <b>37-39</b>        |
|                    | Praying with Scripture  | <b>42</b>           |
|                    | Explore Culture – Greeting and song in Chichewa                                   | <b>46-47</b>        |
|                    | Do the Hoop Rolling Relay or play River Bank                                      | <b>43</b>           |
|                    | Make instruments  | <b>48</b>           |
|                    | Fix maanadazi (or enjoy a simple African snack)                                   | <b>51</b>           |
| <b>Week Four:</b>  | Adventure story: "The Children Must Hear the Good News" or "The Story of Kin Win" | <b>62-63, 64-65</b> |
|                    | Introduce missionaries Seth and Hlawn mandazi Van Tifflin                         | <b>78</b>           |
|                    | Explore Creative Access-MR  | <b>80-82</b>        |
|                    | Prayers for Courage   | <b>91</b>           |
|                    | Explore Culture – Greeting and song in the language of MR                         | <b>93-94</b>        |
|                    | Fish on a String  | <b>92</b>           |
|                    | Make an oriental fan  | <b>95</b>           |
|                    | Fix fresh gingered oranges (or enjoy a simple Asian snack)                        | <b>96</b>           |
| <b>Week Five:</b>  | Adventure story: "Come and See!"  | <b>66-67</b>        |
|                    | Introduce missionaries Eric and Virginia  | <b>74</b>           |
|                    | Explore Creative Access-PN  | <b>84-85</b>        |
|                    | Light in the Darkness Prayers   | <b>90</b>           |
|                    | Explore Culture – Greetings in the language of PN                                 | <b>93</b>           |
|                    | Do the Rice Relay   | <b>93</b>           |
|                    | Make woven rug art  | <b>95</b>           |
|                    | Fix a fresh fruit bowl  | <b>96</b>           |
| <b>Week Six:</b>   | Adventure story: "Investing What God Has Given" or "Why Are You Singing?"         | <b>68-69, 70</b>    |
|                    | Introduce missionaries Helri and Phuong   | <b>75</b>           |
|                    | Explore Creative Access-VN  | <b>87-88</b>        |
|                    | Rice Prayers  | <b>91</b>           |
|                    | Explore Culture – Greetings and song in the language of VN                        | <b>93-94</b>        |
|                    | Play Dragon's Tail  | <b>92</b>           |
|                    | Make the dragon craft   | <b>94</b>           |
|                    | Fix banana, coconut, cashew cake (or enjoy a simple Asian snack)                  | <b>97</b>           |

|                    |  |                |
|--------------------|--|----------------|
| <b>Week Seven:</b> | Adventure story: "Changed"   | <b>106-107</b> |
|                    | Introduce missionaries Michael and Maria Long  | <b>116</b>     |
|                    | Explore Greece   | <b>120-122</b> |
|                    | Puzzle Prayer for Refugees   | <b>132</b>     |
|                    | Explore Culture – Greetings in Greek   | <b>135</b>     |
|                    | Have your own Olympic Games  | <b>134</b>     |
|                    | Make one of the stained-glass crafts   | <b>138-139</b> |
|                    | Fix Greek butter cookies (or enjoy a simple European snack)  | <b>142</b>     |
| <b>Week Eight:</b> | Adventure story: "Bitterness to Forgiveness"   | <b>110-111</b> |
|                    | Introduce missionaries Cathy Alford, Josh and Susy Fajardo, Camilo and Magaly Mora, and national missionaries Raul and Abi Arana | <b>112-118</b> |
|                    | Explore Spain  | <b>128-130</b> |
|                    | Stained-Glass Prayers  | <b>133</b>     |
|                    | Explore Culture – Greeting and song in Spanish   | <b>135-137</b> |
|                    | Play 1,2,3 Escondite Inglés  | <b>135</b>     |
|                    | Make mosaic art  | <b>140</b>     |
|                    | Fix Spanish hot chocolate (or enjoy a simple European snack)   | <b>142</b>     |
| <b>Week Nine:</b>  | Adventure story: "Antonié's Story"   | <b>152-153</b> |
|                    | Introduce missionaries Dan and Hope Owsley   | <b>164</b>     |
|                    | Explore Brazil   | <b>168-170</b> |
|                    | Balloon Prayers  | <b>184</b>     |
|                    | Explore Culture – Greeting and Song in Portuguese  | <b>188-189</b> |
|                    | Play Peteca  | <b>186</b>     |
|                    | Make a rainforest in a jar   | <b>190</b>     |
|                    | Fix brigadeiros (or enjoy a simple Latin American snack)   | <b>193</b>     |
| <b>Week 10:</b>    | Adventure story: "Pollito Project"   | <b>154-155</b> |
|                    | Introduce missionaries Dennis and Kyle Leon  | <b>162</b>     |
|                    | Explore Costa Rica   | <b>172-174</b> |
|                    | M & M Prayers  | <b>184</b>     |
|                    | Explore Culture – Greetings and song in Spanish  | <b>188-189</b> |
|                    | Play Escondido   | <b>187</b>     |
|                    | Color or paint a toucan  | <b>190</b>     |
|                    | Fix corn pancakes (or enjoy a simple Latin American snack)   | <b>194</b>     |

|                 |  |                         |
|-----------------|--|-------------------------|
| <b>Week 11:</b> | Adventure story: "Planting and Harvesting in New Eden"       | <b>156</b>              |
|                 | Introduce missionaries J.R. and Becky Crouse                 | <b>159</b>              |
|                 | Explore Ecuador  | <b>176-178</b>          |
|                 | Seed Prayers   | <b>185</b>              |
|                 | Explore Culture – Greeting and song in Spanish               | <b>188-189</b>          |
|                 | Play Juguemose a las Congeladas                              | <b>186</b>              |
|                 | Make a Quena   | <b>191</b>              |
|                 | Fix fried plantains (or enjoy a simple Latin American snack) | <b>193</b>              |
| <b>Week 12:</b> | Adventure story: "A New Start" or "The Lord Goes Before"     | <b>206-207, 208-209</b> |
|                 | Introduce missionaries Hany and Joanne                       | <b>212</b>              |
|                 | Explore Egypt  | <b>213-215</b>          |
|                 | Prayer Pyramid   | <b>221</b>              |
|                 | Explore Culture – Greeting and Song in Arabic                | <b>224</b>              |
|                 | Play The Fox   | <b>222</b>              |
|                 | Make an Egyptian collage or nativity                         | <b>225-226</b>          |
|                 | Fix sesame seed cookies (or enjoy a simple snack from Egypt) | <b>229</b>              |
| <b>Week 13:</b> | Adventure story: "Take Up Your Cross and Follow Me"          | <b>210-211</b>          |
|                 | Introduce missionaries Dale and Dawn                         | <b>212</b>              |
|                 | Explore Jordan   | <b>217-219</b>          |
|                 | Prayer Chains for the Persecuted                             | <b>221</b>              |
|                 | Explore Culture – Greeting and song in Arabic                | <b>224</b>              |
|                 | Play Hajleh or River Bank                                    | <b>223, 222</b>         |
|                 | Make one of the Jordanian pottery crafts                     | <b>227</b>              |
|                 | Fix date and nut fingers and mint tea                        | <b>228-229</b>          |

## 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 the world.
- 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 have never heard 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.

Add your own goals for your missions focus.

- 
- 

## **Preparations**

1. Decorate your room or space, making it attractive and inviting to the children.
2. Skim through each of the sessions for advanced preparation.
3. Contact Free Methodist World Missions (800-342-5531) for missionary prayer cards, country leader cards, missionary email addresses or other resources.
4. Pray for the children and what God wants to do in their hearts and yours.
5. Prepare to participate in God’s blessing to those who actively proclaim the name of Christ to every nation.
6. Involve others. Find individuals who will take charge of the activities, offering project, songs and scripture, and story time.
7. Review and gather resources. 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.

Look over the Supplemental Resources on pages 248-49.

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





## Ideas for Classroom Decorations

### Balloon Globes:

1. Trace the 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 are also 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/](http://teacherspayteachers.com/)

**Beautiful Feet:** Purchase or gather maps of the different continents. Make several copies of the foot in the resource section (page 237) for each student to color. Mount the continent maps on the wall in several locations around the room. Have students color, decorate and cut out the feet. Adhere the feet to the wall going around the room from continent to continent. “Beautiful feet” taking the gospel around the world.

**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](http://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](http://amazon.com).

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





# Adventures in Africa

Africa Area Director Mike Reynen works with African leaders for the expansion of the church and the formation of local churches. They all work together to start new churches and help train Africans to be pastors and missionaries. Mike also works together with other missionaries in Africa to help encourage and train national leaders in countries where the Free Methodist Church has developing work.

The Free Methodist work in Africa began when five missionaries arrived in South Africa in 1885. Three of the five traveled north to Mozambique, where G. Harry Agnew, one of the missionaries, built the first Free Methodist chapel in Africa.

There is now a Free Methodist presence in 29 countries in Africa. Nearly 1 million Free Methodist members are spread across the African continent, with the majority being in Rwanda, the Democratic Republic of the Congo and Burundi. Nine countries are now general conferences and have their own bishops.

Three stories in this section come from countries in West Africa where most of the current expansion is happening. The Wesley Missionary Institute in Togo is training West African leaders to be missionaries entering new tribes, cultures and language groups. They are being sent out – men and women with “beautiful feet” bringing the good news of Jesus to those who have never heard.

# ADVENTURE STORIES



Nafissa



Pastor Debora

## Nafissa's Story

By Rev. Dosseh Takpale

*"The Spirit you received does not make you slaves, so that you live in fear again; rather, the Spirit you received brought about your adoption to sonship. And by him we cry, 'Abba, Father' (Romans 8:15).*

From fear to confidence, this is Nafissa's story. Nafissa is from Mali. She lost her husband and has been supporting herself and her two daughters through her military service. Not long ago, she started having health problems. At first, Nafissa attempted to receive help from a traditional healer, but her living conditions and health continued to decline. She also found herself living in constant fear. About this time, one of our church members met Nafissa and shared the gospel. She received Jesus and then became involved in our worship gatherings.

Nafissa loves God and has grown in her love for Him. One night Jesus visited her in a dream and told her she would have a roadblock, and indeed, she did. Nafissa was enjoying her new life in Christ when one of her cousins went to her mother and reported that Nafissa – who comes from a Muslim family – had become a Christian.

Just before this incident, her boyfriend had a dream that Nafissa was with Christians, sharing the gospel. He also reported this to her mother and broke his

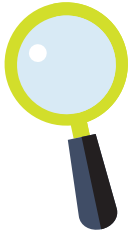
relationship with Nafissa. From then on, much trouble and persecution came her way. Her mom called her to confirm whether or not the things she had been told were true. When Nafissa confirmed the truth – that she was a follower of Jesus – her mother rejected her as a daughter. Now, when Nafissa calls, her mother refuses to take her call.

Nafissa loves her mother very much but still loves Jesus. She received baptism and has given public witness of her faith in Christ. Yet every Sunday, her mother continues to send people to see if Nafissa is at home or church. Because of this, she stopped going to church on Sunday mornings but still has a Bible study with Pastor Debora two days a week. Nafissa said, "I will never go back to my former ways because I saw a big difference with Jesus."

Thank God for the person who shared Jesus with Nafissa, and thank Him that Nafissa has the courage to keep following Jesus even when her family mistreats her.

Pray Nafissa will persevere (keep growing) in her faith. Pray her mother and other family members will come to know Jesus.

**Teacher's Note:** For more information about Muslims, see the information on pages 246-247. It may be enough to explain to children that Muslims do not believe that Jesus was God's Son or that He was crucified and resurrected. They believe Jesus was just a good prophet who taught good things.



## EXPLORE MORE

Ask students to think back on the story. We are told Nafissa found herself living in constant fear. What do you think she may have been afraid of before she met Jesus?

- Being alone – she lost her husband
- Taking care of her children all alone
- Failure – maybe she was afraid she could not provide what the family needed

But a church member with “beautiful feet” shared the good news about Jesus. Maybe this person shared some verses telling Nafissa what Jesus says about fear. Did you know there are at least 365 times in the Bible where it says, “Do not be afraid”?

### Have some of your older students look up the verses below:

#### John 14:27

Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid.

#### Hebrews 3:16

So, we say with confidence, “The Lord is my helper; I will not be afraid. What can mere mortals do to me?”

#### Isaiah 41:10

So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.

#### Isaiah 41:13

For I am the LORD your God who takes hold of your right hand and says to you, Do not fear; I will help you.

Once Nafissa met Jesus, she no longer had to fear. Even though her family and friends rejected and mistreated her, she realized Jesus was with her and would care for her; even though some things were difficult, she had no reason to be afraid.

Are you ever afraid of something? I am sure you are. (Have children name things that make them afraid). I am afraid sometimes. (Name something that sometimes makes you afraid.) But when we follow Jesus, we don’t have to live constantly in fear; we can trust Jesus to love and care for us.

### Have two students read these verses:

#### 1 John 4:18

There is no fear in love. But perfect love drives out fear, because fear has to do with punishment. The one who fears is not made perfect in love.

#### 1 Peter 3:14

But even if you should suffer for what is right, you are blessed. “Do not fear their threats; do not be frightened.”

### Pray Together

- Pray Nafissa will keep growing in her trust in Jesus and that her family will come to know Jesus, too.
- Pray God will help the children to trust Him with all their fears.



# 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. After giving birth, Jean’s wife passed away, leaving behind a baby.

When we arrived at the village in mid-afternoon, we found Jean was not yet back from his work in the fields. So, we decided to visit others in the village. The Lord Jesus brought us to the family of Emmanuel Ouamouno. After we greeted 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 festering sore on her stomach.

Immediately, I was reminded of a similar visit and a discussion with Pastor Dosseh Takpale. We had talked about meeting the needs of the suffering. Faced with this situation, 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, Emmanuel’s family showed great joy. 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 in all, accepted Jesus as their Lord and Savior. Today, the church in this village now has more than 29 active members.

Thank God for people like Pastor Gabriel who bring the good news of Jesus and also have the compassion to bring the medicine needed to care for the sick. Pastor Gabriel truly has “beautiful feet.”

May God’s love continue to reach the heart of everyone, bringing salvation to their souls.

## EXPLORE MORE



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? How did he demonstrate he had “beautiful feet” in bringing the good

news?

- 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 244. 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 students to show they have “beautiful feet” by 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.



# Ask Around

By Rev. Dosseh Takpale

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

There is a phrase we sometimes use when we want to get information from others: "Ask around." Your parents might "ask around" when they are looking for someone to do a repair on your home. You might "ask around" if you want to find the best ice cream shop in your city.

But what would you think if, at your baptismal service, your pastor "asked around" to find out if your life had changed? That is just what happened recently in Mali.

I (Pastor Dosseh) was making a regular visit to the church in Mali and Pastor Debora, our national leader in Bamako, Mali. Pastor Debora had a few people prepared for baptism, so we organized a baptism service. Even though Mali is almost exclusively a Muslim country, we planned the baptisms for a public area in the Niger River. As Debora and I, the church members, and the baptismal candidates made our way to the riverbanks, people asked what we were doing. We responded, "We are going to baptize these people."



Since this sounded interesting, a small crowd of people gathered to watch. I lifted my voice as I read the questions about life and faith. One of the candidates was an older man with a bad reputation in the community. His life had been one that ordinary people would say was a "bad" one. So, I asked people, "What do you say about this guy's life? Has it changed?" People responded by saying

his life truly had changed. I explained to them how this man had received Adam Isa (the local reference to Prophet Jesus), and through Adam Isa, this man found forgiveness of sins and the help to live a new life.

People knew this man as Abdulai. But after believing in Christ and beginning to read the Bible, he learned about Philip, the evangelist, and adopted Philip as a name for himself. The name fits because Abdulai, now Philip, is a ready witness for Christ. He was completely in favor of my “asking around” about his life. Moreover, he was glad for the invitation to the crowd, “God loves you and is willing to change your life, too! Come if you are ready.” The invitation was a long shot; it would be exceedingly difficult for a person to share openly in this setting. So, the crowd was also told, “If you would like to know more, you find Philip, and he will lead you to our fellowship (church).”

A baptism event in this context takes courage, particularly one with this sort of conversation with the crowd. Praise God for the grace to be openly known as followers of the Lord!

**Teacher’s Note:** For more information about Muslims, see the information on pages 246-247. It may be enough to explain to children that Muslims do not believe Jesus was God’s Son or that He was crucified and resurrected. They believe Jesus was just a good prophet who taught good things.



## EXPLORE MORE

**Make Ahead:** Ahead of class, collect broken eggshells and make an eggshell mosaic picture. Use the method shown in this YouTube video: [youtube.com/watch?v=3v5\\_moul36s](https://www.youtube.com/watch?v=3v5_moul36s)

**Materials Needed:** Some raw or hard-boiled eggs and something to catch them when you allow students to break them. Choose one or two students to help with the illustration.

The older man, who was baptized, had a bad reputation in the community. We might say his life was broken.

(Use the eggs for an example – have students drop the eggs into a bucket or a pan. Or have a couple of students peel the hard-boiled eggs.) Ask students if they would like to try putting the eggs back together.

Look at the shells of these eggs. This man’s life was like broken eggshells. His life was in pieces; it was a mess. He didn’t know how to fix it and put things back together. But the Bible tells us that when we choose to follow Jesus, He can make us new. When this old man decided to follow Jesus, his life was different – it was made new – and other people saw the difference in him. (Show the children the eggshell art.) The eggshells we broke earlier can’t be put back together in the same way, but we can make something new and beautiful from them. Jesus does the same thing for broken, messed-up lives.

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

## Invitation

- 1) Invite children to become followers of Jesus.
- 2) Invite children to pray for someone they know who may be messed up and broken and needs Jesus to create something new and beautiful out of their life.



# A Time to Repeat

Written by Mike Reynen as shared by Superintendent Goodson Phiri

*"The farmer plants seed by taking God's word to others" (Mark 4:14).*



Superintendent Phiri of Malawi is an experienced church planter (a person who begins a brand-new church). After planting four churches, he felt it was "a time to repeat" – to start another church. But not only repeat; he wanted to do "something new."

The new thing was where the church would begin. Superintendent Phiri is starting a church in a predominantly Muslim community.\* He began working with another pastor. Together, they identified an area near a market. They organized a prayer walk in the area, asking God for a person of peace (someone who would be open to hearing the good news of Jesus). Then they began going door to door. They would introduce themselves and explain they were sharing the gospel. Then they would ask the person, "Would you be willing to let us share with you?" It wasn't long before they found a man open to hearing – a man of peace. They also found several other interested people who listened to the good news.

After several visits with the man of peace and his family, the pastors agreed they should begin

looking for a more long-term place to meet. To their surprise, a Muslim man who owned a place used for weddings and other special events offered them a space to meet for free! The Muslim landlord has even attended their meetings a couple of times. God is working!

One Muslim family in the community has a son around 11 or 12 years of age. As the pastors shared the gospel in their home, the son responded, putting his faith in Christ. This boy wants to go to church and does so with his parents' permission. Other people have come because of the door-to-door visits. Superintendent Phiri says most are of Muslim background. Some come simply as visitors. Others have a strong interest in spiritual matters, like one woman who recently gave her life to Christ. These are all confirmations of God's leading and working. It was the right time for "something new."

The book of Ecclesiastes in the Bible mentions "a time to plant." We pray, along with Superintendent Phiri and his co-workers, for God to continue to open hearts as they plant seeds of the gospel –

telling people about Jesus – so that many people in this community will come to know and love Him.

Thank the Lord for the “beautiful feet” of Superintendent Phiri!

*\*Teacher's Note: For more information about Muslims, see the information on pages 246-247. It may be enough to explain to children that Muslims do not believe that Jesus was God's Son or that He was crucified and resurrected. They believe Jesus was just a good prophet who taught good things.*



## EXPLORE MORE

People with “beautiful feet” find ways to share the good news about Jesus. In this story, Superintendent Phiri did certain things. Can you name some things he did before he actually told people about Jesus?

- He went to the market – where people usually shop, and he could meet people.
- He did prayer walks in the community – asking God to show him someone who might be ready to hear about Jesus – a person of peace.
- He went door-to-door, introducing himself and asking people if they might like to hear about Jesus.

All the things Superintendent Phiri did were like planting tiny little seeds – meeting people at the market, praying for the people in the community to be willing to hear about Jesus, and going to people's homes to introduce himself and invite them to hear good news.

Mark 4:14 says, “The farmer plants seeds by taking God's word to others.”

We all can be like farmers planting little seeds of the good news. What are some things you could do to start planting seeds of the good news?

- Get to know children at school, the library, the park, etc.
- Pray God will begin to open their minds and hearts to be interested to hear about Jesus.
- Invite someone to your home and ask them if you can tell them about Jesus.

Then wait for God to help the seed grow.

## Suggested Activities

1. Take children on a prayer walk around the neighborhood of your church. Pause on each block or at each apartment building and ask a student to pray for the children living in these homes or apartments to come to know Jesus.
2. Purchase some seeds, soil and paper cups and allow the students to plant seeds and watch them grow over the next few weeks as you do your missions study.





## PEOPLE ON THE GLOBAL ADVENTURE

# Meet the Africa Missionaries

Learn more about missionaries in Africa by going to [FMWM.org](https://www.fmwm.org). A PowerPoint with missionary photos is available with our children's resources ([fmwm.org/resources/children/](https://www.fmwm.org/resources/children/)). Or request missionary prayer cards by emailing [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org).



Scott & Natasha  
**EDINGER**  
Missionary Care  
**AFRICA**

Scott and Natasha Edinger provide pastoral care for FM missionaries in Africa. This role includes encouragement and spiritual nurture via emails, phone calls and field visits; special care in emergencies or times of crisis; and organization of prayer support.

**Children:** Sam, Allie, Brady

**Pray for:**

- Scott and Natasha to have insight into developing ways to effectively provide spiritual and emotional support for our Africa missionary team
- the missionary team as they deal with the stress of being cross-cultural leaders far from family
- missionary children navigating life as third-cultural kids/adults
- future FM Africa missionaries as they respond to our Lord's call
- safety for the Edingers as they travel to minister to FM missionaries



Jordan & Audrey  
**KAUFMANN**  
**TOGO**

Jordan and Audrey are from McPherson, Kansas, and have been active members of the Free Methodist Church for five years. Audrey's background as an administrative assistant for the Central Region Conference of the Free Methodist Church has prepared her for their current mission. Jordan graduated with his ministry degree from Central Christian College and has served in missions in several countries, including Mexico, Haiti and Mozambique. Jordan will facilitate partnerships between African leaders and U.S. churches, and Audrey will serve through administrative work supporting effective partnerships.

**Pray for:**

- smooth transition and successful adaptation to the new culture and language in Togo
- grace and understanding as they integrate into the local community
- safety and health of the family, including their two toddlers.
- meaningful and fruitful relationships, enabling effective ministry



## Glenn **LORENZ**

Associate Area Director

Glenn Lorenz began serving as the Africa area associate director in October 2022. His work focuses on recruiting, onboarding, training and coaching missionary teams to live in Africa and support the national church leaders. This revitalized focus will strengthen the connection between the U.S. church and FM ministries throughout Africa.

Glenn's wife, Wendy, serves the FMWM team in Latin America and globally, caring for missionary kids. Their two oldest children attend college in the U.S., and the younger two live with them in Costa Rica.

**Wife:** Wendy

**Children:** Libby, Isaac, Jakin, Ellie

### **Pray for:**

- future FM missionaries to Africa who will respond wholeheartedly to the Lord's call
- the Lord to continue providing workers
- wisdom in identifying and training workers
- Glenn and Wendy's four children to trust in God for all of life's circumstances



## Rachel & Emmanuel **NZUNGIZE**

**RWANDA**

Rachel and Emmanuel Nzungize are serving as associate missionaries at Kibogora Hospital in Rwanda where they are both nurses. They also assist with responsibilities at the mission guest house and with teaching at the local nursing school.

**Children:** Noella, Matayo

### **Pray for:**

- patients to experience the healing and redeeming love of Jesus while being cared for at Kibogora Hospital
- Emmanuel and Rachel as they manage various roles
- Noella and Matayo to feel comfortable and well-loved in their Kibogora home
- discernment for Rachel and Emmanuel as they seek what God may have planned for their family in 2024



## Mike & Vickie **REYNEN**

Africa Area Director

Mike Reynen works with African leaders for the expansion of the church and the formation of local churches. Church planting and ministerial education are vital. Mike and Vickie both encourage the missionary team to empower national leaders. Vickie puts much of her 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.

### **Pray for:**

- the students at Wesley Missionary Institute – for spiritual development and essential skills development for working in cross-cultural ministry
- continued growth within all countries in Africa where the FMC is at work
- the Lord's guidance and strength in the Reynens' travels throughout Africa



## Hendrik & Kaylene **SMIDDERKS**

**WEST AFRICA**

Hendrik, son of retired missionaries Dean and Faith Smidderks, spent his childhood in Southern Africa. Kaylene was raised in Peoria, Illinois. Hendrik and Kaylene met while students at Greenville College. They served pastorates in Illinois and Kansas for 31 years. After leaving the pastorate, Hendrik worked as a corporate accounting manager. Kaylene has work experience as an administrative assistant, bookkeeper, small business owner, retail manager and general office manager. They have one adult daughter who is a nurse.

Hendrik and Kaylene have traveled and served extensively in Africa. They helped found and lead a foundation supporting the Nhaloi Hospital (a Free Methodist hospital) in Mozambique.

As FMWM missionaries, Hendrik will lead a team supporting church leaders and mission districts in West Africa and assisting in pastoral training and formation. Kaylene will serve the work of the international missionary team to West Africa, focusing on financial administration and communication.

### **Pray for:**

- their transition from jobs and life in the USA to a mobile ministry in Africa
- wisdom and a clear grasp of new tasks and responsibilities
- partnership building to create a solid base of prayer and financial support



## Dosseh **TAKPALE**

### International Missionary

Dosseh Takpale is superintendent of the Togo Provisional Annual Conference. As an international missionary, he also assists in supervising four other countries: Guinea, Ivory Coast, Guinea Bissau and Mali. Dosseh is exploring expansion into Burkina Faso. He also serves as director of the Wesley Missionary Institute.

**Wife:** Flora

**Children:** Elisha, Elvira

**Pray for:**

- safety and effectiveness in all ministry travels
- effectiveness in shaping the church's spiritual development in the five countries he serves
- wisdom, resourcefulness and God's presence in all his work with the Wesley Missionary Institute
- the presence and peace of the Lord as his family faces time apart from one another
- daughter Elisha, studying in the U.S., and younger daughter Elvira at home in Togo with her parents



# EXPLORE THESE COUNTRIES



## Explore Guinea

Photo: Vika Jordanov on Unsplash

**Capital:** Conakry

**Government Type:** presidential republic

**Population:** 14.1 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 and 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



Photo - Wikimedia Commons: Fatoumata D

**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



Photo: Kaysha on Unsplash

### 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% 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 older people, 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.
- **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.



Photo - Wikimedia Commons: Miguel Obono Ekieme

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

**Status:** Church-in-Formation

**Free Methodist Churches:** 7

**FMC Membership:** 219

### 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, and the Forest Region. In the far southeast, Nzerekore, a clinic and church plant, are the newest additions to ministry.

### Prayer Requests:

- Pastor Gabriel's periodic visits to the Forest Region
- Development of a medical center
- The opening of new churches
- A food pantry to care for needy people
- 29 people groups who have yet to hear the good news of Jesus



djembe

## 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 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.



dunun



ngoni



balofon



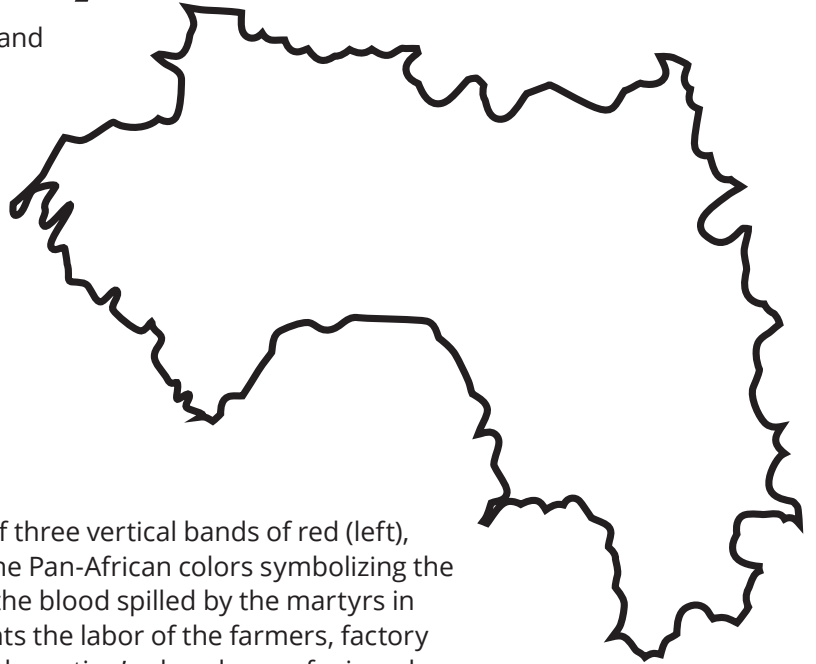
kora



kora

# Flag of 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; red also represents 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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# Explore Mali

Photo - Wikimedia Commons: Andy Gilham

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**Capital:** Bamako

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**Government Type:** semi-presidential republic

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**Population:** 23 million

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**Area:** 1,240,192 square kilometers, slightly less than twice the size of Texas

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

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

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**Terrain:** mostly flat to rolling northern plains covered by sand; savanna in south, rugged hills in northeast

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

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

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**Currency:** West African CFA Franc

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**National Symbol:** Great Mosque of Djenne



Photo - Wikimedia Commons: Jhntering

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

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

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

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



Photo - Wikimedia Commons: Kadikante



Photo - Wikimedia Commons:Public Domain

### 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 Djenne 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 world's wealthiest empires.
- 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 Deborah, 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 Deborah, who coordinates safe places for people to be discipled
- Those people who have heard about Jesus to want to learn more and give their lives to Him
- Those who believe to become witnesses for Christ
- The good news of Jesus will be shared with 21 million people who have yet to hear

## 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 (those who usually live in tents and move often). Many years ago, Timbuktu was a trade center. Traveling caravans would stop to get water and food because it is on the Niger River and at the edge of the Sahara Desert. 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

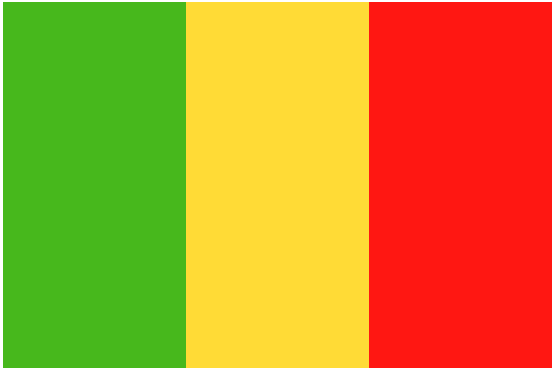
- Visit Ségou and buy some beautiful handmade pottery or bogolan cloth (dyed with fermented mud).
- Watch the sunset on the Pink Dune (the highest spot along the Niger River).
- Go on a safari in Boucle de Baoulé National Park.
- Visit Timbuktu.
- See the famous mud-brick Great Mosque of Djenne.
- Visit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



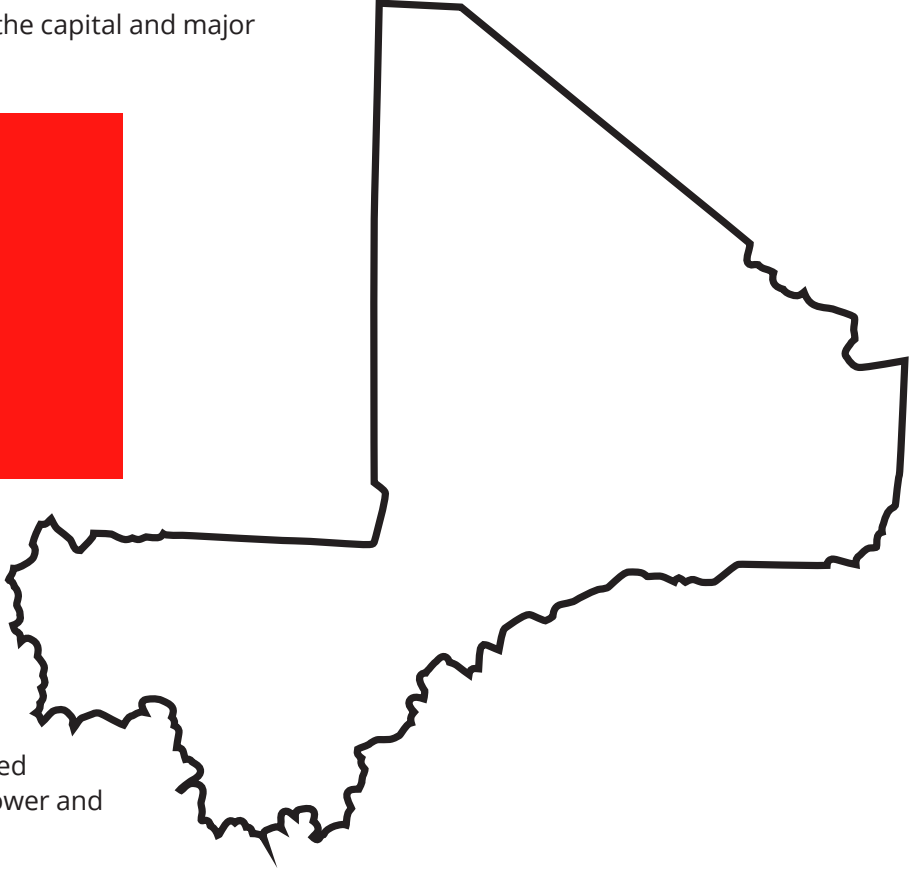
Photo: Wikimedia Commons

# Flag of 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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# Explore Malawi

**Capital:** Lilongwe

**Government Type:** presidential republic

**Population:** 21.2 million

**Area:** 118,484 square kilometers (slightly smaller than the state of Pennsylvania)

**Major Cities:** Lilongwe (647,000), Blantyre (585,000), Mzuzu (175,000), Zomba (81,000)

**Climate:** sub-tropical; rainy season (November-May); dry season (May-November)

**Terrain:** narrow plateau with rolling plains, hills and some mountains

**Language:** English (official), Chichewa (common), at least 10 other languages

**Religions:** Christianity (74.1%), Muslim (13.8%), traditionalist (1.1%), other (5.6%)



**Currency:** Malawian kwachas

**National Symbol:** National Coat of Arms of Malawi

**Agricultural Products:** sweet potatoes, cassava, sugar cane,



Photo - Wikimedia Commons: Charles J. Sharp

maize, mangoes/guavas, potatoes, tomatoes, pigeon peas, bananas, plantains

**Industries:** tobacco, tea, sugar, sawmill products, cement

**Natural Resources:** limestone, farmland, hydropower, uranium, coal and bauxite

**Major Exports:** tobacco, gold, soybeans, raw sugar, tea, dried legumes and nuts

## Interesting Facts

- Malawi is known as “The Warm Heart of Africa.” Malawians are known as some of the happiest, friendliest and most hospitable people in Africa.
- Malawi has never won an Olympic medal.



Photo - Wikimedia Commons: Clement Bardot



Photo - Wikimedia Commons: Gerdle Knuhl

- In Malawi, you can spot “The Big Five” – lion, leopard, rhino, elephant and African buffalo – and you can also spot “The Little Five” – leopard tortoise, buffalo weaver, rhino beetle, ant lion, and elephant shrew.
- Lake Malawi is sometimes called “the calendar lake” due to its dimensions: 365 miles long and 52 miles wide (Calendar – 365 days and 52 weeks).
- Malawi means “flaming waters” and refers to the setting sun over Lake Malawi.
- Malawi is the third-poorest country in the world.
- Dancing is very important in Malawian culture. Malawians dance for any significant event or celebration – rituals, weddings, marriages, etc.
- A meal in Malawi usually includes Nsima (a starch) and Ndiwo (the relish, usually one protein and one vegetable). Other staple parts of Malawian food include tea and fish.

## **The Work of the FM Church in Malawi**

*North, Central and South Annual Conferences*

*FM Churches: 92*

*FM Membership: 13,970*

*FM Work Opened: 1973*

*Superintendents: Alex Kaonga (intertim), Ronald Chimkonde, Goodson Phiri*

## **Origins**

A graduate of the Free Methodist Bible School in Zimbabwe returned to his home in Malawi in December 1973 to preach and establish Free Methodist churches. Missionaries from Zimbabwe visited and encouraged the fast-growing work. In 1977 a short-term Bible school was established in Salima.

## **Present Ministries**

The Malawi churches have three annual conferences with multiple circuits. Students in the Great Commission Bible School program in Lilongwe are engaged in church planting as a part of their study. The students and pastors of the Malawi FMC have planted several churches across the borders of Mozambique, Tanzania and Zambia.

## **Prayer Requests:**

- The Great Commission Bible School’s work of training excellent pastors
- Church leaders to multiply and spread the gospel
- Bibles to get into the hands of those needing to learn God’s Word
- The spiritual growth of church members



Photo - Wikimedia Commons: Public Domain

## UP CLOSE – Malawi

Farming is important in Malawi – every very grain counts. The contents of one large bag of maize (corn) form the staple diet of a family of 10 for two weeks. But each family has a long, hard haul before meals are on the table.

Once they've grown and harvested the maize, they must get it to the mill for grinding, along dusty and potholed tracks, pushing the heavy sacks of maize cobs in a wheelbarrow. Usually, it's left to the women and girls in the family.

At the mill, the woman in charge checks how much maize has been brought for grinding so she knows how much to charge them. The crop is now soaked in water in an old oil drum before passing the crop to a machine operator for shelling through a noisy grinder that sprays dust in all directions.

Then it is time for "winnowing." Women sitting cross-legged on a dirt floor shake the crop through hand-held sieves, which filter the grain ready for grinding into flour and bagging into sacks. After the maize is bagged, the journey back home begins.

Every grain counts. Even the bran left over can be used as feed for local chickens and goats. One bag of maize feeds 10 people for two weeks.



Photo - Wikimedia Commons: Lifinete Elisa



Photo - Wikimedia Commons: Llona Asztalos

## Things to Do if You Visit

- Explore Lake Malawi – you might even take a ferry cruise.
- Hike Mount Mulanje.
- Look for hippos and elephants at Liwonde National Park.
- Visit the Lilongwe Wildlife Center.
- Make some Malawian friends.
- Try some Mandazi – a kind of Malawian donut.
- Join some Malawian children in a game of Bao (a mancala-type game played in East Africa).



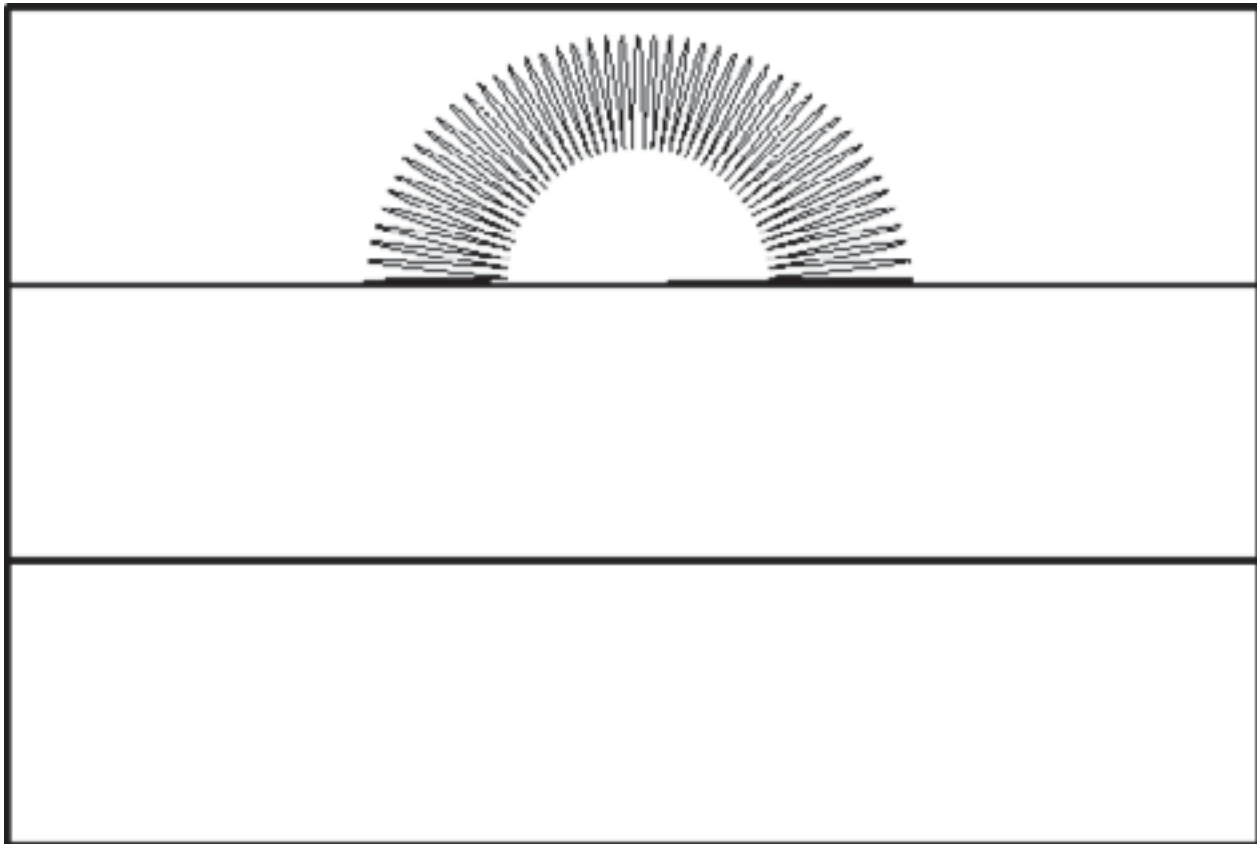
Photo - Wikimedia Commons: Davie Binali

# Flag of Malawi

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



The Malawian flag has three horizontal stripes. The top stripe is black, the middle is red, and the bottom is green. The sun in the top stripe is red and symbolizes the setting sun across Lake Nyasa. The flag was adopted in 1964 when the country gained independence.







# Adventures in Prayer for Africa

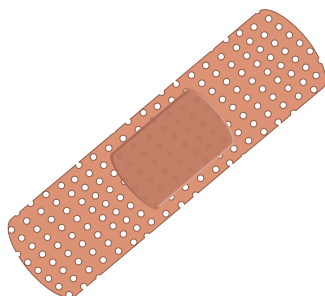
## Band-Aid Prayers

### Supplies:

Box of 1/12" X 3" Band-Aids (enough for each student to have one)

A large map of Africa or an inflatable globe

Permanent markers



### Directions:

Share this verse:

*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*

Jesus can heal sickness in our bodies. He can heal the things that hurt our minds and hearts. He can heal relationships that are broken. He can heal us from fear. He can heal loneliness and grief.

Today we want to pray for healing. Think of people in Africa who might need healing – those who are sick or orphaned, those who have lost their homes, those who are afraid or alone. But also think of people you know who need Jesus to touch them and heal them. Write a word or a name on your Band-Aid. When you are finished writing, place it on the map/globe.

After all the children have placed their Band-Aid, pray aloud together.



## Head-to-Toe Prayer for Africa

As you pray together, have children touch the part of the body you name. Use the prayer prompt given for the body part.

**Head:** Pray for the African leaders studying to become pastors and missionaries. Ask God to give them the knowledge they need.

**Eyes:** As leaders enter towns and villages without knowledge of Jesus, ask God to give them eyes to see the “persons of peace,” who are open to hearing the good news.

**Mouth:** Pray Christians will have the courage to speak God’s Word boldly.

**Ears:** Pray those who have not heard of Jesus will hear. Pray those who are already believers will listen carefully for the voice of the Lord and obey.

**Hands:** Pray for those who care for the sick, the widows and the orphans. Ask God to give them hands that heal.

**Tummy:** Pray for hungry people and ask God to provide for their needs.

**Knees:** (You might have the children kneel here.) Pray many will confess their sins and come to know Christ as their Savior and Lord.

**Toes:** Pray God will call people with “beautiful feet” to go into all the places in Africa where people have yet to hear the good news of Jesus.



## Praying With Scripture

Use the memory verse 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 several times and then pray the suggested prayers.

*How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them?*

*And how can anyone preach unless they are sent?*

*As it is written: "How beautiful are the feet of those who bring good news!"*

*Romans 10:14-15*

Print out the sentence prayers and have different children read them.

- Jesus, we pray for those who live in places where they have never had opportunity to hear of you.

- Jesus, we pray they will know and believe in you.

- Jesus, we know many people have not heard because no one has shared your good news.

- Jesus, we pray you will send people to share your story and how you bring us forgiveness.

- Jesus, help us to listen. If you call us to share, help us to obey.

- Jesus, thank you for all those with "beautiful feet" bringing the good news to people around the world.



# Adventures in Culture

## AFRICAN GAMES

### Hoop Rolling Relay

*Children in West Africa would use any hoop they could find, including tires or rims. We suggest using a simple hula-hoop unless you can access these items easily.*

#### What you need:

One hoop for each team

#### 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.

Designate a line at each end of your space. Players must start behind 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 their hand to roll the hula-hoop on its edge until they cross the line at the other end. If the hula-hoop falls,

they should pick it up from that spot and continue rolling. Students should never carry the hula-hoop. Once they cross the line, a teammate rolls the hoop back to the other end of the space. Play continues until all players have had a turn rolling the hula-hoop.

The team finishing the fastest wins. Repeat the play as many times as you choose.

### 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 their head. Then tie the baby doll on their back. They must walk to the other side of the room, circle a chair and return to their lines. They will most likely have to use their hand to balance the bucket. They pass 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.



## 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 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*

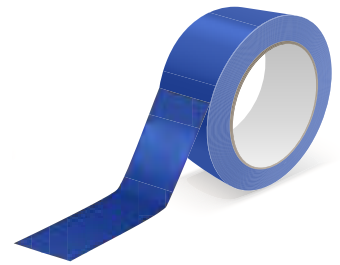
Use this chant or something of your choosing.

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. The play continues until only one person is left with an extended foot. The player with a foot still extended becomes "It" in the next round. The game is over as determined by the teacher.

## River – Bank

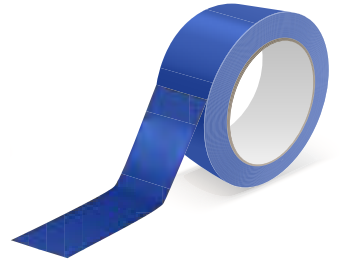
### What you need:

Masking tape (optional) or painter's tape to mark out the river



### Preparation:

Draw two parallel lines on the ground about four feet apart (or mark lines on the floor with masking tape). Make each line long enough to accommodate half of the players.



### How you play:

Divide the players evenly into two teams. The four-foot area between the lines is the river, and the area on the other side of the lines is the bank. Assign each team a bank and have them line up on it. The leader (a neutral person) calls, "River!" Everyone on both teams must jump over the line into the river. The leader then calls, "Bank!" Everyone must jump back to their respective bank. The leader tries to trick the players by rapidly calling "Bank," "River," and then "River" again. Players who are not concentrating will jump to the bank on the second "River" call. These players are then out of the game. The team with the largest number left in the game at the end of the time is the winner.



# Mancala

*Mancala is a traditional African game. Children in Mali might dig small pits in the ground to play this game and use small stones for the game pieces. Use the instructions on page 50 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 their store at the end of the game board on their right side. The six pits nearest them are their pits.

The player going first picks up all the stones in one of their pits. If they touch the stones, they must move those stones.

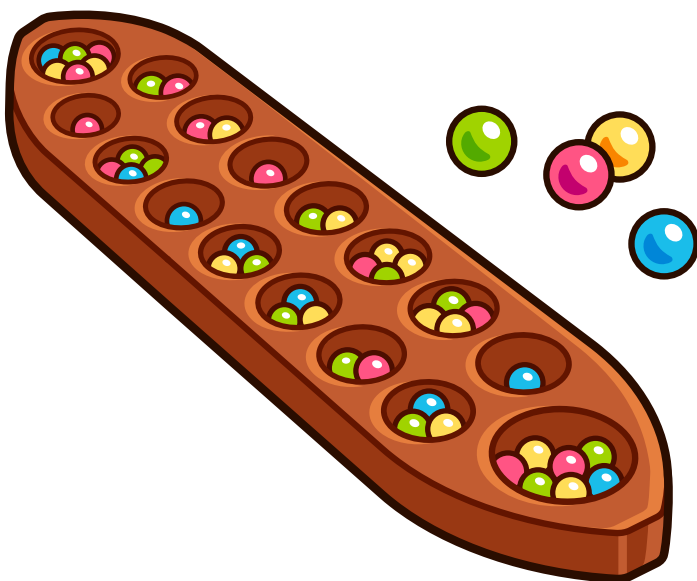
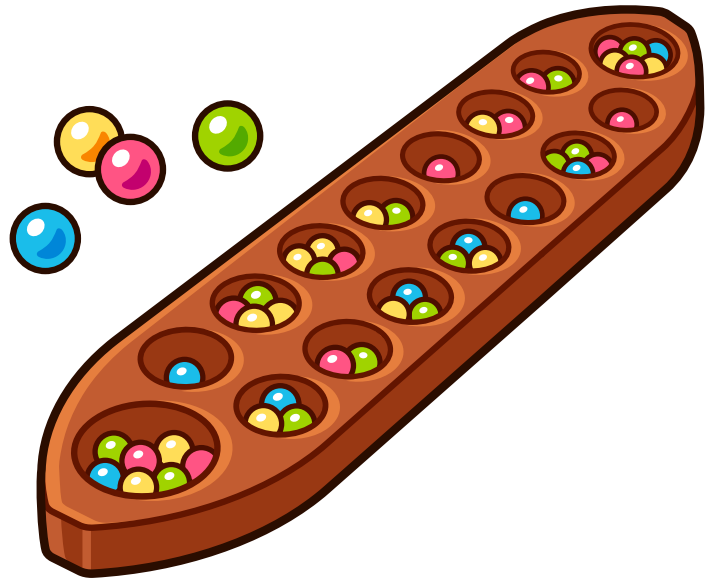
Play moves right, with the player placing one of the stones in each pit. If the last stone placed ends in the player's store, they get another turn. If not, play moves to their opponent.

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 their empty pits, the player takes the stones from the opponent's pit opposite the pit that had been empty. The player then puts the stones they are taking from their opponent into their store.

Play continues, alternating turns.

When one player empties all of their pits, the game is over. Each player counts the number of stones they have collected in their store. The player with the most stones wins.



# LANGUAGE

French is the official language in Guinea and Mali. Learn a greeting in French.

**Bienvenue** (bee-en-vehn-oo) – *Welcome*

**Comment allez-vous?** (kcmã t'ale vu) – *How are you?*

**Goodbye** (o vwar) – *Au revoir*

In Malawi, many people speak Chichewa. Learn some greetings in Chichewa.

**Moni** – *Hello, Good morning*

**Muli bwanji?** – *How are you?*

**Pitani bwino** – *Go well, Goodbye*

## Greeting People

Children usually give each other high-fives but bow or nod their heads 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 or anything, as long as it is not too personal.



# SONGS



## Jesus Loves Me

*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.



## Jesus Loves Me

*(Chichewa) words by Anna B. Warner*

### Chichewa:

Yesu andikondane,  
Amatero M'bukhumo;  
Akafooka mwanayu,  
Adzambikitsatu.  
Yesu akonda!  
Yesu akonda!  
Yesu akonda!  
Atero M'bukhumo.

### Pronunciation:

Yeah-sue an-ndee-koe-ndah-neigh,  
Ah-mah-tay-low mboo-koo-mow;  
Ah-kah-foe-kah mwah-nah-yoo,  
Ah-dzah-mlee-mbee-kee-tsah-too.  
Yeah-sue ah-koe-ndah!  
Yeah-sue ah-koe-ndah!  
Yeah-sue ah-koe-ndah!  
Ah-tay-low mboo-koo-mow.



# CRAFTS

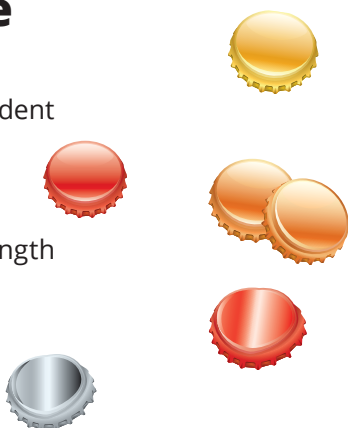
## Instrument Craft Activities



### Tambourine

#### Supplies:

- 2 foil pie plates per student
- stapler
- nail
- string or ribbon, any length
- bells or bottle caps
- glue, optional



#### Directions:

Staple two foil pie plates together. Make sure the teeth of the staple are pressed down firmly. Using a small nail, make several evenly spaced holes around the rim of both plates. Take care with potential sharp edges. It may take some gentle wiggling to make holes big enough. Use bright string or ribbon to tie tiny bells or bottle caps through the holes. Longer ribbons will make colorful streamers. Consider using glue to secure the ribbon to the pie plates.

### Rhythm Sticks

#### Supplies:

- dowel sticks, 2 per student
- paint
- paintbrush



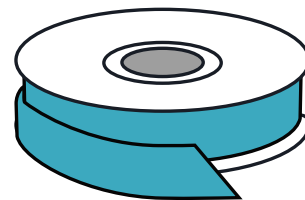
#### Directions:

Paint two dowel sticks with poster paints.

### Ribbon Spool Shaker

#### Supplies:

- empty ribbon spools
- masking tape
- pencil
- dried peas, beans or rice
- paint
- paintbrush
- construction paper, optional
- stencils, optional



#### Directions:

Recycle an empty ribbon spool. Cover one end hole with masking tape. Pour a handful of dried peas, beans or rice through the open hole before sealing it with tape. Cover the shaker with acrylic paint, let dry. Or cover with construction paper and then decorate. Glue or tape your design on the spool.

### Soft Drink Can Shaker

#### Supplies:

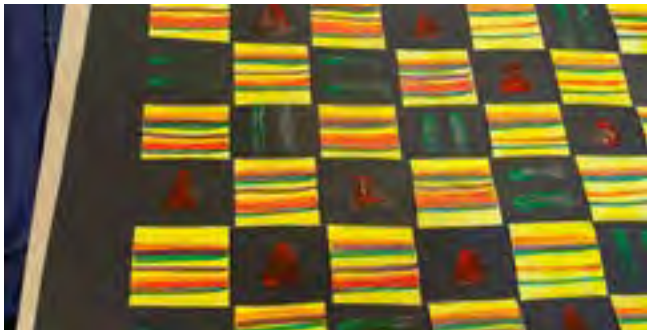
- empty can
- pebbles or rice
- tape
- construction paper, about 4" x 9"
- scissors
- stencils, optional
- glue



#### Directions:

Drop three or four small pebbles into an empty soft drink can to make a shaker. Close the tab opening with tape. Then cut a piece of construction paper (about 4" by 9"). Decorate as desired. Then secure over the soda can design. (We also covered the top where the can's hole is located for a prettier shaker.)





## African Weaving

West Africa is home to significant textile production. Colorful geometric patterns are part of the African cloth. Mali is known for mud cloth. Guinea has many colorful printed cotton textiles. Malawi is known for its chitenje (chit-ten-jay) cloth.

### Supplies:

12" x 18" black construction paper for each student

12 12" x 1" 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" in diameter) 16" long for each student

20" piece of yarn for each student

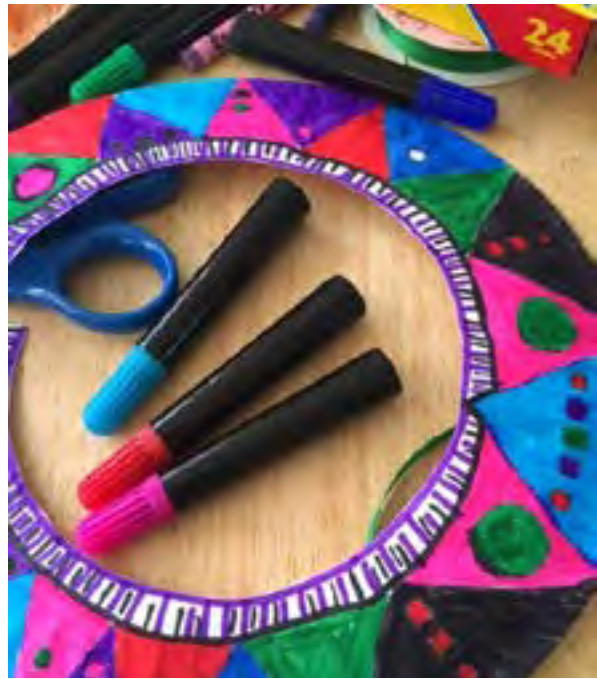
### Directions:

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 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.



## African Necklace

### Supplies:

large paper plates (one for each child)

scissors

markers, crayons or paints

colorful yarn

colored straws cut into 2" pieces

pastas (should be able to put yarn through them)

glue

### Preparations:

Ahead of class time, snip through the outside ring of the paper plates to get the center circle. Cut the entire inner circle out of the plates. Cut colored straws into 2-inch pieces. Cut pieces of yarn about 3-4 inches long.

### Directions:

Have students color the paper plate rings with crayons, markers or paint using bright colors and shapes. We suggest students make a pattern around the ring. Once the necklace is colored, they may wish to glue pasta or colored straws to the ring. They may also punch several holes in the front of the necklace. Then tie yarn through the holes and allow them to string pasta and straws to hang down on the front of the necklace.



## 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 can 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. Allow students to use tempera paints or markers to decorate their game board. Have students count out 48 of their game pieces and put them in the Ziploc bag. You can save the games for use in another class period.



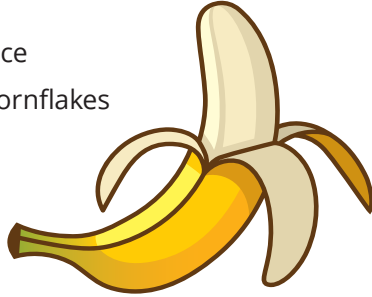
# AFRICAN SNACKS AND FOOD

Your students may be familiar with some African foods, such as bananas, beef jerky, corn, tomatoes, pumpkins, yams (sweet potatoes), peanuts, cashew nuts, or bread and jam.

## FRIED BANANAS

### Ingredients:

4 bananas  
2 tablespoons lemon juice  
3/4 cup finely crushed cornflakes  
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 for 10 minutes, covered with lemon juice. Roll in crumbs and cook 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.

center ring removed. A glass turned upside down will also work. Fry in hot (365 degrees) oil until golden brown. Makes about 1 dozen.

## 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. Remove them from the oil and drain them on paper towels.

Sprinkle with powdered sugar or sugar and cinnamon.

## MAANADAZI (Malawian Doughnut)

### Ingredients:

1 1/4 cups flour  
2 tablespoons sugar  
1 teaspoon baking powder  
1 teaspoon ground cardamom  
pinch of salt  
1 egg  
1/4 cup milk  
oil for frying



### Directions:

Mix dry ingredients and mix in egg and milk until well mixed. Roll out like a jelly roll to about 3/4-inch thickness. Cut using a doughnut cutter with the



## PEANUTS (Malawi)

**There are many ways to fix peanuts:**

- 1 - Boil new, fresh peanuts in the shell. Eat them while they are still moist.
- 2 - Roast them in the shells on a griddle over an open fire.
- 3 - Heat 2 tablespoons of oil in a skillet. Add 2 cups of uncooked peanuts in the shell. Turn frequently until they are an even brown, about 20-30 minutes. Salt as you fry them.
- 4 - Deep fry fresh, shelled peanuts in oil for 3-5 minutes until just beginning to turn brown. Don't overcook. Drain well on paper towels. Salt. Cinnamon candy or mints may be added to the cooked peanuts for a special touch.



## SIMPLE AND EASY SNACKS

Fresh or dried fruits – banana, mango, melon, papaya, pineapple, orange (Put fruit on a kabob.)

Ginger ale

Milo

Nuts – almonds, cashews or peanuts

Pumpkin seeds

Dates

Dried Coconut

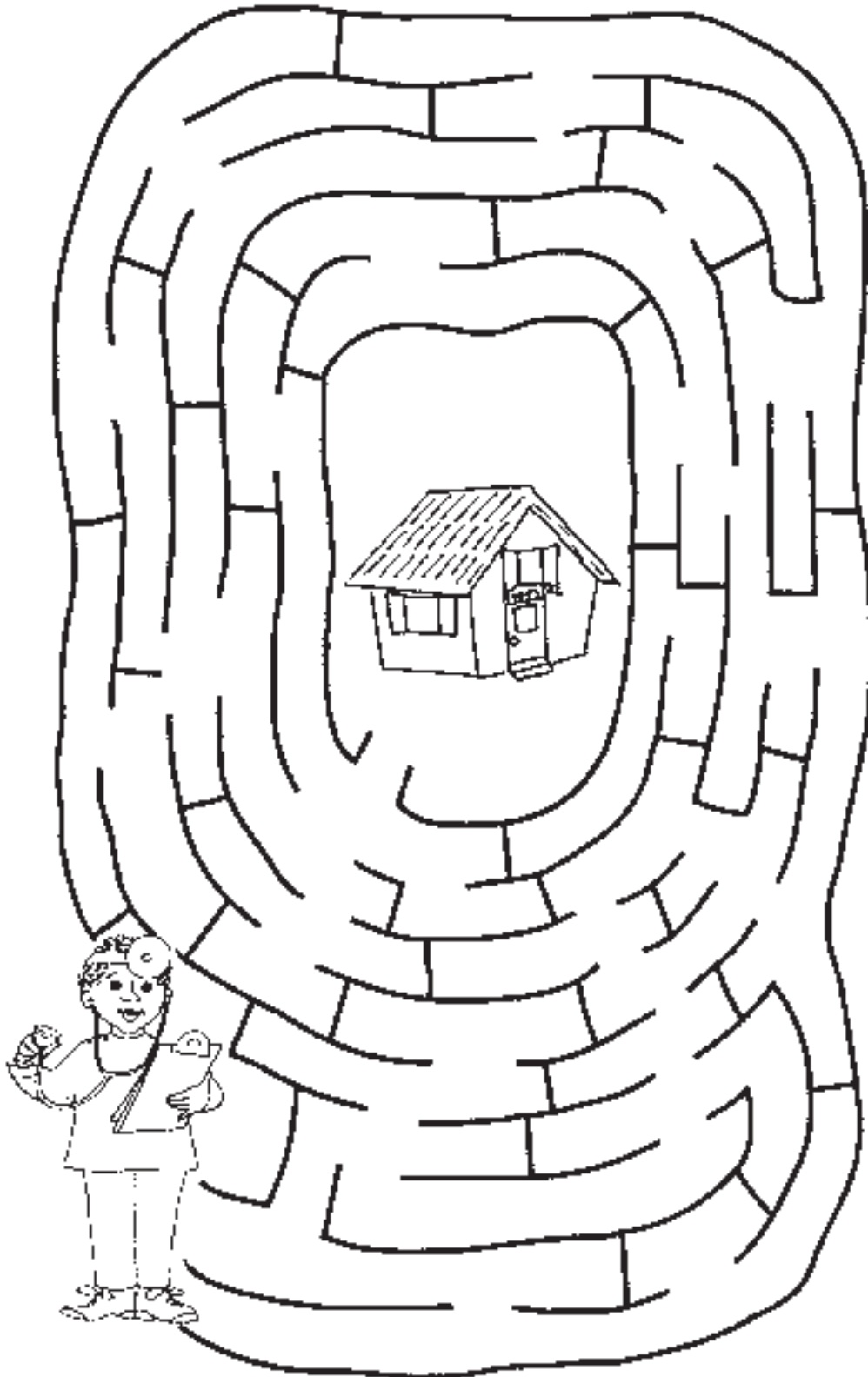
Banana and coconut pudding



# PUZZLES

## Medicine Maze

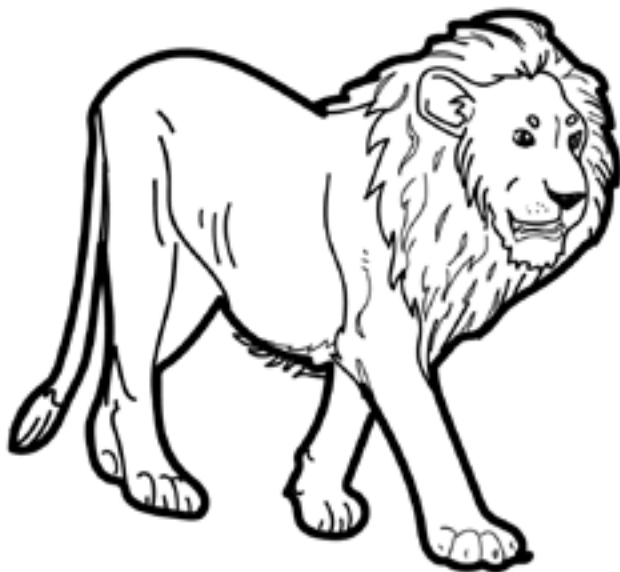
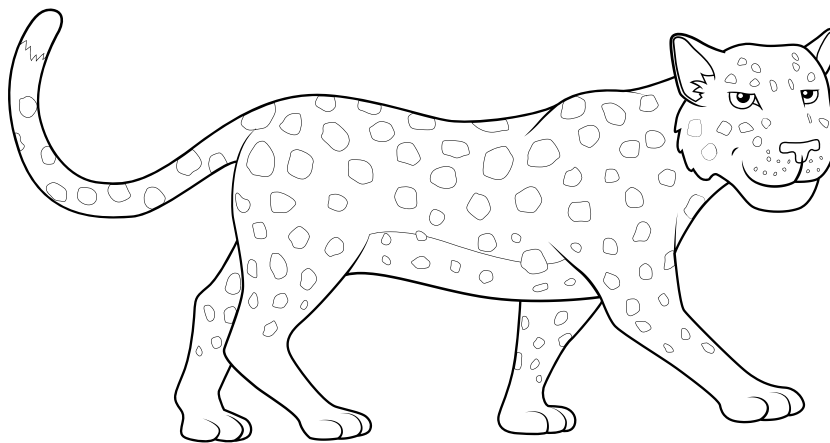
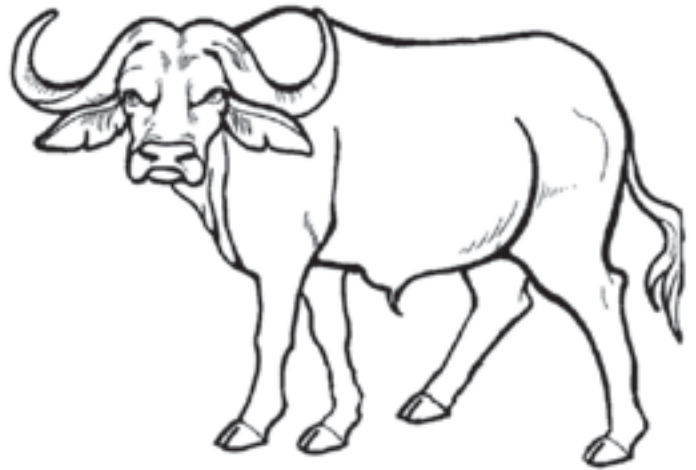
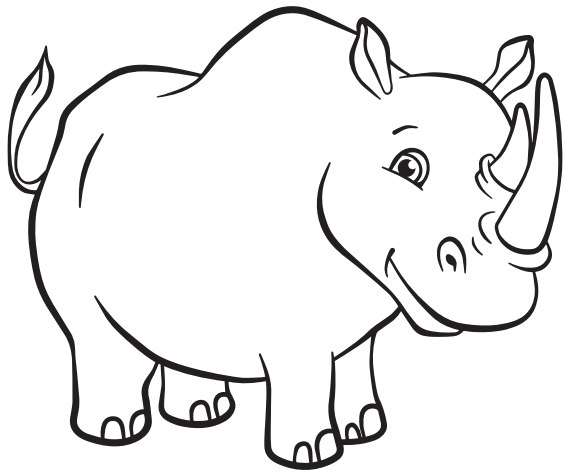
Help Pastor Gabriel find the hospital so he can help get medicine so the girl can get well.



Answer on page 57

# The "Big 5" and the "Little 5"

Color the animals that make up the "big five" land animals in Africa. Can you name the "little five?"



# 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 | PROCLAIMED | FRY     | TO      |
| FURRY    | THE       | VICTORY   | TITANIUM   | POOR    | PRY     |

Answer on page 57

# Decipher the Secret Message about God's Help

Solve the math equations. Then use the math code to decipher what God's Word says in Isaiah 41:10. Write the answer in the equation box or on the lines below; some words in the math code may be used more than once.

$6 + 5$

$7 - 2$

$10 + 2$

$3 + 1$

$3 - 2$

$5 + 5$

$9 - 3$

$3 + 4$

$5 + 3$

$6 - 1$

$5 + 7$

$6 + 3$

$10 + 3$

$2 - 1$

$9 + 1$

$6 + 0$

$1 + 1$

$7 - 4$

*I will strengthen you and help you; I will uphold you with my righteous right hand.*

## Math Code:

1 = for

2 = your

3 = God

4 = fear

5 = do

6 = am

7 = with

8 = you

9 = be

10 = I

11 = So

12 = not

13 = dismayed

5

1



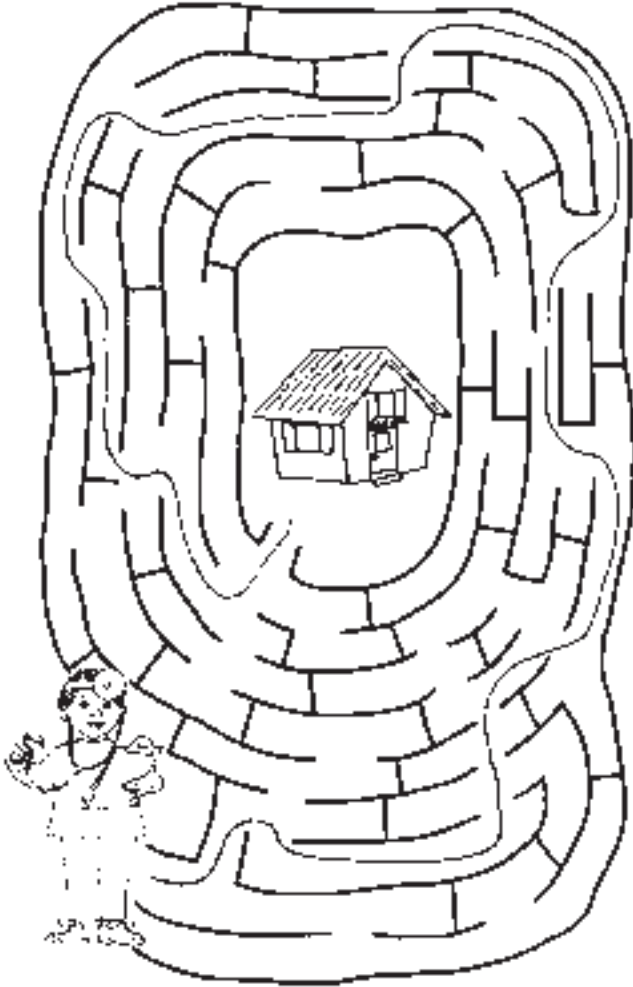
Answer on page 57



# ANSWERS TO PUZZLES

## Medicine Maze

From page 53



## Scripture Find

From page 55

*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*

## Decipher the Secret Message about God's Help

From page 56

*So do not fear for I am with you. Do not be dismayed for I am your God. - Isaiah 41:10*

# GUINEA-CONAKRY

Capital city: Conakry  
 Main language: French  
 Main religions: Muslim, Christian, indigenous beliefs

## Did you know?



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.



The capital, Conakry, is also the largest city.

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.**



Bauxite (pictured left), one of the country's national resources, is the world's main source of aluminum.



One national symbol is the jaguar. Another is

the canje pheasant.

## 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

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Answer (fold up to a mirror):  
 moiq wpsenei fhek meur. (Vcp 8:4)  
 Those who had been scattered preached the

**P** Pray for church plants to grow in Guinea-Conakry.

**r**

**a**

**y**

**f**

**o**

**r**

## Guinea-Conakry

Free Methodist work in Guinea-Conakry began in 2012 when a pastor started sharing the love of Jesus with others.

**MALAWI**



Capital city: Lilongwe  
Main languages: English, Chichewa, local dialects  
Religions: Protestant Christian, Roman Catholic, Islam

**Did you know?**

Republic Day, July 6, is when Malawi gained its independence from England.

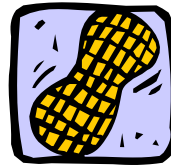


Malawi means “flaming waters.”

Malawi has 400 different kinds of orchids.



Corn, cotton, rice, cassava and potatoes are grown in Malawi.



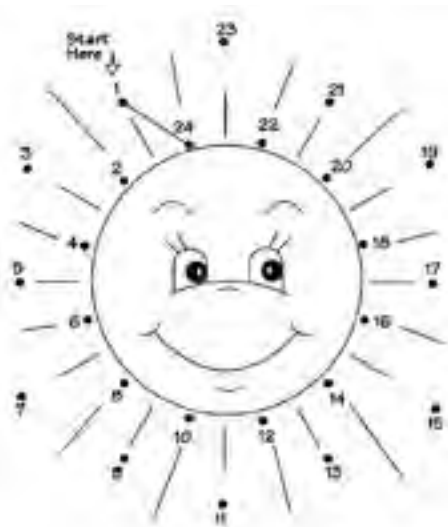
Peanuts and tea are important exports.

Lake Malawi is the third largest lake in Africa.

The rainy season is November to April. Malawi doesn't get much rain from May to October.

**TO DO:**

Connect the dots to discover what Malawi sees a lot of.



Answer (hold up to a mirror):  
xlll kool lliv sruibic  
yvet rthiw sntlnwue

Pray for those who are attending the Great Commission Bible School.

**Malawi**



Malawi students and pastors have planted a number of churches in other countries including Mozambique, Tanzania and Zambia.

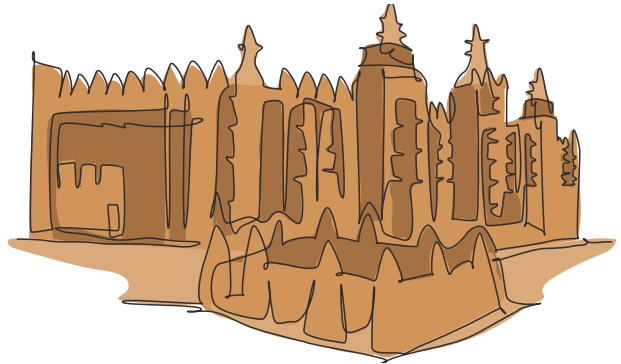
# MALI



Capital: Bamako  
Main Language: French  
Main Religion: Islam

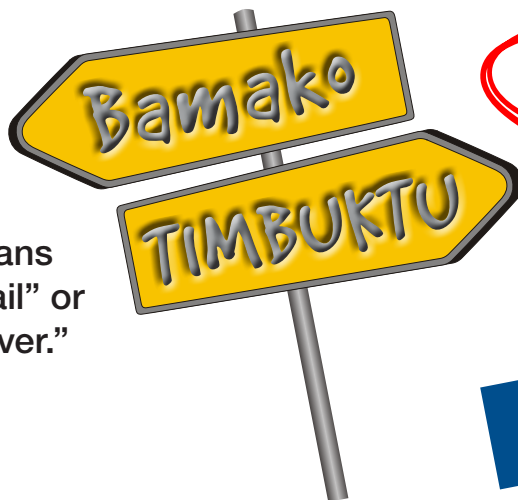
## Did you know?

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 to 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



# Adventures in Asia

The Free Methodist Church in Asia started in 1881. Ernest and Phoebe Ward were the very first Free Methodist missionaries, and they went to the heart of India in 1881. Later, in 1898, Rev. Kawabe, a Japanese man who came to Christ while working in California, pioneered work in Japan.

Today, there are three general conferences in Asia – India, Japan and the Philippines. And Free Methodist World Missions has work in 20 other countries and is exploring work in several others. Asia Area Director Eric partners with Asian leaders to build support and help expand the church in Asia.

Eric has a vision of influencing 1 million Asian friends to Jesus in the coming years and believes we need at least 10,000 new leaders to do this. That's a big vision.

Eric calls it a moonshot! Like Kennedy's vision to put a man on the moon, which seemed nearly impossible then, we wonder how we may see this vision realized.

This vision will require all of us to work together as the body of Christ, interdependently, with our unity proclaiming the good news of Christ. It will require many people with "beautiful feet," taking the love and compassion of Jesus to those who are poor, widowed, orphaned and sick. It will take faith to keep on going even when doubts come. It will require all of us to give and pray and maybe go.

Jesus wants all of us to be on mission with Him – people with "beautiful feet" sharing the good news of Jesus in Asia.

# ADVENTURE STORIES

## The Children Must Hear the Good News!

By Seth Van Tiffin

*“But Jesus said, ‘Let the children come to me. Don’t stop them! For the Kingdom of Heaven belongs to those who are like these children’” (Matthew 19:14).*

Jesus wants all children to hear the good news and have the opportunity to accept Him as their Lord and Savior! Children are often the first to be ready and receptive to know Jesus. (Studies show children between the ages of 4 and 14 are most receptive to the gospel of Jesus; this is called the 4/14 window.)

Several years ago, our organization (In Better Hands) hired a young woman named Margaret as a messenger of the gospel for children and youth. Margaret is from a creative access country. Creative access means the government of the country does not welcome Christian teaching. We call it creative access because missionaries and Christians must be creative and careful about sharing the good news. We will call Margaret’s country Creative Access-MR. Margaret was a Bible college graduate passionate about teaching children about Jesus and giving them a chance to accept Him as their Savior. We supplied Margaret with a motorbike strong enough to climb the mountains in the rural areas of Creative Access-MR. She would travel every Saturday, leaving her home early in the morning, to a remote village in the mountains and share the love of Jesus with anywhere from 35 to 50 children every week. Margaret would teach the children many stories from the Bible. The children were very interested and would ask many good questions about the stories she shared with them. Margaret also enjoys playing the guitar, and she would teach the children Christian songs to worship God. Occasionally, Margaret would even feed the children, not just spiritual food but also physical food; noodles were their favorite! In the weeks leading up to Christmas, Margaret explained the true meaning of Christmas to the children. Before this, they had only heard things like Santa Claus and magical reindeer, the birth of God’s son,



Jesus, was brand-new to them. One Saturday in December, she was able to take a treat with her, and they celebrated the birth of Jesus (Christmas) with cake; the children were so happy!

Margaret loves and cares for the children like Jesus would. She is sharing the good news – of Jesus’ birth, life, death and resurrection – and letting children know He loves and forgives them. Margaret has “beautiful feet.”

Please pray for these children and all the children around the world who are still waiting for someone to share the love of Jesus with them.



## EXPLORE MORE

Jesus said, "Let the children come to me. Don't stop them! For the Kingdom of Heaven belongs to those who are like these children" (Matthew 19:14). Margaret believes all children should have an opportunity to know about Jesus. She was willing to go and share the good news with children in small remote villages.

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

- Children who are sick in the hospital
- Children in foster care who no longer live with their parents
- Children in the local schools who might not have enough to eat

**Plan a simple project to encourage hospitalized children or children in foster care. Collect items to provide simple care packages. If the agency you donate to allows it, have your students make and include cards.**

**Here are some suggestions:**

- Hospital care packages – a 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

Backpacks for school children – could be filled with school supplies or nonperishable goods that take no preparation (cheese and crackers, granola bars, juice boxes, peanut butter, cereal, etc.)



# Story of Khin Win

As told to Area Director Eric by Pastor Pakep

*“We wait in hope for the LORD; he is our help and our shield. In him our hearts rejoice, for we trust in his holy name” (Psalms 33:20-21).*

Khin Win was married, and she and her husband had a baby girl. When the little girl was about 5-years-old, Khin Win's husband died. She was left destitute and hopeless. Khin Win had no idea how she would provide for herself and her daughter. But somehow, they managed to get by until her daughter was old enough to work.



Khin Win's daughter got a job in a factory and took the bus to work every day. In the evening, Kin Whin would go to the bus stop and wait for her daughter to return from work, and they would walk home together. However, Khin Whin went to the bus stop one evening, and her daughter did not get off the bus. She waited longer. More buses came, but her daughter still did not get off. Khin Win waited several hours and then finally went home. When she called the factory where her daughter worked, they confirmed she had been at work that day and departed as usual.

The following day, Khin Win went to the bus stop again. She waited and waited, and her daughter did not return. This continued for several days. Finally, she realized her daughter was not going to return. She realized someone had taken her daughter away. (Khin Win's daughter had been trafficked.) Khin Win was heartbroken. She had lost everyone she loved. Khin Win had no one to help provide for her. What would she do? What was the point of living? She had no hope.

Then one day, near Christmas time, she heard some people were coming to her village, and bringing rice. They were also going to have a Christmas celebration. But because Khin Win lives in Creative Access-MR, she had no idea what Christmas was. Most people living in Creative Access-MR are Buddhists and do not celebrate Christmas. But because Khin Win was hungry and needed rice, she went.

When she arrived at this Christmas event, she received the rice, but even more importantly, she heard Pastor Pakep tell the Christmas story and share the good news about what Jesus came to do for us. That day, Khin Win gave her heart to Jesus, and now she is filled with joy. She now has hope for the future and peace in her heart.

Thank the Lord for those who took rice and the good news to Khin Win's village!





## EXPLORE MORE

Who in this story had the “beautiful feet bringing the good news of Jesus? What did they do to help people be interested in the story of Jesus? Khin Win learned her hope is in Jesus because someone cared enough to provide rice.

People like Khin Win, who live in poverty, lack the resources to meet their basic needs. Those needs include: a place of shelter (a home), food, water, proper sanitation, basic education, medicines, clothing, and sometimes family to care for you. They often are without the power to change their situation. Helping provide for the physical needs of people is a wonderful way to begin introducing them to Jesus.

Help students identify places and people living in poverty (both overseas and in your community).

Take a few minutes to discuss some practical ways your students can help.

- Collect food for a local food pantry.
- Collect toiletry items for a local shelter.
- Collect clothing for a local clothes closet.
- Sponsor a child in another country through International Child Care Ministries.
- Make a Care Bag to give to a homeless person; include items like a water bottle, granola bar, cheese and crackers, a fruit cup, nuts, a packet of wet wipes, and a gift certificate for fast food.



# Come and See!\*

By Eric, Asia Area Director

*“But those who drink the water I give will never be thirsty again. It becomes a fresh, bubbling spring within them, giving them eternal life” (John 4:14).*

Imagine seeing children drink and play in filthy water — water you wouldn’t even step in because you know it contains water from toilets, sinks, pastures (manure), and all manner of runoff. Imagine living in a place where the closest thing you get to clean water is the rainwater you can catch — rain that comes in torrents from the sky during the monsoon season (rainy season), causing flooding and muddy, unsanitary conditions. Or imagine waiting for the rain that may NOT come for long periods of time because of the intense heat and climate.

One of our leaders brought a man to a rural village in Creative Access Asia-PK. This man had recently begun to follow Jesus. This village of about 1,000 people had no well (no source of clean water). The man was brokenhearted by what he saw and so moved that he sold his motorbike and one of his cows to raise the \$700 necessary to dig a well. Now imagine the joy this village experienced when the well was complete. People worshiped! Everyone lined up to taste the clean water from the well. And our Free Methodist pastors helped people make the connection between this new clean water and the Living Water that is Christ Jesus. Remember that story? (Retell the story of the woman at the well from John 4:4-15)

“If you knew who it was that was asking you for a drink,” Jesus said, “you would ask him for living water ... and when you drink this water, you will never get thirsty again” (John 4:10).

The woman had come to the well, but little did she know she had actually come to see Jesus.

Imagine the face of a little boy or girl who has just tasted clean water for the first time. Imagine their invitation to other children in the village to come and taste the clean water. That invitation parallels our own as we invite others to know Jesus – the Living Water. As Christians, we believe everyone is created in the image of God to bear and reflect the image of their Creator. Every person is worthy of the respect and dignity that honors God’s image,



even if that image is marred by a person’s sin and brokenness. People with “beautiful feet” invite people to come and see Jesus.

*\*Help your students make this real by recognizing the difference between the clean water they drink and the dirty water many around the world must drink. Before class, get a pint jar of pond water or add some dirt to tap water to illustrate the dirty runoff water and have a bottle of pure drinking water to sit next to it.*



## EXPLORE MORE

Who was the person or persons with “beautiful feet” helping bring the good news into this community? What did they do that helped bring the good news?

Review information about unsafe water on page 243.

- Have students think of how many water faucets or sources of clean water are in their homes.
- Have students count how many clean water sources are in your church building.

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 community aware of this global need?

For \$50, your group can purchase a water filter for a family or school. With proper use and simple back flushing, this filter will last a lifetime, filtering 99.9999% of harmful bacteria. Perhaps your church would like to sponsor a new well in a village in Asia. The water filters are supplied through our FMWM ministry partner International Child Care Ministries: [donate.childcareministries.org/special-projects#o28920](https://donate.childcareministries.org/special-projects#o28920).



# Investing What God Has Given

By Samantha N.

*"Then I heard the Lord asking, 'Whom should I send as a messenger to this people? Who will go for us?' I said, 'Here I am. Send me'" (Isaiah 6:8).*

Pastor H was the one who told me about Mr. Si and his family. They are a poor family with 11 children. Their lives lack many things. They had believed in God for many years, but there were not many positive changes. "They need a family," Pastor H said, so we went to visit and serve them.

I remember the first time I visited. After a two-and-a-half-hour bus ride up the mountain, many people welcomed us – Mr. Si's family and all their neighbors.

I noticed many children and women. The children lacked food but also education, love and truth! Their health was poor because the water was so dirty. The primary water source for the village was a stream polluted by pesticides (chemicals to kill bugs and insects).

When I looked at their beautiful faces, I was glad God sent us to help them. Last year, FMWM-Asia and

Clearblue Global Water Project provided a well. They now have clean water to use because they have a well and a water filter. Their health is improved!

Six more families have come to know Jesus and gather to worship at Mr. Si's house every Sunday.

But developing a church is more than helping with their physical need. We need to help them know the truth so they can serve God better. None of them have the skill or understanding of God's Word. And they have no pastor to care for them.

"Whom should I send?" God asked in Isaiah 6. "Who will go for us?" "Here I am, God, send me! Even though I have just a little, what I do have I will give, as long as it pleases You, Lord!" I replied.

After praying and preparing, I started an English outreach ministry. I give the children what I have:

English skills and love, but also God’s Word. I go once a week to teach 17-20 students. English is a bridge. Through it, I bring anything the Father has invested in me!

The next generation is equipped. I am thankful God prepared me. I am thankful He chose to use me to serve them.

Today we can see their love for us when they hug us tightly and share the vegetables from their small garden. We see hope in their eyes because they now have a better future through education. Because

of their little church, they are also learning how to serve others. We see their new confidence as they recognize someone is willing to listen. And now we see their smiles and laughter.

As I continue giving what I have, I thank God these children will have a better future because they know God’s love and His Word and have skills in English. I pray they will also learn to give what they have received and change their community! I pray they will have “beautiful feet.”



## EXPLORE MORE



Who had the “beautiful feet,” bringing the good news in this story? What talent or skill did this person use to help share the good news of Jesus?

Samantha heard God asking her to go to this village and share what she had. She didn’t think she had much to share, but she did have English skills, and these children would benefit from knowing English. Teaching English allowed her to share the good news of Jesus.

Read together 1 Timothy 4:10-11.

Have the students give examples of talents they have or that they think the other students have.

Talk about how students can use their talents to serve God and others. Have your class plan and prepare a special program where they each will use one of their talents. Contact a local senior-citizens community or nursing home and let the children present their program and visit with the residents.

# Why Are You Singing?

David W. Clemente, Missionary to Asia

*“But let all who take refuge in you be glad; let them ever sing for joy. Spread your protection over them, that those who love your name may rejoice in you” (Psalms 5:11).*



“Why are you all singing?” the neighbors asked Ms. Holly (not her real name). Ms. Holly is a cross-cultural worker living in Country-VN. It is illegal to share the gospel with others. The neighbors are suspicious of the group’s singing and wary of the foreigner.

They suspect this is a gathering of Christians and may call the authorities to report the illegal activities. This could be the end of the gathering.

Ms. Holly is a Filipina working as an English teacher. She tutors university students and occasionally teaches at nearby elementary schools or language learning centers. In the eyes of the immigration officials, Ms. Holly is an English teacher. To her friends in the Philippines, she is a cross-cultural worker, a missionary sent by the Free Methodist Church to share the gospel in this restricted country.

God prepared Ms. Holly in many ways. She received her calling at a young age. Later, her time at Bible college and missionary training centers confirmed her passion. In the 1990s, she taught kindergarten in central Mindanao, an area with Muslims. There

she learned to be wise in her methods of sharing the gospel. She says, “I learned many things, especially how to share the truth without objections and violent reactions, [to witness] in a friendly way.” In 2007 she served in Cambodia among the boat people. God taught her to be obedient, even amid hardships and failures. In 2013 God opened the door, allowing her to work in Country-VN as an English teacher. She began an “underground place” ministry in church planting and discipleship.

At present, Ms. Holly leads local fellowships in two locations. God is helping Ms. Holly disciple others through one-on-one teaching and online meetings. The members of these fellowships are sharing Jesus with their friends and family. God is answering prayers in this “underground place” ministry.

When Ms. Holly was questioned by the neighbors from the apartment complex, they asked her, “Why are you all singing?” Ms. Holly responded, “The singing is an integral part of the students’ language learning.” Even so, the group was reported, and the authorities came. They questioned every group member. Everyone had the same answer, “Room number two, to study English.” The local officials ruled in the group’s favor. Ms. Holly and her friends continue to meet for English lessons and a time to learn more about Jesus. God answers the prayers of His people, and they keep singing!



## EXPLORE MORE

Sometimes people sharing the good news of Jesus go to countries where the governments are unfriendly to Christians. Sometimes Christians can even be put in jail for sharing about Jesus. It takes courage to share the good news in these places.

Who in this story had courage and “beautiful feet,” sharing the good news of Jesus in a difficult place?

Read or tell the story of Paul and Silas from Acts 16:16-40. What two things do you think gave witness to Jesus before the jailer asked them what he had to do to be saved?

In this story, the neighbors believed Ms. Holly and her students were Christians because of their singing. In the story of Paul and Silas, the jailer likely recognized they were followers of Christ because of their singing.

Ask students what some of their favorite songs about Jesus are and then sing them together. Music is one way of sharing the good news of Jesus.

## PEOPLE ON THE GLOBAL ADVENTURE

# Meet the Asia Missionaries

Learn more about missionaries in Asia by going to [FMWM.org](https://www.fmwm.org). A PowerPoint with missionary photos is available with our children's resources ([fmwm.org/resources/children/](https://www.fmwm.org/resources/children/)). Or request missionary prayer cards by emailing [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org).



## Alan & Ammabelle **BACUS** **PHILIPPINES**

Alan and Ammabelle Bacus are FMWM Asia's first international missionaries to share the vision to "Influence a Million in Asia for Christ." They envision mobilizing Free Methodist churches by intentionally planting community churches through campus ministry and forming disciple-making communities in Gateway cities in Asia.

Alan is the former bishop, and Ammabelle is the former mission director of FMC Philippines. Together they initiated vibrant campus movements in their country.

**Children:** Alan Josiah, Azaneah Jannah, Asher Jedd

### Pray for:

- the family as it transitions to new work and a new location – from Butuan City to Ilocos Norte
- sensitivity to the Holy Spirit's leading in carrying out the necessary steps
- strength and wisdom as they mobilize FMC-Asia to be more intentional in campus ministry and as they initiate disciple-making communities in gateway cities in Asia



## Becca **TAIWAN**

Becca trains leaders for church ministry, church planting and evangelism through ministry at the conference and district levels. She is appointed by the Taiwan Annual Conference to assist the Lukai district superintendent. The Lukai is one of the tribal districts of Taiwan, where she conducts workshops, mentors disciples, leads small groups and preaches. Becca also teaches at Holy Light Theological Seminary, which has a global reach through online classes. She is passionate about seeing Taiwan take up the call to spread the good news to the ends of the earth.

### Pray for:

- the Taiwan Annual Conference as it works toward provisional general conference status
- the Taiwan Annual Conference as it expands its commitment to missions abroad and at home
- a renewal of evangelistic zeal among churches as they emerge from the changed nature of worship imposed by COVID quarantines and online services
- members of the small discipleship groups and Bible studies to have a passion for loving God and loving others to God



## Bryan & Tammy

### **SOUTHEAST ASIA**

### **U.S.-BASED**

As missionaries-in-residence, posted at a Free Methodist Church in Michigan, Bryan and Tammy serve as critical members of the FMWM- Asia leadership development team, working to mobilize 10,000 leaders through the Gethsemane Leadership Training pathway. Through the internet and regular visits to Asia, Bryan and Tammy offer inspiring and encouraging support to national leaders across Asia.

#### **Pray for:**

- continued success in building a team of financial and prayer partners to support the work
- deep relationships to be built as they invest in pastors and church planters across Asia
- bridgebuilding connections with Asian refugees in their city
- the health of their family and safety during travel



## Thom & Sherry

### **CAHILL**

### **THAILAND**

Thom and Sherry Cahill work in spiritual formation and leadership development in Asia. They help recruit teachers, coordinate Gethsemane Leadership Training modules, work with the Leadership Lift video training and mentor/coach leaders. Additionally, the Cahills edit video scripts and videos for the Asia Leadership Team and teach in their areas of giftedness. Thom and Sherry have three adult children and two grandchildren who live in the U.S.

#### **Pray for:**

- Gethsemane Leadership Training leaders and students
- their travel throughout Asia
- those teaching modules
- wisdom and guidance as they work with and mentor others





## David & Sarah **CLEMENTE**

### **ASSISTANT DIRECTOR PHILIPPINES/INDONESIA/ OCEANIA**

The Clementes are currently U.S.-based missionaries serving Asia. As a member of the Asia Leadership Team, Dr. David regularly travels to consult with pastors and supervise selected Asian leaders. He serves as an Asia area assistant director overseeing FMWM interests in the Philippines, Indonesia and Oceania region. Sarah’s additional vital role includes supporting the FMWM-Asia work as administrative assistant to the area director. David and Sarah have a vision of mobilizing partnerships and encouraging support for FMWM-Asia.

**Children:** Carmen, Jacob

**Pray for:**

- wisdom as David helps train Free Methodist leaders in cross-cultural work
- guidance in the work of supervising selected Asian missionaries
- compassion as David leads seminars on the global witness of Christianity
- FM groups in Asia as they continue to expand their vision for cross-cultural ministry and become vibrant witnesses to their local communities
- Carmen and Jacob’s physical, emotional and spiritual growth



## Darin & Jill

### **ASIA AREA ASSOCIATE DIRECTOR**

Darin and Jill have ministered in Asia since 2009. Darin serves as Asia area associate director, and Jill fulfills various mentoring and administrative roles. Their ministry focus is training and credentialing Free Methodist leaders across Asia through the Gethsemane Leadership Training (GLT) strategy. Darin works closely with Asia Area Director Eric to develop and implement a mission strategy for the work in Asia.

**Pray for:**

- wisdom for the effective and collaborative leadership of work in Asia
- fruitful implementation of Gethsemane Leadership Training for training emerging leaders
- national pastors to catch the vision for skillful mentoring of ministerial candidates
- wisdom for Jill as she mentors young women and serves in support roles
- health and safety



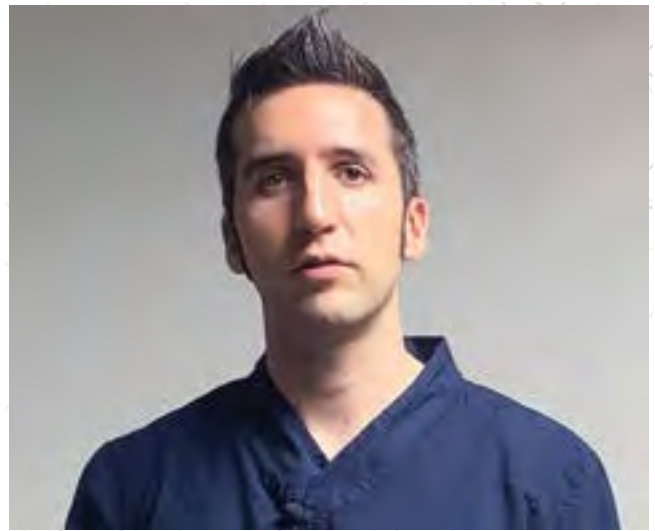
## Eric & Virginia

### ASIA AREA DIRECTOR

As Asia area director, Eric has three strategic priorities. He oversees the FMWM missionary team in Asia. He partners with national leaders to build support strategies to help expand the church. And, finally, he works to purposefully connect FMC-Asia with FMC-USA, building mutually beneficial partnerships and relationships.

#### Pray for:

- the Lord of the Harvest to mobilize workers, identify and empower leaders, and bring millions to faith in Christ across Asia
- health, safety and ongoing strength
- wisdom and discernment as they seek to provide leadership throughout Asia
- clarity and love in communication across multiple cultures
- Spirit-filled ministry effectiveness



## Trevor FOLEY

### SOUTH KOREA

Trevor's ministry includes working as an FMWM-Asia missionary to help reestablish a presence for the FMC in South Korea. He also works as a missionary with Voice of the Martyrs - Korea, helping disciple North Korean defectors at discipleship training schools. Trevor is passionate about Koreans in North Korea, South Korea and around the world receiving the Word of God and being led by Him through it.

#### Pray for:

- the Lord's leading regarding the prospect of reestablishing a presence for the FMC in South Korea
- the North Korean believers as they have many struggles
- the Lord's will to be done regarding Trevor's ordination process
- the Lord's will regarding the acceptance of Trevor's doctoral dissertation



## Gene & Minori **HALL** **JAPAN**

Gene and Minori Hall began serving in Japan in August 2019. With Christians comprising only 1% of the population, there is an urgent need for the gospel in Japan. The Halls serve through leadership training in Southeast Asia and Japan, working to equip Christian leaders with the tools to lead well. Their primary focus is developing faithful leaders who develop more faithful leaders, resulting in the multiplication of the gospel, disciples, churches and new leaders.

**Children:** Mika, Iwao

### **Pray for:**

- more laborers and leaders to share the gospel in Asia
- physical, emotional and spiritual protection for the family
- multiplication of ministry partners



## Helri & Phuong International Missionaries **SOUTHEAST ASIA**

As vibrant, devoted followers of Jesus, Helri and Phuong have been fruitful in the FMC-Asia and were commissioned as an international missionary couple in November of 2023. Helri is an ordained elder with the Philippine General Conference, and Phuong has been an integral part of the FMC in Creative Access-VN. They were married in August of 2023, with a clear call to ministry evident to all. Helri and Phuong will serve the Kingdom through ministry across Southeast Asia.

### **Pray for:**

- Helri and Phuong as they adjust to being newly wed and doing mission work together
- God's leading in the decision regarding the country and people they will serve
- God to provide resources and partnerships to support their ministry



Jason & Wendi  
**DOBLIN**  
**SOUTHEAST ASIA**

Jason and Wendi have been serving with FMWM in Asia since 2011. In July 2022 they moved to Chiang Mai, Thailand, to serve the Southeast Asia region through support in the areas of discipleship and love-driven justice. Their first year in the country was spent taking language classes and seeking to build connectivity and collaboration among national leaders, pastors and already established works.

**Pray for:**

- continued success in assembling their team of partners and co-laborers for the work
- success in learning and using the language
- help as they seek to build relationships with others through hospitality and intentional outreach



Laurie  
**U.S.-BASED PARTNER**

Laurie is an FMWM veteran, having served in Mexico from 2006 to 2015. Now with FMWM-Asia, she is the assistant for the Shared Sustainability Initiative (SSI). She works with Director Scott and Asian leaders to invest in marketplace missions (micro-businesses) as sustainable approaches to a gospel witness. She publishes field reports for accountability and promotion, adds and tracks new SSI programs, and shares the positive impact of Shared Sustainability Initiatives and how others can participate in this growing ministry.

**Pray for:**

- the persecuted church in Asia to be bold and courageous in their faith
- those entering into micro-businesses to persevere and be successful
- wisdom and discernment for the Shared Sustainability Initiative team as they make kingdom decisions
- Laurie, as she continues to do partnership building



## Mark & Judi **MORRISON**

### **ASIA - MISSIONARY CARE**

Mark and Judi Morrison were married in 1980; they have four children and 11 grandchildren. Mark has served in full-time pastoral ministry since 1977. Today Mark and Judi lead Shepherd Ministries, which is reaching out to university students, ministering to those who have left the local church and encouraging pastors. As VISA missionaries, Mark and Judi provide pastoral care and support to Free Methodist missionaries in Asia. Their role includes encouragement and spiritual nurturing via Zoom calls, email and field visits.

**Pray for:**

- Mark and Judi to have insight into developing ways to support the Asia missions team most effectively
- the Asia missionary team as they deal with the stress of being cross-cultural leaders far from family
- financial support to fund travel and ministry expenses
- health and strength as they minister in the U.S. and Asia



## Corey & Connie **PERSING**

### **THAILAND/SOUTHEAST ASIA - VOYAGERS**

The Persings serve in Southeast Asia with a focus on the ministries of Thailand. Corey is the national coordinator of ICCM work in Thailand, including the Lahu children’s hostel and other projects across Thailand. He also serves on the Asia Leadership Team as a mentor/adviser for national leadership and ministry in Southeast Asia. His role includes working as a “regional reporting and tech coach,” developing an area-wide reporting system to provide financial accountability, integrity and up-to-date information. Connie serves on the Thailand ICCM National Committee and provides hospitality, encouragement and a healthy perspective on their work.

**Pray for:**

- God’s Word to continue to spread fruitfully throughout Southeast Asia
- the leaders, pastors and missionaries in Southeast Asia
- the Persings’ health and safety
- appropriate funding to readily accomplish ministries



## Roger **STONE**

### **PHILIPPINES AFFILIATE/SIL INTERNATIONAL**

Roger Stone has been an affiliate missionary since 2008. He and his wife, Vangie, are involved in consulting with the local Bible translation committees for Ayta languages as they translate the Old Testament and help distribute the newly published New Testaments in the Ayta Abellen and Ayta Mag-Indi languages.

**Children:** Mika, Daniel

**Pray for:**

- wisdom and perseverance in translating the Old Testament
- widespread proclamation of the gospel through vernacular Scripture
- the Aytas to begin treasuring the Word of God in their language
- physical, emotional and spiritual health and strength for the Stone family



## Seth & Hlawn Hlawn

### **VAN TIFFLIN**

### **ASIA**

Seth and Hlawn Hlawn Van Tifflin and their three children reside in Chiang Mai, Thailand. Seth serves as the events and new connection coordinator for FMWM-Asia and the executive director of In Better Hands (an affiliate ministry partner of the FMC-USA). In Better Hands was established to care for children at risk of being trafficked and give assistance to widows ([inbetterhands.org](http://inbetterhands.org)). Hlawn Hlawn serves as the liaison for In Better Hands in Creative Access Country-MR. Seth and Hlawn Hlawn continue to study the Thai language and culture.

**Children:** Jason, Noah, Abigail

**Pray for:**

- safety and good health for their family
- the ability to communicate effectively in the Thai language
- people in Asia to have open hearts and be receptive to the gospel
- wisdom, strength and courage to effectively lead In Better Hands



Chris & Yuko  
**WILKINS**  
**JAPAN**

Chris and Yuko Wilkins are FMWM missionaries with a vision to encourage discipleship in the church and help believers be involved in kingdom building. Chris and Yuko are training pastors and laity to multiply their faith. *Train & Multiply* is an obedience-based discipleship movement experiencing breakthroughs in Japan. In addition, they assist the ministry of the FM church in Machida in various capacities, teaching at the Tokyo Biblical Seminary, teaching English classes from a biblical perspective, serving in the community, translating and doing street ministry.

**Children:** Caleb, Corey

**Pray for:**

- *Train & Multiply* – discipleship ministry and seminars
- wisdom and discernment for the Japanese church's leaders
- a strategy to help the church reach the youth of Japan
- the discipleship of young Japanese pastors
- the Wilkins boys' education, both now and in the future
- fruit from the street ministry
- Yuko's translation work for *Train & Multiply*

**Creative Access ASIA**  
**FMWM Missionaries**

**Adam & Rebecca**

**Children:** Kaiden, Risa

**Keith & Julie**

**Children:** Josiah, Caleb, Hannah

**Mark & Lena**

**Scott**

**Affiliates**

**Randy & Jessica**

**Child:** Hannah

**Susan**

Creative Access workers are involved in education, leadership development, discipleship and micro-enterprise.

**Pray for:**

- meaningful relationships in their communities
- wisdom, physical health, travel safety and spiritual growth
- open doors to the gospel
- protection from spiritual attack
- discernment in developing local leaders
- the spiritual and relational development of the children with them on the field
- the education, relationships, and spiritual health and development of their children

# EXPLORE THESE COUNTRIES



Photo: Giorgia Doglioni on Unsplash

## EXPLORE Creative Access—MR

**Capital:** Y—g--

**Government Type:** parliamentary republic (However, there was a coup by the military in February 2021, and the country is still in turmoil.)

**Population:** 57.9 million

**Area:** 676,578 square kilometers, slightly smaller than Texas

**Major Cities:** Y—g-- (capital — 4.5 million), M—d---y (1.2 Million), N—P—T-- (1 million)

**Climate:** tropical monsoon

**Terrain:** central lowlands ringed by steep, rugged highlands

**Language:** B—m---

**Religion:** Buddhist (87.9 %), Christian (6.2 %), Muslim (4.3%), Animist (1.6%)

**Currency:** Ky---

**National Symbol:** chinthe — a mythical lion

**Agricultural Products:** rice, sugar cane, beans,



Photo: aung Set Paing on Unsplash

vegetables, milk, maize, poultry, groundnuts, fruit, plantains

**Industries:** agricultural processing; wood and wood products; copper, tin, tungsten, iron; cement and construction materials; pharmaceuticals; fertilizer; oil and natural gas; garments; jade and gems

**Natural Resources:** petroleum, timber, tin, zinc, copper, lead, coal, precious stones (rubies, sapphires, pearls and jade)

**Major Exports:** natural gas, clothing products, dried legumes, precious stones, yttrium, scandium, rice, corn





Photo: Thomas Schoch via Wikimedia Commons



Photo: Rod Waddington via Wikimedia Commons



Photo: Siren-Com via Wikimedia Commons

- In this country, the way you get the attention of a waiter or someone else is to make a kissing sound two or three times in the direction of the person you are calling.

## The Work of the FM Church in Creative Access-MR

*Status: Annual Conference*

*FM Churches: 37*

*FM Membership: 1,400*

*FM Work Opened: 1994*

*Superintendent: Pa Kep*

### Interesting Facts:

- The country's highest mountain is Hkakabo Razi, at 19,296 feet.
- April is the month the people celebrate the water festival.
- Britain ruled over this country for 62 years; then it was a province of India until 1937 when it became a self-governing colony.
- The country celebrates its independence on January 4.
- Cabeball or Chinlone is considered the national sport. It is a unique mixture of dance, martial arts and ball game.
- This country is home to the Snub-nosed B—m— Monkey; because of the shape of its nose, it easily gets rain in the nose, which makes it sneeze. On rainy days you will find it with its head tucked between its knees so as not to get rain in its nose.
- People in this country have a superstition about haircutting. No one cuts their hair on Monday, Friday or their birthday. The reason behind this is unknown.
- The longyi is traditional clothing for both men and women. It is a large cloth wrapped around the bottom of the body and is worn for almost any occasion.

### Origins

The first Free Methodist work was begun in Y—g— among the Chinese. A student from this country had studied at Holy Light Seminary in Taiwan and returned to his country to plant a church. At about the same time, several churches among the C--- in the northwest of the country expressed interest in affiliating with the FMC. The Asia Pacific Free Methodist Missions Association (APFMMA) appointed the Taiwan Free Methodist Church to assist the developing church in 1994. Later the church was registered with the government.

### Present Ministries

Today the church has a renewed focus on church planting, with two discipleship training centers. There were 81 people baptized in 2022. Ministries include homes for children (three with ICCM and seven with In Better Hands), a hostel for students, a high-school boarding school, and the Light and Life Bible College in Y—g—. There is also work among the Chinese and C--- tribal people. The sociopolitical realities have changed in recent years, restricting movement and placing heavy economic burdens on our members.



### Prayer Requests:

- A strategic plan to start five new churches each year
- Leadership development, both lay and clergy
- The facility needs of Light and Life Bible College and the discipleship centers
- Ongoing ministry to the poor, orphans and widows
- Ministry amid the sociopolitical challenges
- The marginalized refugees in the country's western portion
- Bibles for every believer
- Peace in the country

## UP CLOSE – Creative Access-MR

### See the Land

Creative Access-MR is Southeast Asia's largest country. It shares borders with China, Laos, Thailand, Bangladesh, India and the Indian Ocean. Forest covers more than 50% of the country's land. Fruit, vegetables and citrus crops grow in the S--- Plateau.

### Greet the People

Names are preceded by different titles. For a man, "Ko" might come before his name. "U" (pronounced oo) precedes an older or well-respected man's name. "Aung" is used for a young man. "Day" precedes a woman's name.

People in this country greet one another with a handshake. Shoes are usually removed before entering a traditional home; however, this is not expected in modern city residences. Displaying the soles of your feet is considered impolite. So is pointing feet at people or objects. Also, touching people on the head is considered impolite in this country.

### Things to Do If You Visit

- See the famous pagoda in the capital city.
- Try some street food.
- Take a boat trip on I--- Lake.
- Visit the national gardens.



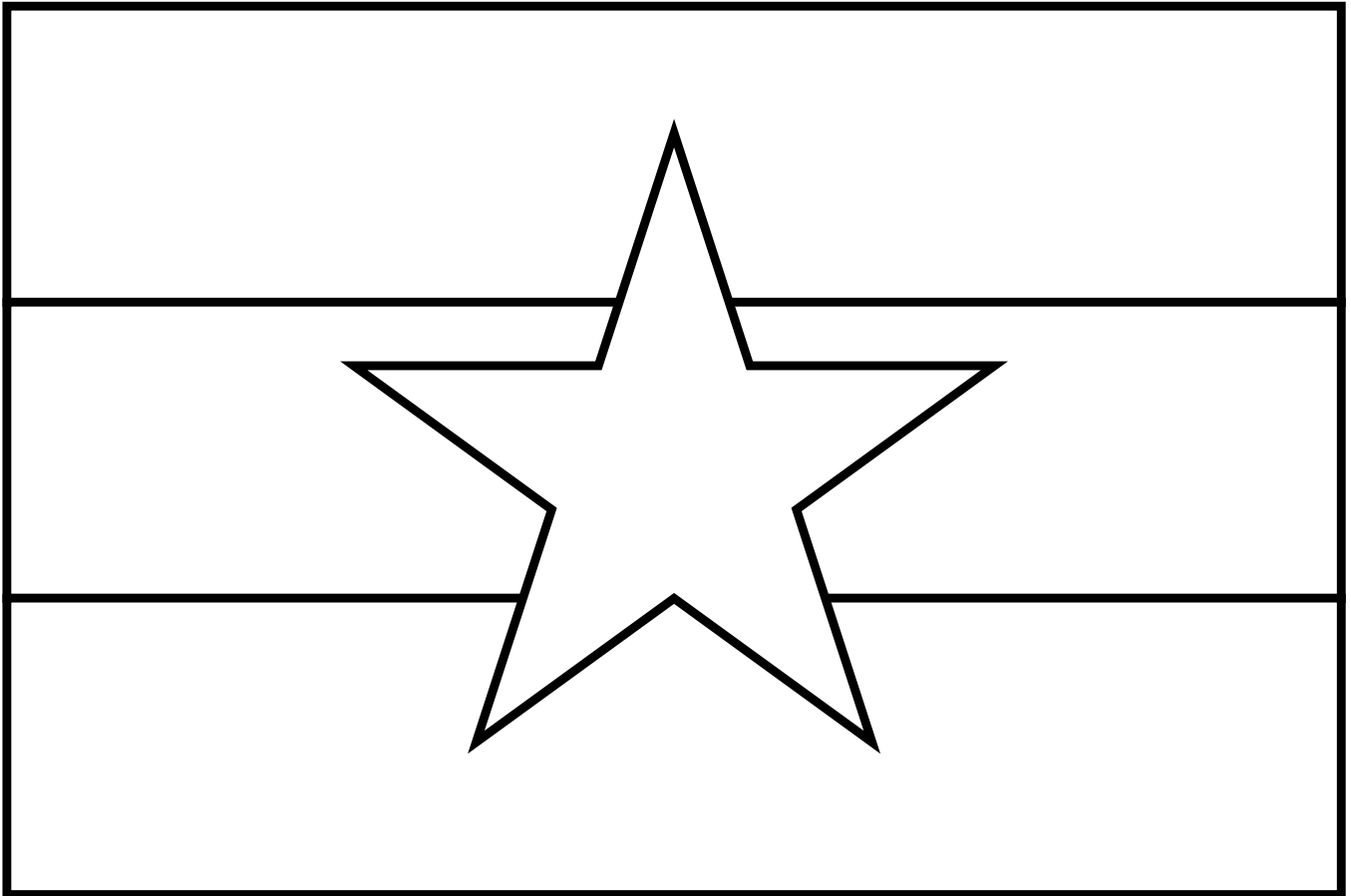
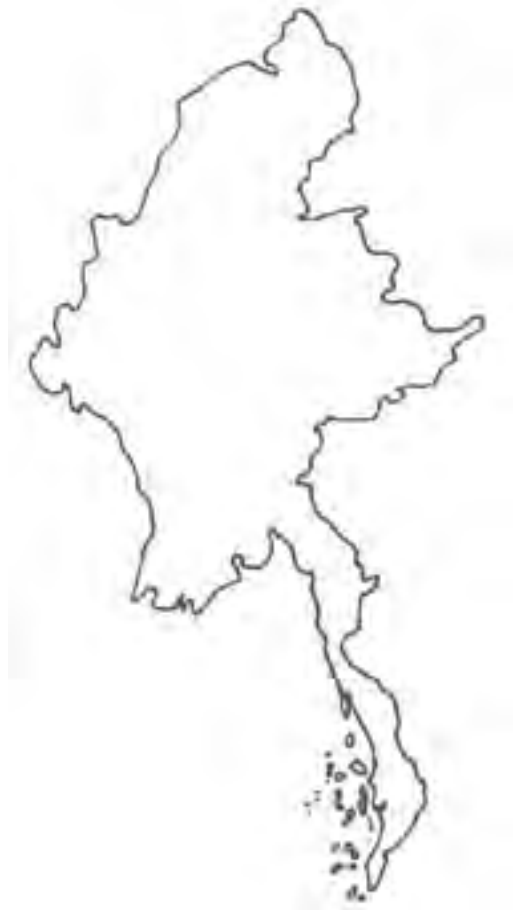
Photo: AiRde via Wikimedia Commons

# Flag of Creative Access-MR

Label significant cities or places on the map. Color the flag.



The horizontal tricolor background honors the colors used during this country's struggle for independence. The top stripe is yellow. The middle is green, and the bottom stripe is red. The star in the center should be white.





# Explore Creative Access—PN

Photo: Muhammad Muzamil on Unsplash

**Capital:** I-----b--

**Government Type:** federal parliamentary republic

**Population:** 247.6 million

**Area:** 796,095 square kilometers

**Major Cities:** K---c— (16.5 million), L-h--- (13 million), F-----b— (3.5 million), I-----b— (1.2 million)

**Climate:** mostly hot, dry desert; temperate in northwest

**Terrain:** vast plains and deserts to forested hills; a plateau to the rugged mountains; glaciers in the north

**Language:** Punjabi 48%, Sindhi 12%, Urdu 8% (official), plus more than 50 others

**Religions:** Muslim (official) 96.5%, other including Christian and Hindu 3.5%

**Currency:** PN rupee

**National Symbol:** five-pointed star and crescent moon

**Agricultural Products:** sugar cane, buffalo milk,



Photo: Muhammad Muzamil on Unsplash

wheat, milk, rice, maize, potatoes, cotton, fruit, mangoes/guavas

**Industries:** textiles and apparel, food processing, pharmaceuticals, surgical instruments, construction materials, paper products, fertilizer, shrimp

**Natural Resources:** arable land, extensive natural gas reserves, limited petroleum, poor-quality coal, iron ore, copper, salt, limestone

**Major Exports:** textiles, clothing and apparel, rice, leather goods, surgical instruments



Photo: Ayesha Ch on Unsplash

### Interesting Facts:

- Creative Access-PN is home to five of the world's 14 highest mountains.
- Over 60% of the people live in rural areas.
- The national sport is field hockey.
- Cars drive on the left side of the road.
- India, Britain, the Middle East and Asia all influenced the foods in this nation. They are aromatic and spicy.
- Families usually eat together, sharing the same platter and eating from the food directly in front of them.
- The national drink is sugarcane juice.
- There are 835 people groups in this country, and 828 are unreached with the gospel.

### UP CLOSE – Creative Access-PN

*National Geographic Kids* tells us glaciers are enormous ice masses, flowing like a slow river. Glaciers form when snow compresses and turns into ice, but it takes hundreds of years.

There are more than 7,000 known glaciers in Creative Access-PN. This is more than any country outside the polar regions. Most are in the northern regions. These are some of the most beautiful sights on Earth but can be dangerous to hike and climb because of the snow and ice. Those who visit will find rare wildlife species – ibex, the markhor, the Himalayan brown bear and the snow leopard.

The I---s River exists mainly because of the glaciers. This river is a significant benefit to the agricultural production of the country. The glaciers also help keep the temperatures in this country from being too hot.

## The Work of the FM Church in Creative Access-PN

**Status:** Mission District

**FM Churches:** 85

**FM Membership:** 3,500

**FM Work Opened:** 2021

**Ministry Leaders:** A and M

### Present Ministries

Through the Lord's guidance, FMWM-Asia connected with two CA-PN church leaders and launched an FM network with more than 80 leaders and churches. Almost daily, these churches are seeing people come to know Christ. The churches also have significant outreach to children. Testimonies of transformation and miracles continue to bear witness to God's remembrance of the people in this creative-access country.

### Prayer Requests:

- The 85 churches developing in the FM network
- Discernment as FMWM-Asia personnel continue to work with national leaders
- Continued powerful testimony pointing people to Christ
- Strength and resilience amid persecution and obstacles
- Wisdom to handle the Father's work
- More leaders and churches
- Abundant resources to support the country's context and the many needs

### Things to Do if You Visit

- See the famous rickshaws decorated in stickers that glow at night.
- Tour some of the major cities.
- Take a mountain hike.
- Stop to have some tea.



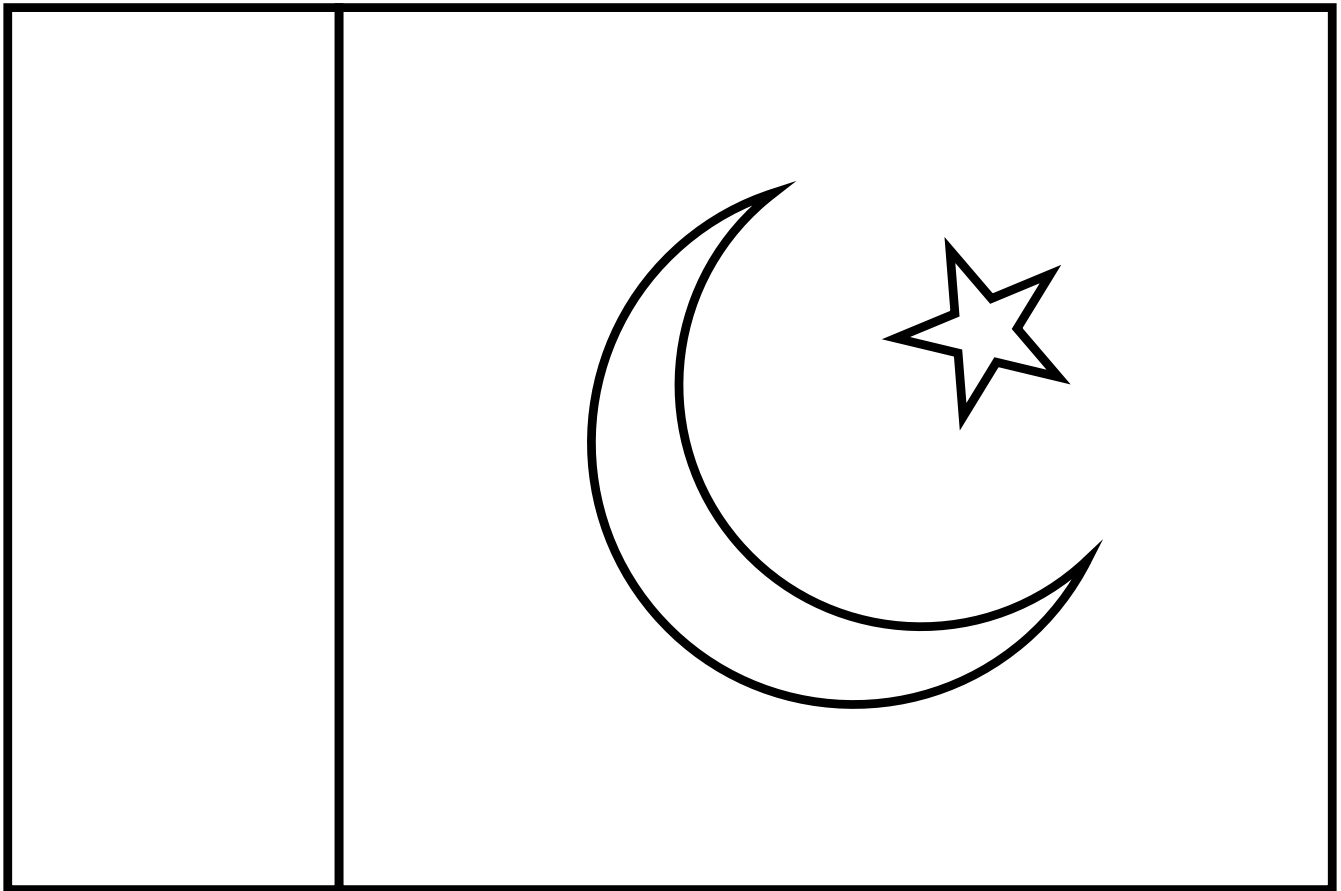
Photo: Mo via Wikimedia Commons

# Flag of Creative Access-PN

Label significant cities or places on the map. Color the flag.



This country's flag has a white band on the left and a green block on the right with a white star and crescent in the center of the green. The five-pointed star and crescent are symbols of light and wisdom.





# Explore Creative Access–VN

Photo: Peter Hammer on Unsplash

**Capital:** H-n--

**Government Type:** socialist republic

**Population:** 104.8 million

**Area:** 331,210 square kilometers

**Major Cities:** H- C—M--- C--- (8.2 million), H- N— (7.3 million), H—P---- (1.9 million), C—T— (1.2 million)

**Climate:** tropical in the south; monsoonal in the north with hot, rainy season (May-September) and warm, dry season (October-April)

**Terrain:** mountains, forests, wetlands and long coastline

**Language:** VN (official), English (favored as a second language)

**Religions:** Catholic 6.1%, Buddhist 51.4%, Evangelical Christian 2.16%

**Currency:** D--g

**National Flower:** the lotus flower

**Agricultural Products:** rice, vegetables, sugar cane, cassava, maize, pork, fruit, bananas, coffee, coconuts

**Industries:** food processing, garments, shoes,

machine-building, mining, coal, steel, cement, chemical fertilizer, glass, tires, oil, mobile phones

**Natural Resources:** antimony, phosphates, coal, manganese, rare earth elements, bauxite, chromate, offshore oil and gas deposits, timber, hydropower, arable land

**Major Exports:** rice, broadcasting equipment, telephones, integrated circuits, footwear, furniture

## Interesting Facts

- Soccer, ping pong, volleyball and martial arts are the most popular sports.
- The country is shaped kind of like an “S.”
- There are 392 rivers in the country.
- The country is known for cashew nuts and black pepper.
- There are many superstitions surrounding gift giving; for example, you never give four of something. Four is an unlucky number symbolizing “death.”
- Their alphabet has 29 letters instead of 26 and includes six different tones.
- Water puppetry is an artform that shares the peoples’ moral values and traditions.
- Rice is the main dish of every meal.



## The Work of the FM Church in Creative Access-VN

*Status: Annual Conference*

*FM Churches: 46*

*FM Membership: 1,588*

*FM Work Opened: 2008*

*Superintendent: Hien*

## Present Ministries

With a population of around 100 million, there are 54 people groups. More than 80% are Buddhist or follow folk religions. Only a little more than 2% of the people are Christian. The FMC exists in 14 of the 63 provinces. In 2022, 208 people came to know Jesus, and 58 were baptized. CA-VN has set a goal of planting 10 churches and reaching 730 people for Jesus in 2023 – two people each day of the year.

## Prayer Requests:

- The goal of planting 10 groups/churches and 730 new believers this year
- Church growth, both in number and love for Jesus
- Discipleship to produce mature believers
- The next generation of leaders
- Resources to train church leaders, children's teachers, and new leaders for women and youth ministries
- Those experiencing opposition and persecution
- A plan for mission work in 2023 from VN to other countries in Asia

## UP CLOSE – Creative Access-VN

Rice is one of this country's main exports; the river delta regions in the north and south are key areas



Photo: Sandip Roy on Unsplash

for growing rice. The southern river delta area is known as the "Rice Bowl" of the country. Around 17 million people live in the 12 provinces around this river delta, and approximately 80% are involved in rice production.

In the north, the highlands are covered by terraced rice paddies (flooded fields of land used for growing rice). The rice paddies are drained of water before the rice is harvested.

In Creative Access-VN, about 75% of a person's daily calories are from rice. Nearly 50% of the people in the world (7.4 billion) use rice as the staple (main thing) in their diet. That makes the growing of rice extremely important.

Rice is eaten every day and usually with every meal. It can be steamed, made into noodles, pancakes, dumplings or buns. It is also used to make rice paper. The rice paper is dried on bamboo racks and later used to make summer rolls or fried spring rolls. Rice cakes are a tradition for their New Year's celebration.

## Things to Do If You Visit

- Go to the Dragon Br-dge in D- N--- at night to watch the dragon breathe fire and water.
- Relax on one of the beautiful beaches.
- Take a boat tour on one of the many rivers.
- Visit sites and learn about the military history.
- Take a cave tour in H--.
- See a water puppet show.



Photo: Wikimedia Commons

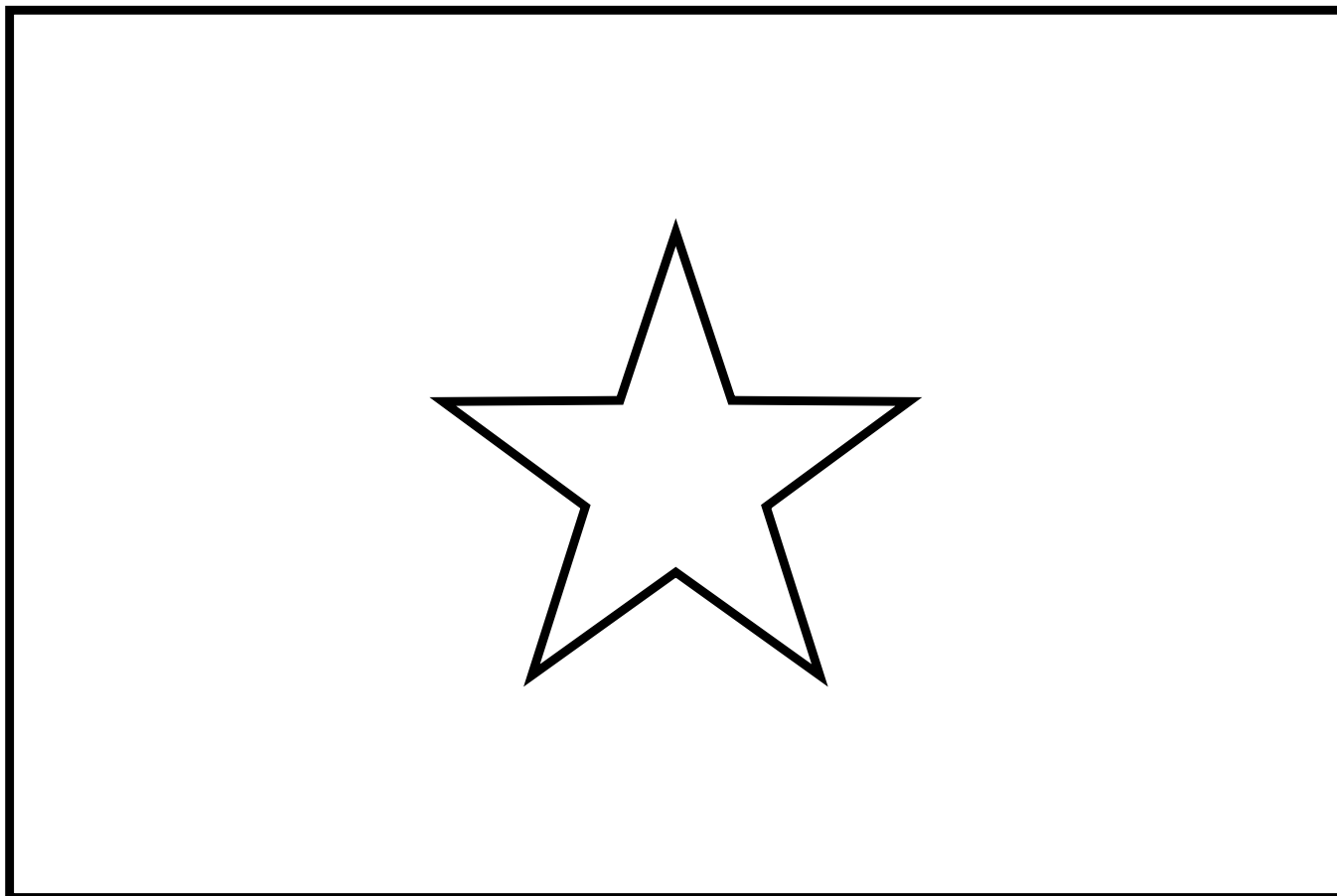


## Flag of Creative Access-VN

Label significant cities or places on the map. Color the flag.



This country's flag has a solid red background with a five-pointed yellow star in the center. The five-pointed star is representative of five principal classes in society — intellectuals, farmers, workers, businessmen and soldiers.





## Adventures in Prayer for Asia



### Creative Prayers

**Supplies:** paper and art supplies (crayons, colored pencils, markers, or paints or lumps of clay or Play-Doh for each student).

Asians create beautiful art through paintings, porcelain pieces, weavings, flowers and food. Allow children to be creative as you pray together. Talk about some of the needs of Asia or the country or missionaries you have learned about. Ask children to share their prayers with God by creating a work of art either with paper and art supplies or with the clay/Play-Doh you have supplied. When students are finished with their creations, have them share about their work of art and the prayers it represents.

*Teachers, you may wish to display these creations somewhere during the remainder of your missions study.*

### Light in the Darkness Prayers

**Supplies:** battery-operated tealights, one for each child

*This is the message we have heard from him and declare to you:  
"God is light; in him there is no darkness at all." 1 John 1:5*

Gather children together in a circle and give each one a battery-operated tealight candle, but they should wait to turn them on. Remind them that many in Asia live in darkness because they have never heard about Jesus. They have not experienced the peace and joy that comes when we trust in Him. People with "beautiful feet" sharing the good news bring light into the darkness. Read the verse above. Have students repeat after you several times, "God is light; in Him there is no darkness at all." Have an assistant turn off the lights. Pause a few seconds in the darkness and then have students turn on their tealights. Repeat the verse, "God is light; in him there is no darkness at all." Ask several students to say sentence prayers for those who have not heard about Jesus. Close in a brief prayer and repeat the verse before turning the lights back on. Allow students to take their tealights home as a prayer reminder.

*Inexpensive tealights can be purchased from a dollar store or on Amazon.*



# Prayers for Courage

**Supplies:** a small strip of red cloth for each student, approximately 1" wide by 12" long (should be long enough to tie around a student's wrist)

Give each student a strip of red cloth to hold in their hand. Explain that red is often a symbol of courage. Many countries in Asia do not welcome Christians or have rules that limit how Christians can share with others about Jesus. But despite governments that are unfriendly, believers in Jesus are still sharing the good news of Jesus with friends, neighbors and all those in need. Sometimes they find creative ways to introduce Jesus by using English classes or offering clean water in a village. But they are bold and courageous.

We want to pray for believers in Asia to continue to have faith and trust in Jesus and courageously tell others the good news. Share Ephesians 6:19 and recite it together.

*Pray also for me, that whenever I speak, words may be given me so that I will fearlessly make known the mystery of the gospel. ...*

*– Ephesians 6:19 (NIV)*

## Pray for courage:

- To continue meeting together
- To endure any persecution
- To persevere in sharing the good news with others

As students hold the red cloth between both hands, have them pray sentence prayers for God to give Christians in Asia the courage to share the good news and for God to give them the courage to share the good news with their family and friends.

As a prayer reminder, have students tie the red cloth around their arm or wrist. Ask them to share with their parents and invite their families to pray this week, asking God to give them the courage to share the good news of Jesus.

## Rice Prayers

**Supplies:** a clear container large enough to hold several cups of rice  
a bag of white rice  
a small cup or spoon to scoop the rice from the bag



*"Devote yourselves to prayer, being watchful and thankful." – Colossians 4:2*

Remind the children that many Asians eat rice every day, and some eat it three times a day. Go around the room and give each child just a few grains of rice to hold in their hand. (Have them close their hands to hold on to the rice until you ask them to open their hands.)

Have the students open their hands and look at how small the grains of rice are. Ask them if they think the rice in their hand would make enough for a meal for even one child. Tell students that sometimes we can feel like our prayers are not enough. They are just small and unimportant.

Have the students come forward one at a time and place their rice into the clear container. After all the students have added their rice to the container, ask them if they think this amount of rice would feed someone. God hears each of our prayers. He loves it when we come together to pray for the needs of people around the world. Together our prayers are making a difference. Our prayers are an encouragement to Christians in other countries. And did you know they are praying for us?

*Allow students to voice sentence prayers for some of the needs you have been learning about in Asia. If needed, remind them of some of the prayer needs.*

# Adventures in Culture

## ASIA GAMES

### Dragon's Tail

#### What you need:

a small towel or rag

#### How you play:

Make a line with nine or more players. The players put their arms around the waist of the person in front of them. Pretend that the first person in the line is the dragon's head, the people in the middle are the body, and the last person is the tail. Give the tail person a small towel or rag to tuck in a pocket, belt or waistband. The head tries to swing the line around and catch the tail by grabbing the towel without breaking the body apart. Then the person who was the tail drops out. When the players change places to make the former head the new tail, the person second in line becomes the new head. Play until the dragon becomes too small to move around or until just the head and tail remain.

#### Option:

If you have enough children, have two dragons and make two teams. The head of each dragon tries to capture the tail of the opposing team. If the tail is captured, the person who held the tail drops out. Play until one team has only a head and tail left.



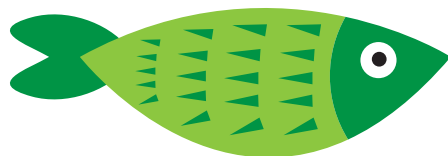
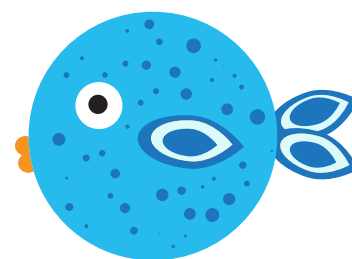
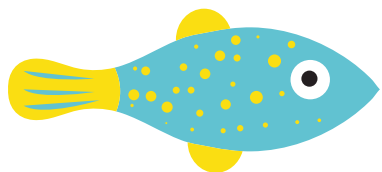
### Fish on a String

#### What you need:

cardboard fish (about 6 inches long),  
one for each player  
string (10 feet long)

#### How you play:

Cut out a fish about 6 inches long for each player using cardboard or heavy paper. Punch a hole in the head of each fish. Next, cut a piece of string about 10 feet long for each player, tying one end to a chair. Set the chairs in a line about a foot apart with the strings stretched out straight. Thread the loose end of each piece of string through the hole in a fish head and push the fish up the string to the top of the chair. At the starting signal, each player jiggles the end of the string carefully to get the fish to move toward the player. The first person to land the fish is the winner.



# Rice Relay

## What you need:

2 bags of rice



## How you play:

Divide the players into two teams, with the same number of people on each team. Each team should stand in a straight line. Give a bag of rice to the first player on each team. At the starting signal, the team passes the bag from one person to the next between the players' legs. When the bag reaches the last person, it is passed back to the first player, from one person to the next, over the top of their heads. The winner is the team whose first player gets the bag back first.

## Option:

Pass the bag through the first person's legs and over the second person's head, alternating until the bag has been passed down the line and back to the first player again.

# LANGUAGE

## Greetings

### Creative Access-MR

#### Min-ga-la-ba shin

(said by a woman) – Hello

#### Min-ga-la-ba Khin-bah

(said by a man) – Hello

### Creative Access-PN

#### As-Salamu-Alaykum

(the most common way to greet someone) – Peace be upon you

### Creative Access-VN

#### Xin chào

(the emphasis on “a” means it has a falling tone) – Hello



# SONGS

## Jesus Loves Me

*Language of Creative Access-MR*

yay shoo chih doh moo bah ee  
jahn sah ah pyehn thee yah thee  
nyay yoo-ay thoh thoo nyay lay myah  
yay shoo chih jow thoo poh pyah.

**Chorus:**

ah juh no goo leh (repeat three times)  
yay shoo chih bah ee-ee.

## Jesus Loves Me

*Language of Creative Access-VN*

Chúa yêu tôi lòng tôi vui thay  
Kia Kinh Thánh đã tỏ cho hay  
Các con thơ thuộc Giê-xu đây  
Chúng yếu nhưng Ngài khỏe mạnh này.

**Chorus:**

Giê-xu yêu tôi lắm!  
Phải! Tôi được Chúa yêu.  
Giê-xu yêu tôi lắm!  
Chính trong Lời Chúa dạy nhiều.

# CRAFTS

## Dragon Craft

**Supplies:**

- empty toilet paper rolls, wrapping paper rolls or paper towel rolls, one for each child (if using the larger rolls, you will want to cut them to the length of a toilet paper roll)
- green tempera paint or green construction paper
- green felt cut into small triangles (to create ears)
- craft wiggle eyes
- medium-size green pom poms
- small-size green pom poms
- red, yellow and orange tissue paper or crepe paper
- streamers
- glue or hot glue
- scissors

**Directions:**

Use tempera paint to paint the paper tubes or cover them with green construction paper. Glue two green triangles to the back end of the tube to form the ears. Glue wiggly eyes on to the medium-size pom poms. Then glue the eyes on to the tube. Glue the two smaller pom poms on the front end of the tube to create the nose of the dragon. Cut red, yellow and orange pieces of tissue paper about 1" wide and 4-5" inches long to make fire for the dragon. Glue the tissue paper strips to the inside of the tube at the same end as the nose.





## Oriental Fans

### Supplies:

- 2 large tongue depressors
- 2 8 1/2" X 11" pieces of colored paper or printed scrapbook paper
- tacky glue
- a rubber band

### Directions:

Fold both sheets of paper with a traditional fan fold. Folds should be about as wide as the tongue depressors. Once each piece of paper is folded as a fan, fold the fan in half. Then position folded fans together at one edge and glue them. Glue the tongue depressors to the other edges as shown. To make the fan open, bring the tongue depressors together. You may use a rubber band around the tongue depressors to keep the fan open or closed.



## Woven Rug Art

*Creative Access-PN Is Well Known for Woven Rugs*

### Supplies:

- one large piece of construction paper
- several other brightly colored pieces of construction paper
- brightly colored yarn cut into small 5"-6" pieces
- hole punch
- scissors with decorative edges
- glue

### Directions:

Tear or cut strips of construction paper the width of the large piece of construction paper. Tear or cut enough strips of paper to cover the length of the large paper. Carefully begin gluing the cut or torn paper to the large paper. Choose a desired pattern. After you complete the process of gluing the paper strips, use a paper punch to punch several holes across both ends of the paper (the short edges). Holes should be about 1" apart. Thread two to three pieces of yarn through each hole and tie carefully so as not to rip the paper. When complete, students can use it as a placemat or wall decoration.



# SNACKS AND FOOD

Here are some simple and quick snack ideas to serve with the lessons on Asia:

- Rice cakes – plain or spread with peanut butter or cream cheese
- Fresh fruit kabobs – bananas, pineapple, strawberries, watermelon
- Dried mango or banana chips
- Ramen or instant noodles
- Milk tea (can be purchased on Amazon or at a local Asian market)

## Fresh Gingered Oranges (Creative Access-MR)

### Ingredients:

- oranges (4)
- honey (1/2 cup)
- mint leaves (enough for a slight taste of mint)
- water (2 cups)
- fresh ginger (sliced)



### Directions:

Begin by zesting some of the peel from the oranges. Combine the orange zest with water, honey and ginger in a small saucepan. For every four oranges, you will want to use about 2 cups of water and 1/2 cup of honey. Use several thin slices of ginger. Bring this mixture to a boil and then reduce the heat to a simmer and let it cook until it thickens, a bit like syrup. While the mixture is simmering, peel and cut oranges into slices. Layer the orange slices on a platter with mint leaves and spoon the honey/ginger syrup over the top.

## Fresh Fruit Bowl (Creative Access-PN)

### Ingredients:

- |                        |  |
|------------------------|--|
| bananas                | watermelon                                   |
| apples                 | sugar to taste                               |
| oranges or clementines | dash of salt                                 |
| pears                  | 1/4 to 1/2 teaspoon of black pepper          |
| peaches                | 1 teaspoon of ground cumin                   |
| grapes                 | several drops of lemon, lime or orange juice |
| strawberries           |  |



### Directions:

Cut up enough fruit to serve your students. Add as much sugar as you think is needed. Add fruit juice, salt, cumin and black pepper. Stir gently, but make sure the fruit is mixed well. Feel free to substitute whatever fruits may be in season.



# Banana, Coconut, Cashew Cake (Creative Access-VN)

## Ingredients:

3 eggs

1/2 cup of whole milk or cream

4 lbs. of bananas (approximately 12 bananas)

1 cup coconut

1 cup sugar

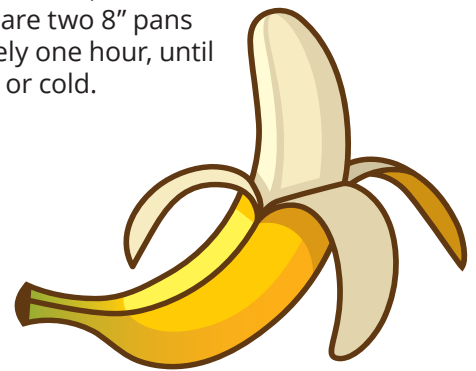
1 1/2 cups flour

1 cup coarsely chopped cashews (feel free to substitute a different type of nut if needed)



## Directions:

Preheat the oven to 350 degrees. Using the lowest speed on the mixer, beat eggs and add sugar until the mixture is thick. Add in the milk or cream and continue mixing. Sift the flour before adding it to the egg, sugar and cream. Use a spoon to fold in the flour. Peel and flatten the bananas with a spoon but not too mushy. Add the bananas, nuts and coconut to the mixture. Stir thoroughly until completely combined. Prepare two 8" pans by greasing and dusting them with flour. Bake the cakes for approximately one hour, until golden brown. The texture will be pudding-like and can be served warm or cold.



# PUZZLES

## Word Search for Asia

The words in this puzzle are names of missionaries or things related to Asia. Circle the words hidden up, down, backward, forward and diagonally. An example has been done for you.

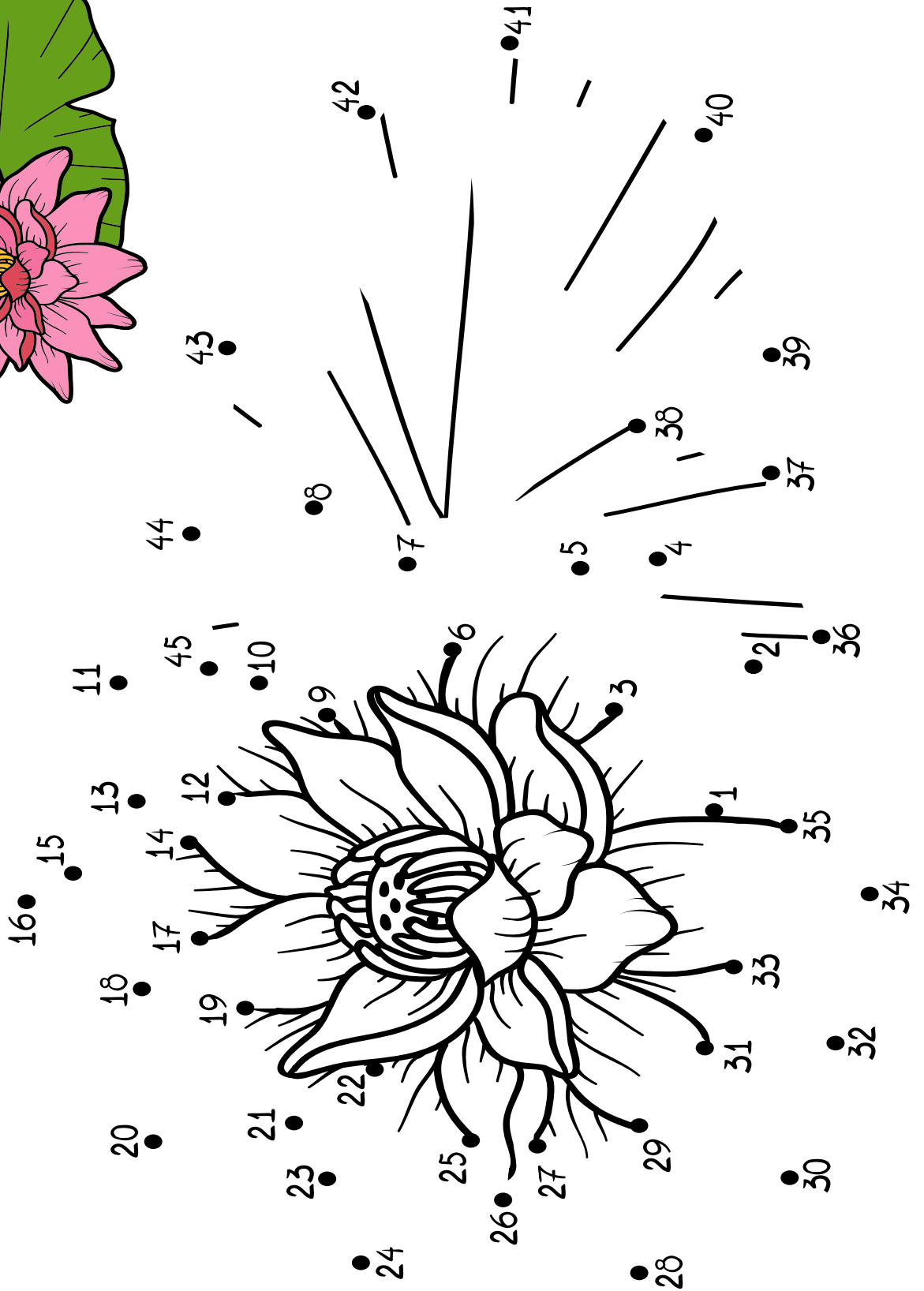
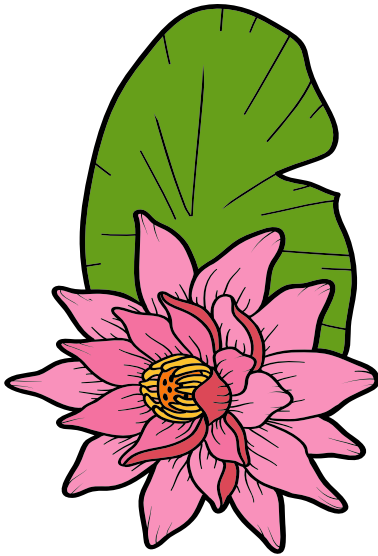
|                |            |                 |
|----------------|------------|-----------------|
| Beautiful Feet | Good News  | Monsoon         |
| Banana         | Mountain   | Glacier         |
| Lotus          | Rice       | Stone           |
| Persing        | Clemente   | Creative Access |
| Van Tifflin    | Desert     | Wilkins         |
| Bacus          | Becca      | Cahill          |
| Foley          | Hall       | Scott           |
| Laurie         | Sugar cane | Street food     |

B E I R U A L R B A N A N A X  
E C R E A T I V E A C C E S S  
A G B F N I L F F I T N A V P  
U H A S U G A R C A N E K Q E  
T T C V O **G L A C I E R** W Y R  
I Y U R I C E B A C D H S O S  
F E S I L M R T P L B R N T I  
U L A T J N N U S E W E Y T N  
L O T U S U D W C M J S C O G  
F F Z A O D E I L E L E A C E  
E G K M O N S O O N L P H S A  
E K O I D F E A T T A E I F N  
T S T O N E R V B E H R L X H  
B R O E G L T M S N I K L I W  
Y G L W T D O O F T E E R T S

Answer on page 101

# Lotus Flower Dot to Dot

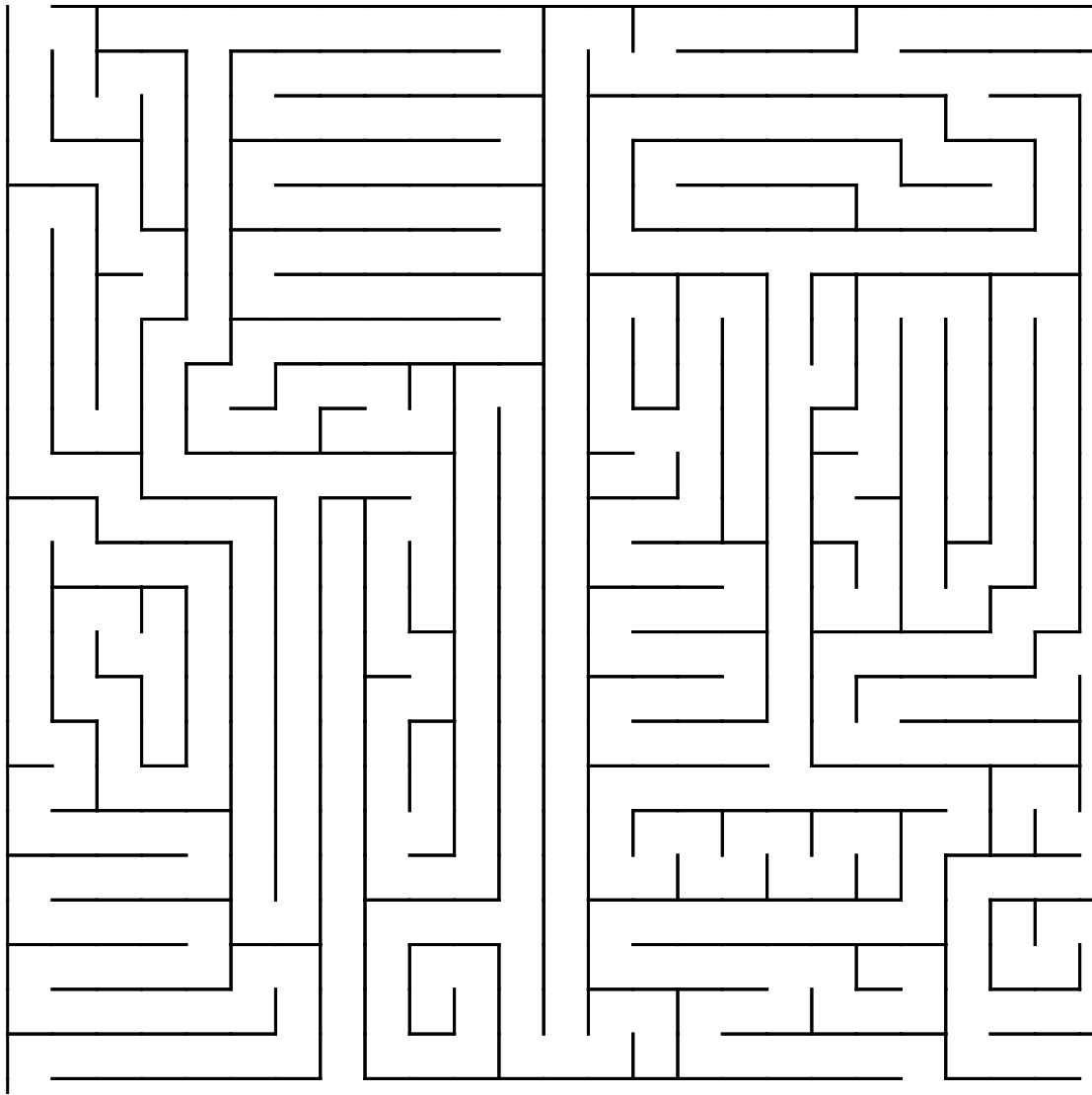
The lotus flower is the national flower in Creative Access-VN. Connect the dots and then color the flower.



# Rice Maze

People are open to hearing the good news of Jesus because they are hungry and someone gives them food. Help the Christians get rice to the village to share about Jesus.

START



END



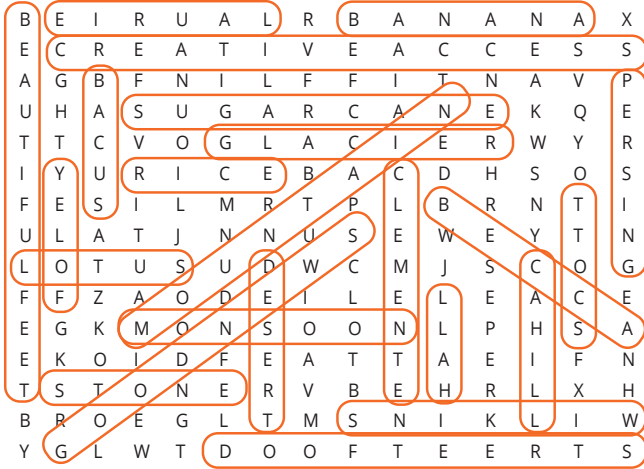
Answer on page 101



# ANSWERS TO PUZZLES

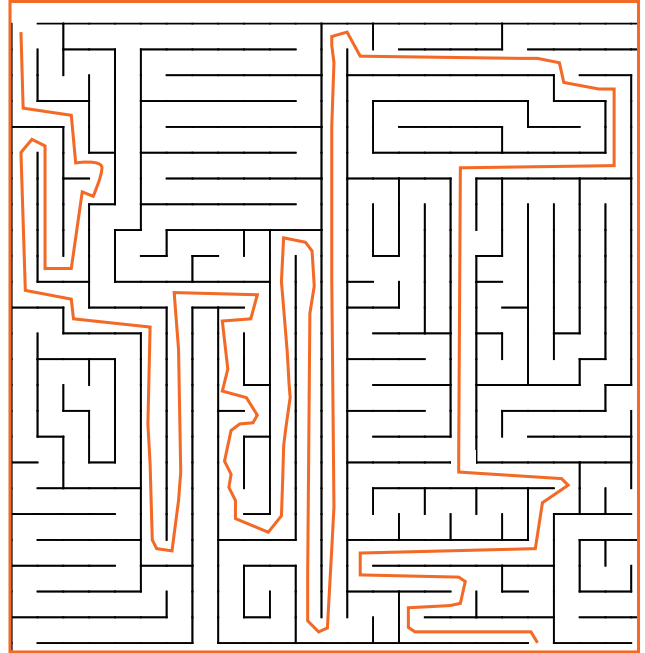
## Word Search for Asia

From page 98



## Rice Maze

From page 100

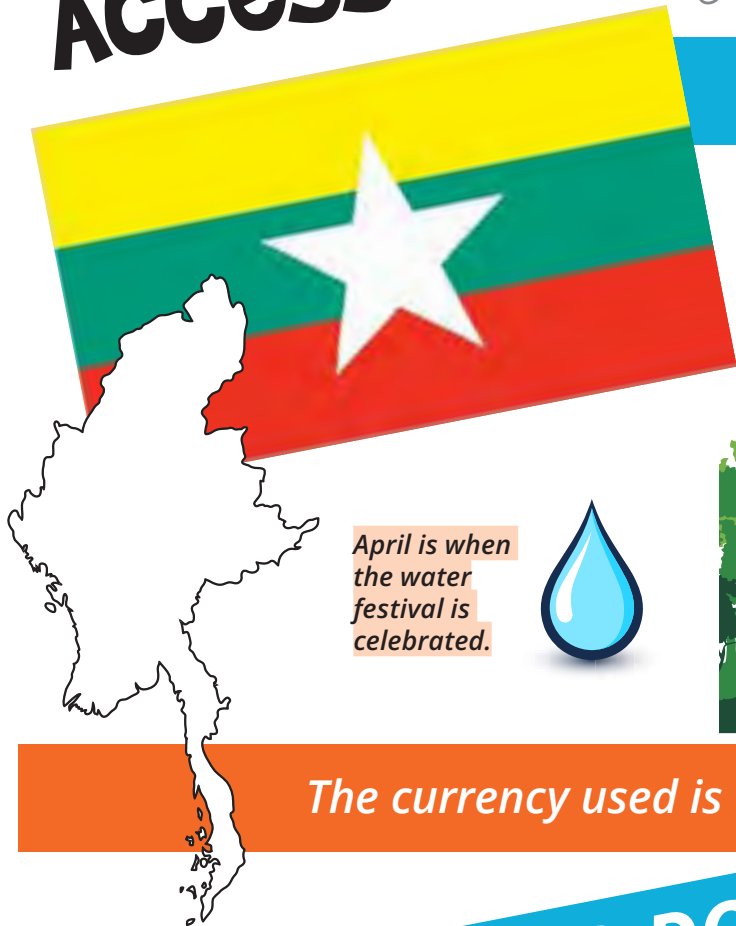


# Creative Access-MR

- Main religion: Buddhism
- Until 1989, the country was known as Burma, and the capital was called Rangoon.

## Did you know?

Forests cover more than 50% of the country's land area.



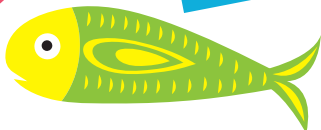
April is when the water festival is celebrated.



The currency used is called the kyat.

## TO DO:

Cross out every other letter starting with J to find out who is special in God's eyes.



Creative Access-MR has large fishery reserves and is a leading source of gems.

### Pray for:

- Pray the nearly 37 Free Methodist churches in Creative Access-MR will be lights for many people to find Jesus.
- Pray for peace in this country and the many people who have forced to leave their homes.



T J H H E T L K E M A P  
S U T L O G F W T Q H C  
E V S Y E

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Answer (hold up to a mirror):  
(see Matthew 52) The least of these.

# Creative Access-PN



- Main Religion: Islam
- The currency used is the rupee.
- Sugar cane juice is the national drink.

## Did you know?

Five of the world's 14 highest mountains are in this country.



There are more than 7,000 glaciers in this country.

## TO DO:

Use the answer graph to complete the scripture verse. This verse describes believers in Creative Access-PN.

|              |   |   |    |   |   |
|--------------|---|---|----|---|---|
| ANSWER GRAPH |   | 5 | 6  | 7 | 8 |
|              | 1 | N | I  | H | E |
|              | 2 | D | •• | O | G |
|              | 3 | S | •• | T | M |
|              | 4 | L | •• | P | A |

Answer (hold mirror up to a mirror): I am not ashamed of the gospel.

1,6      4,8 3,8      1,5 2,7 3,7

4,8 3,5 1,7 4,8 3,8 1,8 2,5

of the 2,8 2,7 3,5 4,7 1,8 4,5

### Pray for:

- Pray for the 85 Free Methodist churches in this country. Ask God to give them courage to have faith in Jesus even when they face persecution.
- Pray for the churches as they care for the children in their communities.



# Creative Access-VN



The country is shaped like an S.

The country's currency is the Dong.

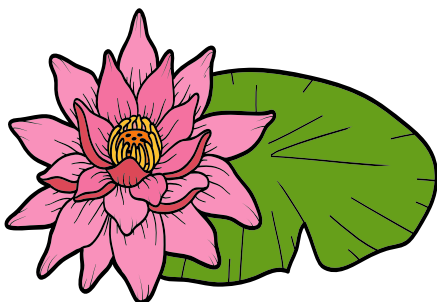
- Most of the people believe in other gods or no god at all.
- Water puppetry shows share the values and traditions of the people.

## Did you know?

In Creative Access-VN, people eat rice at every meal.



The national flower is the lotus flower.



### Pray for:

- Pray for the 46 Free Methodist churches in this country. Ask God to help them share the love of Jesus with all those who do not yet know and believe in Him.
- Pray for the goal of planting 10 new churches in the next year.



## TO DO:

Solve the math equations. Then use the code to learn what God's Word says in Exodus 20:3.

|         |         |         |
|---------|---------|---------|
| $6 + 2$ | $8 - 1$ | $3 + 0$ |
| $2 + 3$ | $4 + 2$ | $7 - 5$ |
| $2 - 1$ | $6 - 2$ |         |

| math code: |           |         |
|------------|-----------|---------|
| before = 1 | gods = 2  |         |
| have = 3   | no = 4    | no = 5  |
| other = 6  | shall = 7 | you = 8 |

Answer (hold up to a mirror): Am I'll give us





# Adventures in Europe

In 1995, Stephanie (Crothers) Levan was appointed as the first missionary to Europe and the first woman to serve as an area director. Since that time, the church has expanded its work in Europe to 15 countries. Area Director Josue Fajardo works to assist the missionary team in the development of transformational churches across Europe.

Today the situation in Europe is complex. The war in Ukraine has only added to the economic crisis, refugee crisis and political upheaval profoundly impacting the citizens of Europe.

During these challenging days, Area Director Fajardo says, Our task is “to bear witness to Jesus Christ and all His teaching” in every nation and every segment of society. Paul encouraged Timothy to “preach the word in season and out of season” (2 Timothy 4:2). Whatever our context, or moment in history, the task is the same.

The church is needed more than ever! We need people willing to share the good news of Jesus, people with “beautiful feet.” As you hear the stories

from Europe, pray for the nations and people of Europe. Pray for:

- FM churches and leaders to be witnesses of Christ in broken societies
- the work of a newly established African European Network
- Set Free Movement leaders and the increased efforts against human trafficking
- a ministry with Arab-speaking refugees in Europe
- expansion of ministry and development of the FMC in Albania and Romania
- church planting in Scandinavian countries
- ongoing effective ministry through places like the St. John’s Home (Bulgaria) and the Mosaic Learning Center (Spain)
- an end to the current conflict in Ukraine and peace across the continent
- ongoing relief efforts in Ukraine and ministry to refugees

# ADVENTURE STORIES



## Changed

By "Ali," as told to Michael Long

*"For the word of God is alive and powerful. It is sharper than the sharpest two-edged sword, cutting between soul and spirit, between joint and marrow. It exposes our innermost thoughts and desires" (Hebrews 4:12).*

On my first visit to the church, I said to myself, I will change them.

At 18 years old, I was a good Muslim from Iran. During the winter of 2018, I decided to leave my family and home for a chance to study in Germany. I failed several times, attempting to escape Iran. Once, they took all my belongings, even my shoes, and the police sent me back, forcing me to walk through the mountains and snow. I never gave up because I was desperate.

Having an Iranian mother, an Afghan father and being born in Iran meant I was a person without a country and a future. Iranian law does not give legal existence to Afghans.

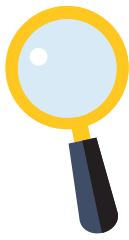
On my way to Germany, I got stuck in Thessaloniki, Greece. While living in a tent in the refugee camp, someone invited me to church. I said, "No, why would I go to church? I am Muslim." The man told me the church could help with asylum. He also said there was food. So, I went.

After my first Sunday at the Free Methodist Church Anagenesis, I determined to change them. I took a Bible to read in my hot tent. I knew I would find wrong things. As I began to read first the Gospel of Matthew, I was fascinated. The more I read, the more I wanted to know. I came to the place where Jesus cried out on the cross, "Father, forgive them, for they know not what they have done." As a young child, I was abused, and my parents neglected me. As the youngest sibling, I was the servant and was forced to work early in the morning before and after school, too. My studies were my escape from misery. In the words of Jesus, I found hope and healing for my repressed bitterness. I decided to try what Jesus did.

Walking outside the camp, I prayed until forgiveness gave me release. I then realized I loved Jesus more than Mohammed. Jesus became my Savior in 2018, and in August 2019, I was baptized.

Now I am a student at the Greek Bible College in Athens and am learning my "Salvation belongs to the Lord." (The church in Thessaloniki, Greece, helped sponsor Ali's training at Greek Bible College.) Jesus is the answer for my people; Iranians need to know Jesus. Someday I hope to return to my home country and preach to my people. The church in Greece is helping transform lives. I am a living testimony.

**\*Teacher's Note:** For more information about Muslims, see the information on pages 246-247. It may be enough to explain to children that Muslims do not believe that Jesus was God's Son or that He was crucified and resurrected. They believe Jesus was just a good prophet who taught good things.



## EXPLORE MORE

Help the children understand the difference between an immigrant and a refugee. Which was Ali?

**Immigrant** – a person who comes from his home country to reside in another country, often for work or to be with family members.

**Refugee** – a person who flees for refuge or safety to another country, often because of war, famine, persecution or violence against him.

An immigrant intentionally leaves his home to move to another country and may take along the things he chooses. A refugee often has to flee suddenly and usually leaves behind everything except what he can carry.

Estimates show there are currently 50,000-plus refugees in Greece. Over half of them are women and children. There are also many immigrants from the Middle East and Africa who pass through Greece on their way to other countries in Europe.

The church in Thessaloniki, Greece, has “beautiful feet,” sharing the good news of Jesus with refugees and immigrants.

Guide your students in two things:

### **Act**

- Identify refugees in your community or a nearby town that may need to know someone cares.
- Collect items the refugees may need – children’s clothing, toiletries, school supplies and Bibles.
- Visit a refugee family or invite them to your church and let them tell their story.

### **Pray**

- Pray for the thousands of refugees in Greece.
- Pray for the needs of refugees in a new country – jobs, language skills, friendship, a place to live, education for children.
- Pray for the Free Methodist Church in Thessaloniki as they continue to welcome and care for refugees.
- Pray for refugees in your community.





# Reach One

By Cindi Angelo

*“Jesus came and told his disciples, ‘I have been given all authority in heaven and on earth. Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age.’”*  
(Matthew 28:19-20).

“One person at a time.”

A pastor once asked European leaders, “How can we change society?” His answer was, “One person at a time.”

After serving the Lord for many years, I am still amazed at the power of the gospel and the effectiveness of the Great Commission to change one life, one family at a time.

Let me tell you the story of Bruno Souza. Bruno is in training to oversee the sound and media at our church. He is married to Amanda, and they have two children. This family accepted Jesus, and they were baptized in early 2020. But before that, they were lost and without hope. They did not know Jesus. Bruno had no work and no direction in his life. He had no idea what he was going to do.

One day they met Marizam Lima. Marizam is a member of our church. He shared the good news of

Jesus with Bruno and Amanda and invited them to attend his online small group. They began to study the Bible and pray with the people in Marizam’s online small group. Bruno and his family gave their lives to Christ and found help for their basic needs. Bruno was unemployed, but a contractor from our church hired him.

Through online networks, Marizam and his wife, Catia, began discipling Bruno and Amanda. Little by little, Bruno and Amanda grew in their faith and became eager to introduce people to Christ. After all, the Great Commission is for everyone!

Two words in the Great Commission help us understand the “link” between evangelism and discipleship: Go and Make.

To evangelize means going to the lost, connecting with them, and sharing the good news. It means giving opportunity for people to understand God’s plan of salvation through His Son, Jesus Christ.

To disciple is to receive new believers into the family of God as a younger brother or sister, helping them grow until they are a committed and convinced follower who is also bearing fruit.

Marizam and Catia understand the Great Commission — what it means to Go and Make. We look forward to seeing Bruno and his family become faithful followers of Christ who also will fulfill the Great Commission.

One person at a time or one family at a time – this is how we go and make disciples of all nations!



## EXPLORE MORE

Review the verses of the Great Commission.

*"Jesus came and told his disciples, 'I have been given all authority in heaven and on earth. Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age'" (Matthew 28:19-20).*

Invite students to close their eyes and take some time to listen to what Jesus might want to say to them. Ask them several questions:

- When did you first hear about Jesus?
- Who is helping you learn and grow in your relationship with Jesus?
- Will you accept Jesus' mission to go and help others learn to follow Him?
- Who is someone you might introduce to Jesus?

Pray. Give thanks for those who had "beautiful feet" and first told your students about Jesus. Give thanks for those who are discipling them. Pray for those your students might introduce to Jesus. Encourage the children to voice prayers.

*It may also be a great opportunity to talk about how God sometimes calls us to go to other parts of the world to share the good news of Jesus. He may be calling one of your students.*



# Bitterness to Forgiveness

By Magaly Mora

*“For if you forgive men when they sin against you, your heavenly Father will also forgive you. But if you do not forgive men their sins, your Father will not forgive your sins” (Matthew 6:14-15).*

Can you imagine immigrating from Central America to Europe? Because of the growing violence among youth in El Salvador, immigrating to Spain is exactly what Shelvi did. A young woman from El Salvador, Shelvi came to Spain to start a new life and find a safe place for her two children. She came alone, started to work and planned to save money to bring her children from El Salvador as soon as possible. Her beautiful daughter was finishing high school and preparing to attend college, and her son was starting high school.

By January 2019, Shelvi had nearly reached the savings she needed for her children to join her in Spain. But on January 21, she received the tragic news that her daughter had been beaten by a young gang member and died. The perpetrator was arrested by the police and put in prison. But Shelvi’s pain was unbearable, and she grew bitter toward God.

My husband, Camilo, and I met Shelvi at the park in Mar de Cristal – Madrid/Spain, where we started to plant a new church. We could sense the pain and bitterness in her heart. Still, week after week, she came to listen to the Word of God and receive our love and prayers. Slowly we saw that God was changing her heart. The process of forgiveness was beginning. One day Shelvi said, “I must forgive him (the young man who killed my daughter) because God forgave me of all my sins.”

Shelvi went back to El Salvador in 2021. She visited her daughter’s grave and decided to write a letter to the young man who killed her. The letter was posted in a local newspaper. She wrote to him about the pain he had inflicted on her and told him how she could forgive him because Christ had forgiven her. Shelvi explained that even though the man was in jail, he could experience spiritual freedom and peace in his heart. She asked him to seek the Lord because He is the only One Who can redeem our lives. She explained that only Jesus could give him hope and peace. Shelvi ended her letter with Psalms 139:23-24:

*Search me, God, and know my heart;  
test me and know my anxious thoughts.  
See if there is any offensive way in me,  
and lead me in the way everlasting.*



We know God is working in Shelvi’s life and has a beautiful future for her and her family. Even though she misses her daughter immensely, her face is now full of joy and peace, and her heart is filled with forgiveness that only comes through Jesus.

We also know that Shelvi is one who has “beautiful feet.” Because the love of Jesus fills her heart, she can even share the good news of Jesus with the man who killed her daughter. Pray this young man will find the same peace and forgiveness Shelvi has experienced.



## EXPLORE MORE

*Have prepared ahead of time a duffle bag filled with bricks.*

Ask students to think of a difficult experience, someone who has hurt them deeply, or someone they may struggle to forgive. Discuss forgiveness. Talk about how difficult it is to forgive when we are hurt.

Jesus said, "For if you forgive men when they sin against you, your heavenly Father will also forgive you. But if you do not forgive men their sins, your Father will not forgive your sins" (Matthew 6:14-15).

*Ask a student to come forward and try to take the duffle bag and put it on top of a table in the room.*

Sometimes Jesus asks us to do things that are difficult – like forgive. But we should remember the difficult thing Jesus did for us when he died on the cross.

If you have not already done so, invite the children to ask Jesus into their hearts if they don't know Him as their Savior.

**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 children to give the first name of someone they need to forgive. Have a time of prayer.



## PEOPLE ON THE GLOBAL ADVENTURE

# Missionaries to Europe

Learn more about missionaries in Europe by going to [FMWM.org](https://fmwm.org). A PowerPoint with missionary photos is available with our children's resources ([fmwm.org/resources/children/](https://fmwm.org/resources/children/)). Or request missionary prayer cards by emailing [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org).



● Cathy **ALFORD**

**SPAIN**

VISA Voyager

Cathy Alford is a credentialed coach with the International Coach Federation and a certified CliftonStrengths® coach. A former corporate trainer and a recognized leader, she is passionate about helping others discover their uniqueness to fulfill their purpose and mission. Cathy is serving as a VISA Voyager in Spain. Her primary responsibilities include providing leadership support for missionaries and national leaders, helping develop and implement programs for children and families at the Mosaic Cultural Center, and engaging with local partners for community development and transformation.

### Pray for:

- divine direction, favor and anointing for the work to which God has called her
- physical, emotional and spiritual health for her and her family in the U.S.
- the ability to learn the language with ease and effectiveness so she can build connections



● Eduardo & Cindi

**ANGELO**

**PORTUGAL**

International Missionaries

Cindi and Eduardo Angelo have planted and pastored churches near Lisbon since 1999. They focus on planting pioneer churches, reaching the lost, and training and releasing new Christians as leaders of small groups and future churches. They were instrumental in beginning the FMC in Madrid and working on the affiliation process for the church in Lanzarote (Canary Islands). They also started the FMC in Guinea-Bissau, in West Africa, with native Guinean Rito Mande in 2000. The FMC in Portugal is now a sending church, having sent a family to plant churches and develop leaders in the former Portuguese colony of São Tomé and Príncipe (Africa) in 2019.

### Pray for:

- new believers as they leave their old lifestyles and learn to follow Jesus and serve the church
- the pastoral ministry in Portugal as they nurture leaders and seek to establish new FM church plants
- the theological seminary in Portugal with an extension in Sao Tomé and for the students
- the Angelos, as they build more partnerships for the Portugal ministries and beyond





Raúl & Abigail  
**ARAÑA-SANTANA**  
**SPAIN**

National Missionaries

Raúl and Abigail (Abi) Araña-Santana are appointed as national missionaries to Spain. Raúl serves as lead pastor for the Light & Life Free Methodist Church in Rivas-Vaciamadrid and as national director of the Spanish FMC. He also oversees the John Wesley Theological Seminary. Abi supports the local church and local ministries and serves as administrative assistant to Europe Area Director Josh Fajardo. She has been appointed the regional coordinator for ICCM in Europe and recently became part of the Set Free team in Europe. Raúl and Abi served in the Free Methodist Church in the U.K. and Northern Ireland for 20 years.

**Child:** Alex

**Pray for:**

- the continued development of Alex's learning of both language and culture
- health and strength
- a healthy balance of family and ministry
- the formation of new and meaningful relationships within the community
- open doors for communicating the life-changing love of God to all they contact
- wisdom, divine strategy and financial support as they bring leadership, direction, vision and pastoral care, both locally and nationally



Algent & Erjona  
**BREGU**  
**ALBANIA**

Affiliate Missionaries

Algent and Erjona Bregu are appointed as affiliate missionaries in Albania. Algent works bi-vocationally as a barber and engages his community through cycling, fishing and camping ministries. Erjona is a certified primary teacher. Together they serve as community engagement coordinators. They are establishing Eagle's Wings, a nongovernmental organization (NGO) in Korçë that will encompass a family learning center ministering to children from needy families through education and social programs. Their passion is to help develop and nurture healthy children and families who know Jesus and live productive lives within their community. The Free Methodist Church in Europe is partnering with the Bregus and NOVO, a ministry focused on discipleship movements using the Discovery Bible Study method. Together they are mobilizing the people of Albania for transformation and multiplication.

**Children:** Helga, Luka

**Pray for:**

- wisdom for their family and grace as they face the circumstances around them
- their children's studies and for them to be witnesses in their schools
- the establishment of the learning center
- a place with enough space to provide services for the communities around them



## Eric & Amy **CASTEEL**

### **REGIONAL DIRECTOR OF NORTHERN EUROPE**

**Affiliate Missionaries/LEAP International**

Eric Casteel serves as regional director of Northern Europe. He and his wife, Amy, live in Leuven, Belgium, and are both FM elders from the East Michigan Conference. Eric is passionate about growing and multiplying the church by developing and mobilizing leaders. Amy's passion is supporting spiritual growth among internationals and those who cross borders. They are co-founders of LEAP International, an organization focused on encouraging and catalyzing healthy communities.

**Pray for:**

- sustained growth among churches in Belgium, especially Free Methodist churches
- the continued development of leaders
- connection with diaspora churches in the area for kingdom collaboration
- development of ministries in university towns where God is on the move



## Josh & Susy **FAJARDO**

### **EUROPE AREA DIRECTOR**

Josh Fajardo serves as Europe area director. Susy serves as program director of the Mosaic Cultural Centre based in Rivas-Vaciamadrid, a suburb of Madrid. The center is a nongovernmental organization (NGO) encompassing an afterschool program and compassionate ministries. In addition, Josh provides leadership as chairman for Impact Europe, an initiative for Community Church Planting and social, holistic ministries on the European continent.

**Pray for:**

- the Holy Spirit's protection and guidance for the Fajardos' ministry in Europe
- Josh's leadership with missionaries and European nationals
- open doors into new countries on the continent
- wisdom as Susy serves at the Mosaic Cultural Centre



Chance & Dee  
**GALLOWAY**  
**BULGARIA**

Associate Missionaries

The Galloways currently reside in Kyustendil, Bulgaria. Their primary ministry objective is to encourage, empower, teach and train national leaders. They continue to work with church-planting initiatives throughout Bulgaria, North Macedonia and Serbia, with 42 churches planted since 2015. Other involvements include agricultural projects that teach farming techniques and provide food for the poor and elderly, and leadership in establishing the St. John's Home, a safe house for female orphans at risk for human trafficking. Loving God, loving others and making disciples is the primary mission of their ministry. Dee serves as regional director for the Balkans. The Galloways have four children living in the U.S.; two are married, and the youngest two attend Spring Arbor University.

**Children:** Jessie, Alan

**Pray for:**

- continued growth and unity between denominations
- the agricultural projects, training events and Bible school
- the St. John's Home for young women



Erin **KINGSLEY**  
**HUNGARY**

Associate Missionary

Erin Kingsley graduated from Spring Arbor University with a bachelor's degree in visual arts education. In 2018 she received a Master of Fine Arts degree from Eastern Michigan University. Part of Erin's educational training included student teaching at Morrison Christian Academy in Taichung, Taiwan. From 2016-22, Erin taught special education in Ann Arbor, Michigan. Her passion is to continue to work with families and children with special needs. In March 2022, she began serving in Budapest. Her time is split between establishing a children's program at the Free Methodist Church in Budapest and working with Set Free throughout Hungary.

**Pray for:**

- God to grant Erin patience as she continues to learn the Hungarian language, which will open many new doors for reaching those with special needs.
- God to call Erin to new areas of ministry so the Word of God and love of Jesus may spread further throughout Hungary



## Michael & Maria **LONG** **GREECE**

The ongoing refugee crisis has changed the focus of Michael and Maria Long's ministry. The FM Church of Thessaloniki is multicultural and multilingual, with Muslims regularly visiting since Easter 2016. Currently, there are separate meetings in English and Farsi. The Greek FM nongovernmental organization (NGO) called Anagenesis (New Birth) runs language classes, youth activities and women's groups to befriend refugees and build family trust as a community. These activities open the door for sharing the gospel and growth in the Christian faith.

### **Pray for:**

- the evangelization of immigrants and discipleship of baptized Muslim-background believers
- the development of an Iranian church and the training of leaders and pastors
- Afghani initiatives, including Bible studies in camps, aid and friendship development for thousands in the area surrounding Thessaloniki
- completion of Michael's doctoral research at Thessaloniki University Department of Theology



## Cida **MATOS** **PORTUGAL** International Missionary

Cida Matos has served as a missionary in Portugal since September 2000, supporting church-planting work and developing leaders. As an ordained elder in the Free Methodist Church, she leads the cell-group network in Portugal. She also teaches at the theological seminary and trains evangelism groups.

### **Pray for:**

- the spiritual growth of cell-group leaders
- development and training of new cell groups and group leaders
- good health and strength
- strengthening of the churches in Portugal
- several new ministry projects



Michael & Tanya  
**CREATIVE ACCESS-P**  
Affiliate Missionaries/Sun Ergos  
International

Michael and Tanya have served orphans, refugees and the impoverished since 2003. They and their two children strive to transform lives in their community. They serve with local Christians to spread the gospel and provide necessities to the needy in their community. Together with a team of Christians, they are working to disciple young Christians. Their aim is to share the Good News in tangible ways in the communities where God has placed their ministry.

**Children:** Liana, Erik

**Pray for:**

- transformation in the community and the hearts of the local people
- protection, provision, health and unity for their family
- growth in community involvement in the various projects within the orphanages and churches
- God's leading for the staff and ministry partners as they serve the local communities in their cities



Todd & Deann  
**MILLER**  
**EUROPE**  
Missionary Care

Todd and Deann Miller have been married since 1982. As partners in ministry, they served 29 years in youth ministry, taking numerous teams of adults and students on short-term mission trips in seven different countries. Following their years in youth ministry, they served as VISA missionaries in Belgium. After their return to the States, they planted and currently lead The Gate, a congregational network of missional communities in Indianapolis. Todd and Deann provide pastoral care and support to our Free Methodist missionaries in Europe. This role includes encouragement and care through Zoom, phone calls, emails, field visits, and special care in emergencies and times of crisis.

**Pray for:**

- the spiritual and emotional health of the European missionary team
- open doors for Todd and Deann to connect and minister relationally to the missionary team
- God's provision of financial support for travel and ministry expenses
- creative ways to bless our missionary team
- wisdom and discernment for Todd and Deann to know how to balance the demands of local and international ministry



## Camilo & Magaly **MORA** **SPAIN**

Associate Missionaries

Camilo and Magaly Mora were appointed to Europe and moved to Madrid, Spain, in September 2019. They are part of the training center helping implement the Community Church Planting strategy through the Impact Europe Network, where national leaders are developed to reach others. The Moras started a new community church in Mar de Cristal in Madrid. In addition, they teach at the John Wesley Theological Seminary in Spain.

### Pray for:

- their family living in New Jersey, including their first grandchild
- the new church established in Mar de Cristal to grow spiritually strong with committed leaders who will impact the next generation
- wisdom as they teach and train pastors and leaders at the John Wesley Theological Seminary
- the Holy Spirit's guidance in introducing people to Jesus and expanding God's kingdom





## Moisés & Jacione **SOUZA**

### **SÃO TOMÉ AND PRÍNCIPE**

International Missionaries

Sent by the Free Methodist Church in Portugal, Moisés and Jacione Souza serve as international missionaries to the islands of São Tomé and Príncipe off Africa's west coast. They launched the Free Methodist Church in São Tomé in January 2019 and now work consistently through various discipleship ministries for children, youth and adults. Many believers are growing in their faith, and the couple's next goal is to identify and train leaders for pastoral ministry. Both Moisés and Jacione were ordained as elders at the 2020 annual meeting of the Free Methodist Church of Portugal. Because the church in Portugal is the sending church, this mission district is under the European area.

**Children:** Filipa, Giovanna

#### **Pray for:**

- strength, health and development of their marriage and children
- the Holy Spirit's leading in identifying national leaders
- the purchase of land and construction of a church, mission house and community center
- the theological seminary and the students



## Larry & Katie **WINCKLES**

### **HUNGARY**

Europe Area Associate Director

Larry Winckles serves as Europe area associate director, working closely with Josh Fajardo, Europe area director. Larry helps resource and equip developing FM ministries within continental Europe. He also serves as secretary of the Hungarian Bread of Life Foundation and the Budapest mission team leader. Katie serves on the leadership team of the Budapest fellowship, facilitates women's ministry programs and oversees a weekly English class offered free to the community. Both are involved with the Hungarian Set Free Movement.

#### **Pray for:**

- discernment in helping the Hungarian leaders set the church's future direction
- new leaders to be raised for the Győr and Budapest fellowships
- developing ministries in the towns of Pécs and Veszprém
- growth and spiritual health of the church fellowships
- new doors to open in Hungary for outreach and making disciples
- wisdom in balancing between local, national and Europe-wide concerns
- the ability to maintain close connections with their family
- open doors for expanding the Set Free Movement network and ministries

# EXPLORE THESE COUNTRIES



## Explore Greece

Photo: Ben Dumond on Unsplash

**Capital:** Athens

**Government Type:** parliamentary republic

**Population:** 10.5 million

**Area:** 131,957 square kilometers, slightly smaller than Alabama

**Major Cities:** Athens (3.1 million), Thessaloniki (815,000)

**Climate:** mild climate; long, hot, dry summers and mild winters when the majority of rainfall occurs

**Terrain:** mountains with ranges extending into the sea as peninsulas or islands

**Language:** Greek (official)

**Religion:** Greek Orthodox 80-90%, Muslim 2%, other 3%, none 4-15%

**Currency:** Euro

**National Symbol:** the coat of arms of Greece (a blue crest with a white cross surrounded by two laurel branches)

**Agricultural Products:** maize, olives, wheat, milk,



Photo: Michalis Mante on Unsplash

peaches/nectarines, oranges, tomatoes, grapes, milk, potatoes

**Industries:** shipping, tourism, agriculture, cement, chemicals, fertilizer, food processing, steel, textiles

**Natural Resources:** fertile soil, bauxite, lignite, magnesite, petroleum, marble

**Major Exports:** refined petroleum, packaged medicines, aluminum plating, cotton, cheese, copper piping





### Interesting Facts:

- The highest point in Greece is Mount Olympus – 9,750 feet.
- Mountains cover 80% of the land.
- Greece has over 6,000 species of flowers, including more than 100 varieties of the orchid family.
- The Olympics began as small athletic contests at festivals. Running, javelin throwing and boxing are a few of the first contests. Trumpeter competitions and poetry recitals were also contests in the Olympics.
- The Mediterranean monk seal is the rarest of all seal species. There are about 200 of these seals living in Greek waters.
- Soccer or *podosphero* (poh-DOHS-fayroh) is the national sport.
- January 8 is Gynaikratia – a role-reversal day in northern Greek villages. Women spend the day at the café or other social centers, while men stay home to do housework.

### The Work of the FM Church in Greece

**Status:** Church-in-Formation

**Free Methodist Churches:** 1

**FMC Membership:** 50

**Work Opened:** 2000

### Origins

In August 1997, Michael and Maria Long started ministry as the first Free Methodist long-term missionaries to Greece. In September 2003, a Free Methodist fellowship was established in central Thessaloniki, close to the spot where the Apostle Paul first preached to the Thessalonians.



Photo: Wiki Commons

### Present Ministries

The Thessaloniki FM Church Anagenesis includes Greek members and over 15 other nationalities. Its primary focus is sharing Christ with the constant flow of Muslim immigrants seeking a new life in Europe. Since the 2015 refugee crisis in Europe began, more than 80 have been baptized, and other new believers are being discipled and prepared for baptism. The church team serves tirelessly in Thessaloniki and the refugee camps surrounding the city, offering Bible studies, aid distribution and tea visits.

### Prayer Requests:

- Leaders of every language to step up to serve their language group
- Resources and personnel to assist with the ongoing discipleship demand
- A restart of the Greek ministry, which the outreach to Muslims has overshadowed
- Afghani outreach
- Development of Iranian groups throughout Europe

### UP CLOSE – Greece

#### Firsts

Greeks were the first to open schools. For a while, only boys were allowed to attend. Greeks opened the first libraries. Instead of books, the libraries kept papyrus scrolls. The Greeks were the first to think of putting together an encyclopedia. They were good builders and made the first bridge.

#### School

Children ages 6 to 12 attend elementary school, called *demotiki*. Then they spend three years at a *gymnasio* (jim-NAH-see-oh) – like middle school.

A *lyceo* (lee-KEE-oh) or high school is where they often complete their education. Education in Greece is free, but students often supplement with other classes at private schools. Greece has a literacy rate of 95%, one of the highest in the world. In ancient Greece, poetry, music and manners were just as important to learn in school as reading and math.

### **Entertainment**

Greek drama was a form of entertainment. The dramas often taught a moral lesson. For a long time, men played both women's and men's parts. The actors wore masks with a happy face or sad face to show emotion. In ancient Greece, special effects were used. Rocks were rolled over a sheet of metal, making the sound of a rainstorm. A rope lifted an actor to make him fly. Plays are still presented in open-air theaters, some of which were built over 2,000 years ago. Drama can still be used as a means of passing on values and beliefs to an audience.



Photo: Bryan Turner on Unsplash

### **Olympics**

The Olympics started about 776 B.C. and ended about 395 A.D. when two earthquakes buried the city of Olympia. The winners of the contests in the ancient Olympics received palm branches, olive wreaths and wool ribbons. The modern Olympics, the games as we know them today, started in 1896. The five Olympic rings stand for the five continents having participants; North and South America are counted as one. The Olympic games have come to symbolize peace and fair play.

### **Someone to Know**

Hippocrates examined a patient and wrote down the symptoms and then treatment, which we call the "diagnosis." He also created rules for doctors known as the Hippocratic Oath. Doctors promise to be



Photo: Wiki Commons

honest with patients, protect and preserve life, and keep patient information private.

### **Things to Do if You Visit**

- Visit the Acropolis in Athens. Imagine the Apostle Paul speaking only a short distance from here.
- Climb Mount Olympus, the highest mountain in the country.
- Eat some suvlaki (meat on a stick) and some dolmas (stuffed grape leaves).
- Enjoy a morning walk along the Mediterranean Sea, and don't forget to greet those you meet with kaliméra ("Good day").

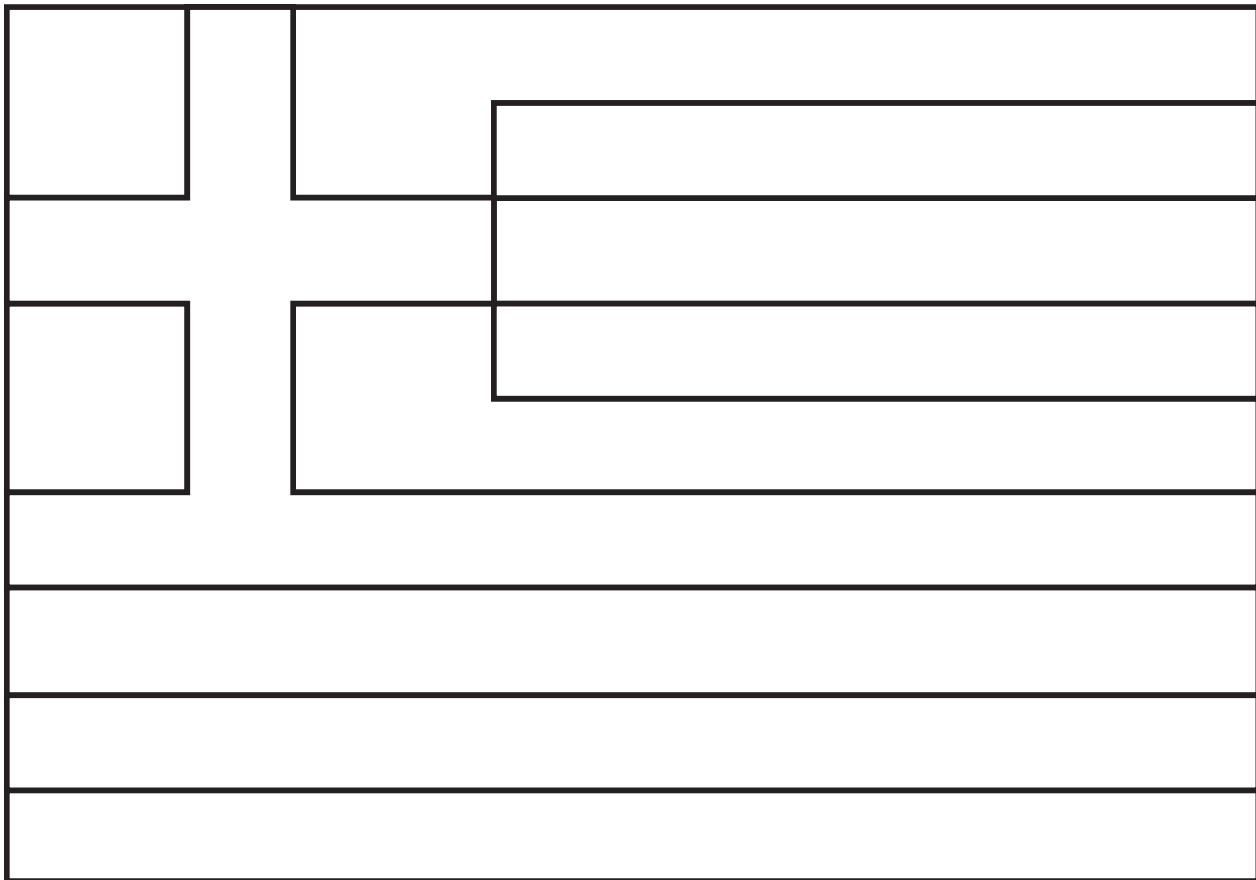


# Flag of Greece

Label significant cities or places on the map. Color the flag.



This flag is a white cross on a blue background (b=blue; stripes alternate blue and white, beginning and ending with blue). It was first used in 1830. The nine stripes represent the nine syllables in the freedom slogan used during the war of independence from the Ottoman (Turkish) Empire. Translated in English, the slogan means "Liberty or Death." Blue represents the sea and sky, white stands for freedom, and the cross represents Greek Orthodox Christianity.





# Explore Portugal

Photo: Maksym Kaharlytskyi on Unsplash

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**Capital:** Lisbon

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**Government Type:** constitutional republic

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**Population:** 10.2 million

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**Area:** 92,090 square kilometers, about the size of Indiana

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**Major Cities:** Lisbon (517,802), Porto (249,633), Amadora (178,858)

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**Climate:** hot, dry summers and short, mild winters; considered subtropical climate

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**Terrain:** one-quarter of the country covered by forests

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**Language:** Portuguese (official)

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**Religions:** Roman Catholic 80% (but only one-third attend church regularly), Protestant 2%, none 14%

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**Currency:** Euro

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**National Symbol:** the Barcelos Rooster

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**Agricultural Products:** milk, tomatoes, olives, grapes, maize, potatoes, pork, apples, oranges, poultry



Photo: Paulo Morales on Unsplash

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**Industries:** clothing, textiles, canned sardines, tuna, tomato concentrate, cement, paper pulp, fertilizers

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**Natural Resources:** fish, forests (cork), iron ore, copper, zinc, tin, silver, gold, uranium, marble, clay, gypsum, salt, arable land, hydropower

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**Major Exports:** cars and vehicle parts, refined petroleum, leather footwear, tires, paper



Photo: Clem on Unsplash

### Interesting Facts:

- Portuguese is the seventh most widely spoken language in the world.
- Portugal does not grow enough food to feed itself. Meat, corn and wheat are imported.
- A single-span rail bridge in the city of Oporto was designed by Gustave Eiffel, famous for building the Eiffel Tower in France.
- People in Portugal love to eat codfish. They even eat it for Christmas dinner.
- In Portugal, motorcyclists must wear helmets, and motorists must wear seatbelts. Like North Americans, they drive on the right side of the road.
- Lisbon has one of Europe’s longest suspension bridges, the Salazar Bridge, also called the April 25th Bridge.
- Portugal has an 80-page list of illegal names – names you cannot name your baby.
- Portugal is one of the world’s best surfing spots.
- The oldest bookstore in the world is in Lisbon.
- More than half of the world’s cork comes from Portugal.

### The Work of the FM Church in Portugal

*Status: Mission District*

*Free Methodist Churches: 3*

*FMC Membership: 300*

*Work Opened: 1999*

### Origins

The first meeting of an FMC in Portugal occurred on October 3, 1999. The Queens FMC in New York, under the leadership of Pastor Jesse Carvalho, sent



Photo: Kevin Austin

a missionary couple, Eduardo and Cindi Angelo, to Portugal to plant the FMC there. Portugal and Spain became an official Free Methodist mission district in 2004.

### Present Ministries

Two churches are meeting at Corroios, led by Eduardo and Cindi Angelo. Santiago and Laysse Magalhaes lead a church in central Lisbon, and Hugo and Carla Conceicao help lead another in Barreriro. In addition to regular worship times, the Portuguese churches regularly sponsor awakening, discipleship and missionary conferences to build up the body of Christ. These congregations also are known for excellent music ministry. A seminary was established to train and form church planters, pastors and cell-group leaders. The Barnabas Project provides food and assistance to low-income families and the homeless. Cida Matos, another missionary from Brazil, has been serving since 2000 and leads the cell-group network in Portugal. Work in Portugal is challenging. Many resist the gospel, evidenced by involvement in idolatry, witchcraft and magic. The FMC in Portugal is now a sending church, having sent a missionary family to the former Portuguese colony of São Tomé and Príncipe (Africa) to plant churches and develop leaders.

### Prayer Requests:

- The ministerial candidates and the strengthening of their faith and ministry
- Those resistant to the gospel or trapped in idolatry, witchcraft and magic
- New believers to have a passion for their new life in Christ
- The new church plant in the center of Lisbon

- The Souza family, who were sent from the FMC in Portugal to São Tomé and Príncipe
- Cida Matos, a missionary and pastor leading the cell-group network
- Santiago and Laysse Magalhães as they assume responsibility of the FMC in Lisbon and continue pastoring the youth network in Portugal
- Hugo and Carla as they lead the newest church

## UP CLOSE – Portugal

### The Country

Portugal is rectangle-shaped. The land area is 362 miles north to south and no more than 150 miles east to west. Portugal's fishing waters are 20 times larger than the actual land where the people live. One might see windmills in Portugal that farmers use to grind grain and bring water to the land.

Although the country does not grow enough crops to feed itself, people grow grapes, olives, oats, rice, apples, pears, oranges, peaches and tomatoes. One-quarter of the land is covered by forest, either pine trees or eucalyptus. Cork oak trees also are important to Portugal. The bark makes up 80% of the bottle stoppers used worldwide. Cork is also used for insulation, fishing floats, tiles and soundproofing. There is a law to protect the trees that says cork bark may only be stripped from a tree every 11 years.

### Explorers

Portuguese explorers include Vasco da Gama, Ferdinand Magellan and Bartolomeu Dias (who rounded the Cape of Good Hope, Africa, in 1488). In 1500 Pedro Alvares Cabral's boat was pushed off course. He landed in Brazil, South America, and claimed it for Portugal. He was on his way to India. Prince Henry the Navigator, the king's fifth son,

founded a school of navigation. His team of navigators, mapmakers and astronomers improved navigational instruments, taught sailors to determine their position by the stars and designed a ship that could sail against the wind. Prince Henry planned many expeditions but never went on one himself.

### Recreation

People enjoy pottery, tapestry, embroidery, making china, carving, painting, crocheting, basketry and weaving. *Azulejos* (ah-zoo-LAYshoss) are ceramic tiles used to decorate the inside and outside of buildings. The Portuguese use colorful art and patterns.

Popular sports include soccer – called *futebol* (FOO-ti-bal), gymnastics, golf, tennis, water sports, ice hockey, fishing, hiking, horseback riding and motor racing. Bullfighting is also an attraction.

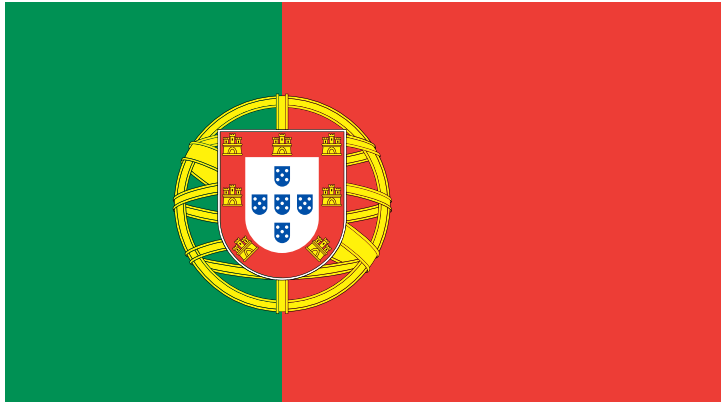
### Things to Do if You Visit

- Visit the oceanarium in Lisbon.
- Take a train across the 25th of April Bridge (Lisbon).
- Walk along the beautiful Cabo da Roca coastal trail.
- Hit the beach. Portugal has many miles of beautiful coast and beaches. You might even try surfing.
- Portuguese people eat a variety of seafood. See how many different kinds you can try.
- Enjoy a *pastel de nata*, a small egg custard tart.

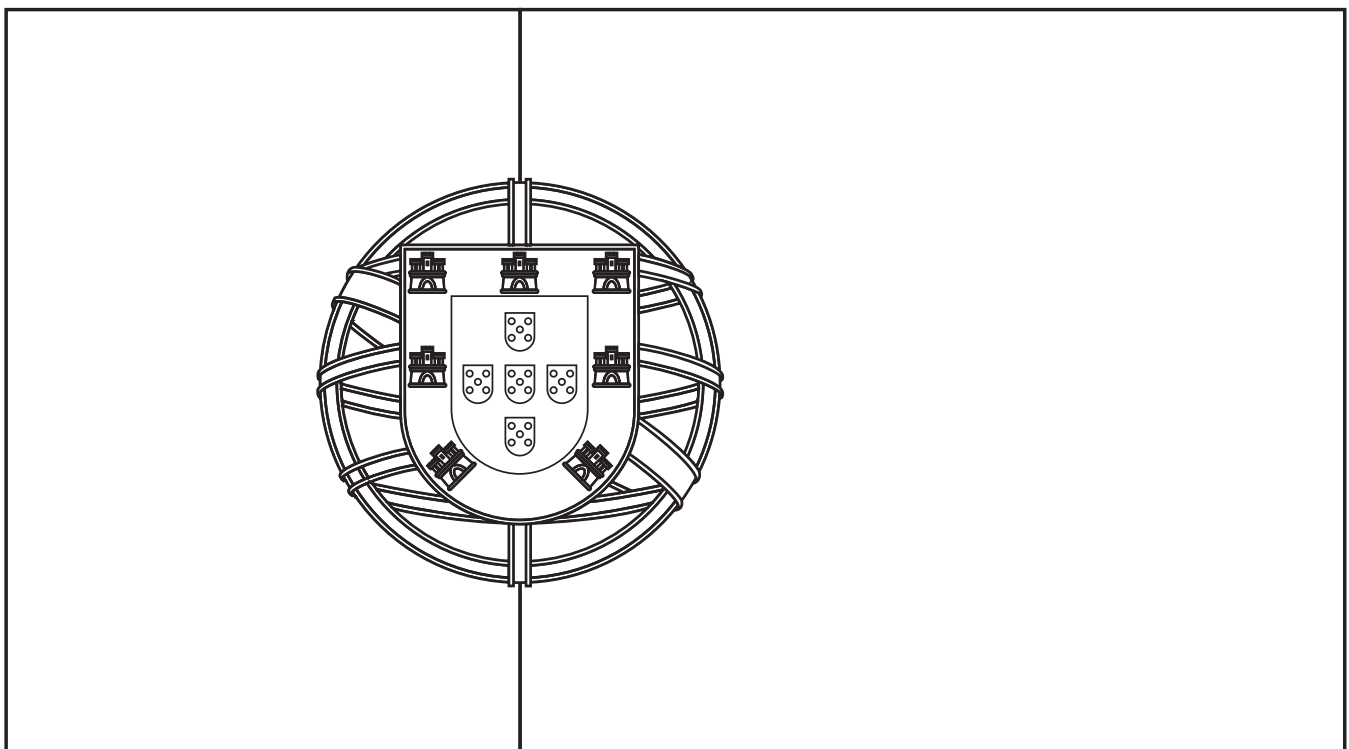


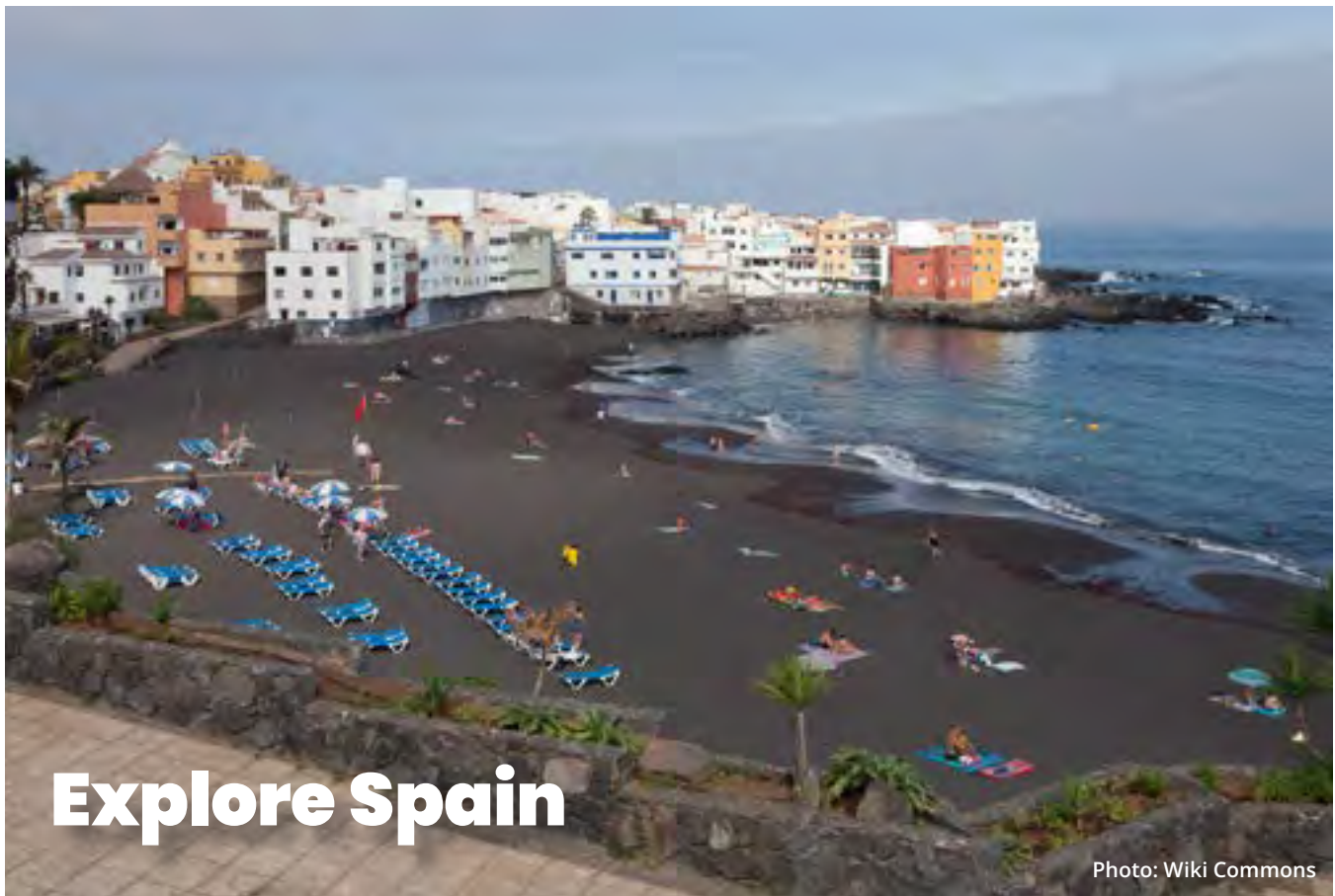
# Flag of Portugal

Label significant cities or places on the map. Color the flag.



This version of the Portuguese flag was first used in 1911. The yellow sphere is a navigational instrument, a reminder of the country's seafaring tradition. The five yellow shields represent Christian victory over the Muslims (they were called the Moors). The seven yellow castles represent the marriage of King Alfonso III to Beatrice of Castile in 1252.





# Explore Spain

Photo: Wiki Commons

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**Capital:** Madrid

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**Government Type:** parliamentary constitutional monarchy

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**Population:** 47.2 million

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**Area:** 505,370 square kilometers, slightly more than twice the size of Oregon

---

**Major Cities:** Madrid (6.7 million), Barcelona (5.6 million), Valencia (838,000)

---

**Climate:** temperate; clear, hot summers and cloudy, cold winters in the interior; more moderate and cloudy in summer with partly cloudy and cool winters along the coast

---

**Terrain:** sandy beaches; flat plains; high, rocky cliffs

---

**Language:** Spanish with several regional official languages – Catalan, Galician-Basque, Aranese

---

**Religions:** Roman Catholic 58%, atheist 16%, agnostic 11%

---

**Currency:** Euro

---

**National Symbol:** the bull (a symbol of virtues)



Photo: Nacho Dominguez on Unsplash

---

**Agricultural Products:** barley, milk, wheat, olives, grapes, tomatoes, pork, maize, oranges, sugar beets

---

**Industries:** textiles, automobiles, machinery, food products, consumer goods, tourism

---

**Natural Resources:** coal, iron ore, copper, lead, zinc, pyrites, gypsum, hydropower, land

---

**Major Exports:** cars and vehicle parts, refined petroleum, packaged medicines, delivery trucks, clothing and apparel, oranges, olive oil





### Interesting Facts:

- Spain and Portugal form a peninsula surrounded by the Atlantic Ocean, the Bay of Biscay and the Mediterranean Sea.
- Spain was once many different countries, and parts of Spain still have their own languages and traditions.
- Most of the Canary Islands, a dependency of Spain, are old volcanoes. The black sand is old lava. Canary birds live in the wild on the Canary Islands.
- Spain's stores close at the hottest part of the day, between 2 and 4:30 p.m. (people take a nap), and then open again until 8 p.m.
- Spain exports oranges from Valencia.
- It is a tradition in Spain to eat 12 grapes to welcome the new year, one for each strike of the clock. This is believed to bring good luck.
- The Spanish national anthem has no words.
- A total of 43% of the world's olive oil is produced in Spain.

### The Work of the FM Church in Spain

**Status:** Mission District

**Free Methodist Churches:** 7

**Faith Communities:** 3

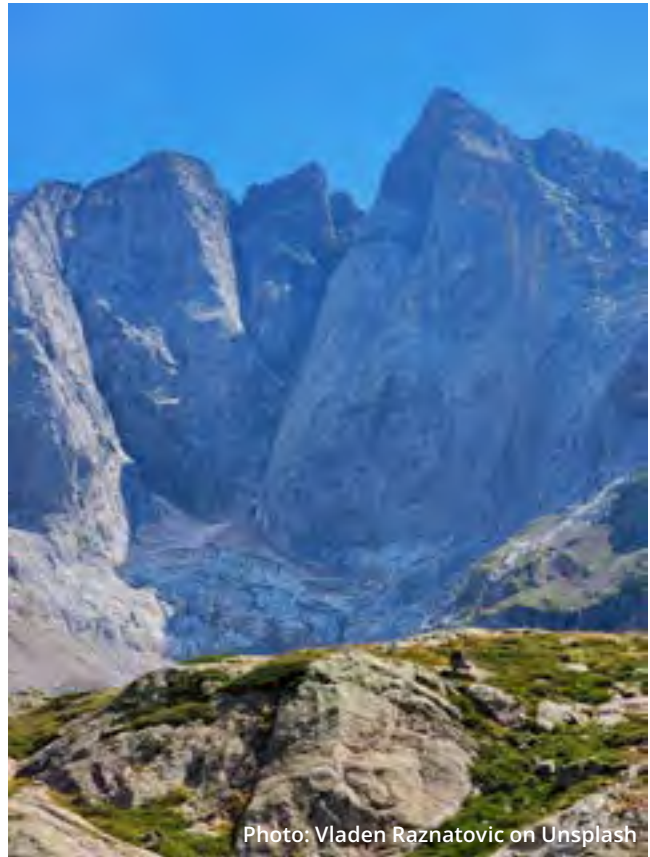
**Church Plants:** 1

**FMC Membership:** 245

### Origins

In May 2004, a couple moved to Madrid, Spain, to begin church-planting work. Missionaries Josh and Susy Fajardo arrived in the summer of 2005.

The Fajardos began a church plant in Rivas-



Vaciamadrid, a suburb of the capital, Madrid, in September 2006. On December 4, 2008, the FMC in Spain was legally registered as "La Iglesia Evangelica Metodista Libre," and in May 2009, it was accepted by the Federation of Evangelical Churches of Spain, the only religious institution recognized by the Spanish government.

An independent church in Lanzarote, Canary Islands (a dependency of Spain), learned about the FMC through a family member who had become a Free Methodist pastor in Northern Ireland. Following an affiliation process, the Iglesia Emanuel formally affiliated with the FMC in January 2007. In December 2009, Olive Branch Christian Fellowship, Mazarrón, made up mainly of British expatriates, joined the FMC.

### Present Ministries

The FMC in Spain is implementing Community Church Planting principles. To this end, the John Wesley Theological Seminary has been established in Madrid to help train and equip pastors, church planters and lay leaders. In Rivas-Vaciamadrid, the Light and Life Community FMC impacts the community through the Mosaico Learning Center, helping immigrants and Spaniards by providing

English and Spanish-language classes, after-school support, cultural integration assistance, workshops, and individual and family counseling. Mosaico plans to start working at La Cañada Real, the largest shantytown in Southern Europe. La Cañada Real has a large immigrant population living in extreme poverty.

The FMC ministry in Spain continues to grow and develop amid challenges resulting from the COVID-19 pandemic. In the Canary Islands, there are churches in Lanzarote and Fuerteventura and three new and vibrant faith communities spread across the capital of Gran Canaria. On the mainland of Spain, there are two churches with English services, one serving British expatriates in Murcia and the other serving African immigrants in Lleida in Catalonia. There are also churches in Pontevedra in Galicia, Barcelona in Catalonia, Rivas-Vaciamadrid in Madrid, and one church plant in Mar de Cristal, also in Madrid.

### **Prayer Requests:**

- The encouragement of pastors, leaders and members as they emerge from a time of uncertainty and financial pressure due to the pandemic
- The finding of ways to approach and present Jesus to Spaniards
- Financial support, guidance and protection for the missionary team serving in Spain
- Wisdom and divine strategy to be implemented in La Cañada Real
- John Wesley Theological Seminary in Spain, for its director and teachers as they bring a robust and accessible curriculum for 2022-23
- Necessary resourcing, including finances, materials and personnel for the Mosaico Cultural Center and John Wesley Theological Seminary

## **UP CLOSE – Spain**

### **The Land**

The Pyrenees (PEER-uh-nee-z) Mountains cover 260 miles along the border between Spain and France. Five national parks protect bears, wolves, wildcats, wild boars and tarantulas. You'll also find macaws, fox, lynx, snakes, rabbits and lizards.

*“Frutas y Verduras”* is Spanish for “fruits and vegetables.” Spain grows almonds, apples, apricots,

grapes, lemons, oranges, olives, peaches, pears, wheat and barley. Farmers also raise sheep, goats and pigs.

### **Education**

From ages 6 to 16, students attend school. Their secondary school ends with a countrywide exam. Students must pass to receive their diplomas. University or higher education is optional, but students must take an entrance exam.

### **Culture**

The Running of the Bulls takes place from July 6 to 14. The city of Pamplona celebrates the beginning of bullfighting season. Bulls are released in the streets guided by barriers. Men show their courage and speed by running ahead of the bulls to the bull ring.

### **Things to Do if You Visit**

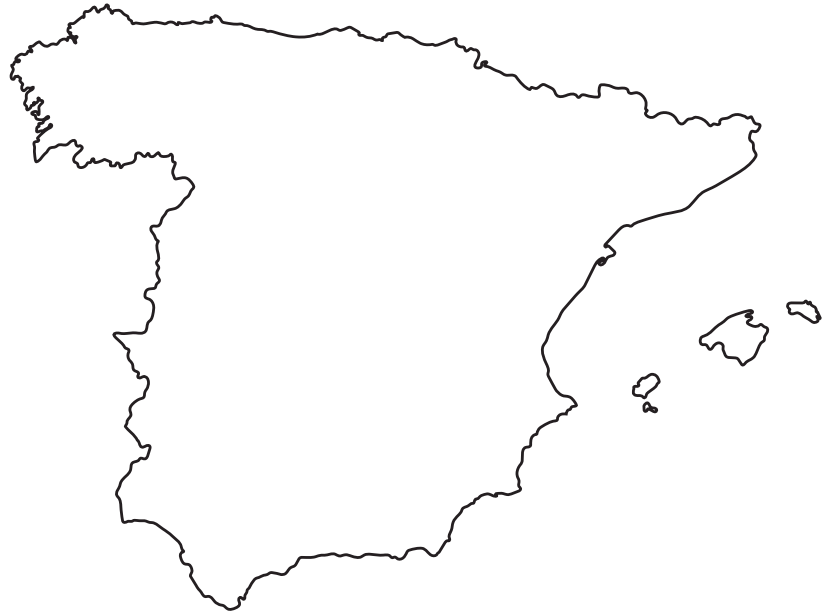
- Watch a futbol (soccer) game.
- Visit at least one of the Canary Islands.
- Enjoy tapas throughout your day. Tapas are appetizers or snacks eaten throughout the day.
- Eat tortilla espanola, the most common food in Spain. This is an omelet made of potatoes, eggs, onions, salt and pepper.



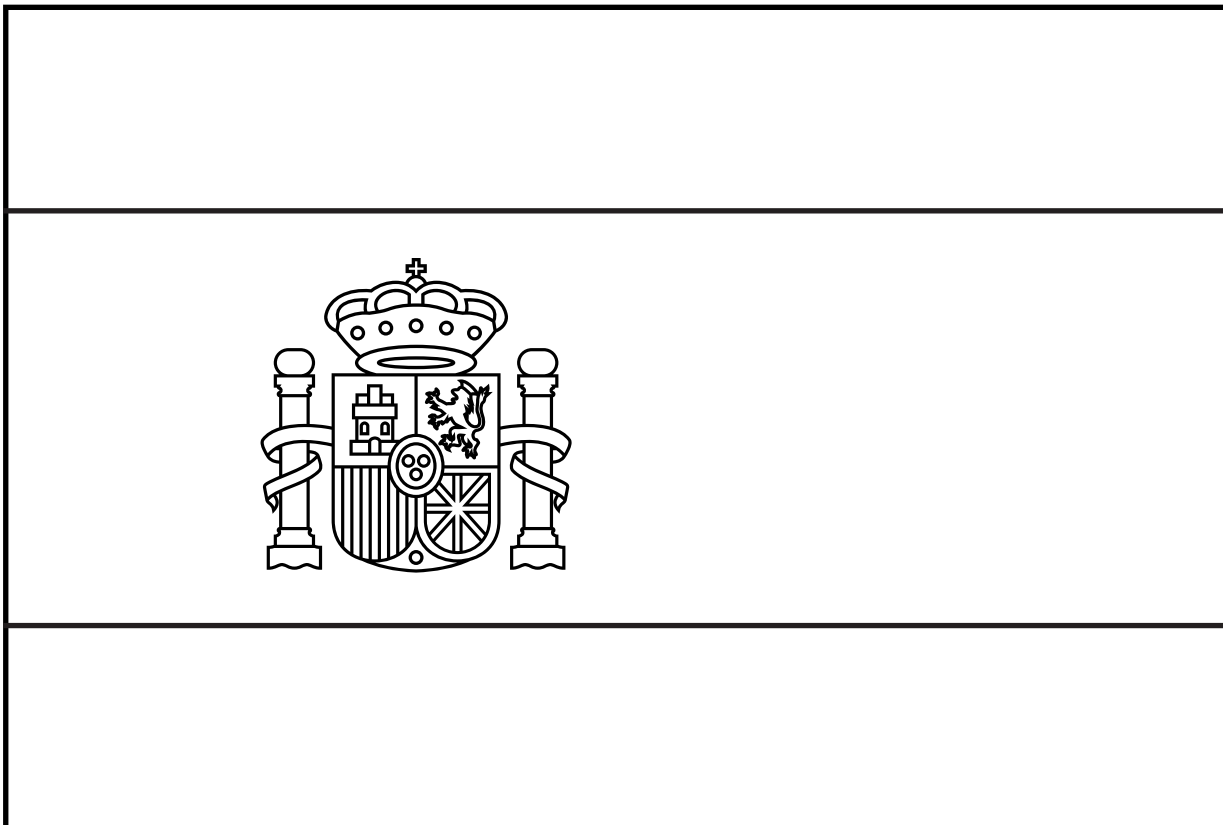
Photo: Reiseuhu on Unsplash

# Flag of Spain

Label significant cities or places on the map. Color the flag.



The colors on the Spanish flag represent the oldest of several Spanish kingdoms: Leon, Castile, Aragon and Navarre. There are three horizontal stripes: red, yellow and red. The red represents strength and valor, and the yellow symbolizes generosity.





# Adventures in Prayer for Europe

## Puzzle Prayers for Refugees

Many countries in Europe are welcoming refugees from Africa, the Middle East and now Ukraine. This activity will help you to pray for the refugees and the Free Methodist Church in Europe as they respond with love and compassion.

Purchase a children's puzzle of 12-24 pieces, depending on the size of your group. Provide a small table where the puzzle can be put 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 that are 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 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 who are 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. Pray for the church as they show love and compassion.





## Stained Glass Prayers

**Supplies:** a bag of flat glass marbles – blue, green, and red

a picture of a stained-glass window or a PowerPoint slide with photos of stained-glass windows

Distribute one marble for each child to hold. The glass marbles are to remind the children of the stained-glass windows in the churches in Europe.

In Europe there are many large and magnificent cathedrals or churches with beautiful artwork and stained-glass windows. But these huge churches are often only museums with few people worshipping Jesus. Most of the European people are not believers in Jesus. Today we pray people with “beautiful feet” share Jesus in Europe.

Have children get in groups of three. Each group should have one child with a blue glass, one with a green glass and one with a red glass.

Make assignments for the children according to the color glass they hold. Have them repeat back to you the prayer request.

**Blue Marbles** – Pray for Free Methodist churches in Europe as they love people and share the good news.

**Green Marbles** – Pray for children and young people to be open to learn about Jesus.

**Red Marbles** – Pray for whole families to come to know Jesus and begin following Him.

After you have repeated the prayer assignment a couple times. Give the groups a few moments to pray for the assigned request. Assign teachers to assist the groups with younger children. After all groups are finished, say a prayer of thanks to God for how he is working in Europe. Pray those who coming to know Jesus will grow deep in their love for Him.

## Breathe Prayers for Peace

Turn the lights down in the room or turn them completely off and have a few lit candles around the room. Have the children think about these things that need peace.

- Think about places in the world where there are wars or people groups fighting. (Ukraine, Haiti, Myanmar, etc.)
- Think about people you know who are arguing or fighting.

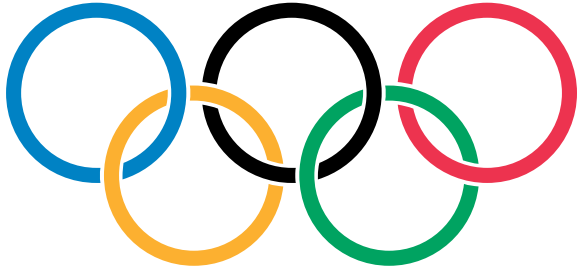
Have the children sit in their chairs with eyes closed. Ask them to breathe in deeply and then breathe out very slowly once. Now as they breath in have them say to themselves – Lord Jesus. As they exhale – Bring peace. Repeat this several times. On the inhale – Lord Jesus. On the exhale – Bring peace.

Have an adult close the time in a prayer for peace.



# Adventures in Culture

## GAMES



### Olympics (Greece)

The origin of the Olympics took place in Olympia, Greece, in 776 B.C. Only men who were freeborn Greeks could participate. The first Olympics had only one event – a 162-meter foot race. Later, events such as javelin and discus throw, wrestling, long jump, and chariot races were added. There were no medals. The first-place winner received a crown made of leaves.

Allow students to create their own **Olympics**. Some events may include intellectual competitions (spelling contests or solving math equations), as well as athletic events. You may want to purchase or make some simple awards to be given for those who come in 1st, 2nd and 3rd place in each event. During

the awards, you might have your national anthem play in the background.

To help give students some background on the first Olympic games, you may wish to view one of these videos ahead of time:

[youtube.com/watch?v=VdHHus8lgYA](https://www.youtube.com/watch?v=VdHHus8lgYA)

[youtube.com/watch?v=jwoBdRC2fzE](https://www.youtube.com/watch?v=jwoBdRC2fzE)

As you plan your Olympic Games, here are some suggestions for possible competitions:

- Have a foot race, but add a twist – create an obstacle course, have them wear special clothing, or have something they have to finish eating after crossing the finish line.
- Throw pool noodles instead of javelins.
- Instead of actual racing, do thumb wrestling.
- Throw a Styrofoam plate or a frisbee instead of a discus.
- Have a chariot race – one student is the chariot, and the other is the driver. The driver holds the feet of the student who is the chariot.



## 1,2,3 Escondite Iglés (Spain)

This game is known as Red Light, Green Light in the United States and is a typical schoolyard game in Spain.

**What you need:** a marked starting line

### How to play:

- Choose one child to be "IT."
- "IT" stands facing a wall or tree a reasonable distance from the starting line with his or her back to the rest of the children.
- The other children stand at the starting line.
- The leader gives a signal, and the children begin to make their way toward it.
- "IT" says "1,2,3 Calabaza" and spins around quickly, trying to catch the others moving.
- While "IT" is watching, the children must stand completely still.
- If "IT" catches a child moving, that child must return to the starting line.
- Repeat until one child reaches "IT" before he or she can turn around.
- The person who reaches "IT" first becomes the new "IT."
- Play as many rounds as you have time for.

## The King Orders (Portugal)

This is simply the Portuguese version of "Simon Says." No supplies are necessary for this game.



### How to Play:

One student is selected to be the king while the others are the subjects. Have the subjects space out in the room. The king stands in front of the group and tells subjects what they must do. However, the subjects only obey when the commands begin with the words, "The King Orders."

The king gives out various instructions. If "The King Orders" and a subject does not do the task, that subject sits down. If the king does not order and the subject does do what the king said, they sit down. Play continues until only one subject is left standing. You may repeat as many times as you wish, allowing different students to be the king.

# LANGUAGE

## Greetings

### Greek

**Yassas** – Hello

Use the appropriate titles *Keerios* for men and *Keeria* for women.

### Portuguese

**Born** dia (bong jee-ah) – Good morning

**Olá** (Oh-lah) - Hello

### Spain

**Buenos dias** – Good day

**Buenas tardes** – Good afternoon

**Buenas noches** – Good evening

**Hola** – Hello or hi

***Buenos tardes***

# SONGS

## God Is So Good

*Portuguese*

words traditional

Deus é tão bom  
Deus é tão bom  
Deus é tão bom  
É tão bom p'ra mim.

**Pronunciation:**

DAY-oos eh ton bom.  
DAY-oos eh ton bom.  
DAY-oos eh ton bom.  
eh ton bom prah me.

**Translation:**

God is so good,  
God is so good,  
God is so good,  
He's so good to me.



## Seek Ye First

*Portuguese*

words by Karen Lafferty; based on Matthew 6:33

Buscai primeiro o reino de Deus  
E a sua justiça  
E todas as coisas vos serão  
acrescentadas  
Alelu, Aleluia!

**Pronunciation:**

Boo-sky pree-may-roo oh ray-no  
deDay-oos  
ey ah soo-ah juic-tisa  
ey toe-das as coyzahs voos seh-  
rown ah-  
cresen-ta-dahs.  
Ah-lay-LOO, ah-lay-LOO-yah!

**Translation:**

Seek ye first, the kingdom of God.  
And His  
righteousness. And all these  
things shall be  
added unto you – Allelu, Allelujah.

## The Joy of the Lord Is My Strength

*Spanish*

words by Alliene G. Vale; based on Nehemiah 8:10

El gozo del Señor me fortaleza es,  
El gozo del Señor me fortaleza es,  
El gozo del Señor me fortaleza es,  
Su gozo sin medida Él me da.

**Pronunciation:**

El GO-so dle sayn-YOUR me for-  
tah-LAY  
sah es,  
El GO-so dle sayn-YOUR me for-  
tah-LAY  
sah es,  
El GO-so dle sayn-YOUR me for-  
tah-LAY  
sah es,  
Soo GO-so seen may-DEE-dah El  
may dah.

**Translation:**

The joy of the Lord is my strength,  
The joy of the Lord is my strength,  
The joy of the Lord is my strength,  
He gives me joy without measure.



# This Little Light of Mine

*Spanish*

words by Harry D. Loes

*verse 1*

Esa pequeña luz  
Tiene que brillar  
Esa pequeña luz  
Tiene que brillar  
Esa pequeña luz  
Tiene que brillar  
Brillará Loess más y más.

*Pronunciation:*

AAA-sah pay-KAY-nyah loose  
tee-IN-aaa kay bree-YAR.  
AAA-sah pay-KAY-nyah loose  
tee-IN-aaa kay bree-YAR.  
AAA-sah pay-KAY-nyah loose  
tee-IN-aaa kay bree-YAR.  
bree-yar-AH AAA MAHS eee MAHS.

*verse 2*

Ponerla debajo de la mesa, no!  
Tiene que brillar  
Ponerla debajo de la mesa, no!  
Tiene que brillar  
Ponerla debajo de la mesa, no!  
Tiene que brillar  
Brillará brillará más y más.

poh-NAIR-lah day-BAH-ho day lay MAY-sah, NO!  
tee-IN-aaa kay bree-YAR.  
poh-NAIR-lah day-BAH-ho day lay MAY-sah, NO!  
tee-IN-aaa kay bree-YAR.  
poh-NAIR-lah day-BAH-ho day lay MAY-sah, NO!  
tee-IN-aaa kay bree-YAR.  
bree-yar-AH epee MAHS eee MAHS.



# CRAFTS

## Stained-Glass Candle

Stained-glass windows and candles are two common parts of cathedrals and churches throughout Europe. In this project, we combined the two.

### Supplies:

a small glass jar or candle holder, which can be purchased reasonably from a dollar store

Mod Podge or another similar adhesive

multicolored tissue paper cut into small pieces of various sizes and shapes

small paintbrushes or sponge brushes

regular or battery-operated tealight candles

### Directions:

Taking one piece of tissue at a time; children will lay the tissue on the glass and brush Mod Podge over the top of the tissue paper. They should try as much as possible to keep the tissue paper smooth. The Mod Podge does not need to be thick, just enough to stick the paper to the glass. They continue adding tissue paper to cover the glass. It is OK for the pieces to overlap slightly. Once the glass is completely covered, brush a light coat of Mod Podge over the entire glass to give it a bit of a shine. Allow this to dry. Once dry, give each child a tealight candle to put in his or her jar. When lit, it will illuminate the stained glass.



# Stained-Glass Window

*(option for younger children)*

## Supplies:

black construction paper or poster board (poster board will work best)

wax paper

multicolored tissue paper cut into small pieces of various sizes and shapes

a pattern for the shape of a church window

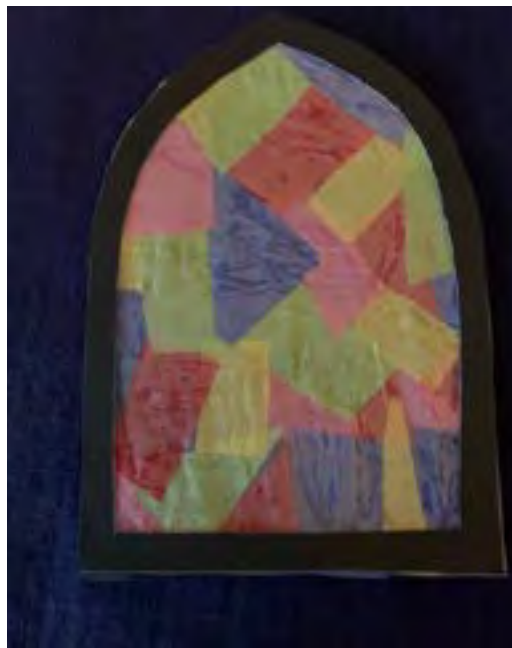
clear tacky glue

## Directions:

Ahead of class, cut window shapes from the black poster board, two for each student. The center of each window should be cut out, leaving a 1/2-inch of poster board around, creating a window-shaped frame. Now, cut window shapes from wax paper, two for each student.

Students will use clear tacky glue to glue pieces of the colored tissue to one of the wax-paper window shapes. They should carefully place the tissue so pieces are touching or slightly overlapping. Once the wax paper window is completely covered, place a small amount of glue on the second wax-paper window. Place this piece on top of the tissue paper so the tissue paper is sandwiched between the two pieces of wax paper. Now glue one of the black window frames to each side of the wax-paper window.

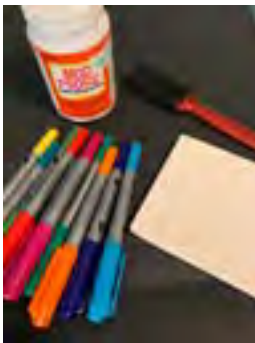
**Alternate Method:** Instead of using tissue paper, you can have students shave various colors of crayons to create a pile of crayon shavings. The shavings will be placed between two pieces of wax paper. The teacher will need to have an iron and piece of cloth to assist the students. Lay each student's window with the shavings under the cloth and iron for a few seconds. This will melt the crayon and create a beautiful window. If you use this method, you will need plenty of crayons and some pencil sharpeners for the students.





## Tile Art (Portugal)

*Azulejos* is the art of Portuguese tiles. These tiles are everywhere, decorating churches, palaces, homes, parks, fountains and shops. They create intricate patterns and large murals. You even can visit the National Tile Museum in Lisbon.



### Supplies:

small white, unglazed ceramic tiles (4x4" or 5x5") that can be purchased from a home improvement store, craft store or online

permanent markers in a variety of bright colors

Mod Podge

sponge brushes for applying Mod Podge

thin cork sheets cut in squares slightly smaller than the tile

glue gun

### Directions:

Students will use the permanent markers to draw a picture or create brightly colored patterns on their tile. Once the tile design is complete, they will use a sponge brush to apply one or two layers of Mod Podge to glaze their tile. Allow this to dry. After the glaze is dry, glue a piece of cork to the bottom of the tile. The tile can be used as a coaster or a small trivet.



## Mosaic Art (Spain)

Mosaics are pictures created by arranging small colored pieces of tile, glass or stone. Antoni Gaudi was a famous mosaic artist in Spain, and Barcelona is a city known for mosaic art. This art can be found in parks, streets, buildings and even rooftops.



### Supplies:

small, thin wooden shapes (heart, cross, animals, flower, etc.), one per child

small mosaic tiles or dyed seashell chips

clear tacky glue

magnets

### Directions:

Children will use the tacky glue to attach mosaic tiles to the wooden shape, fitting them together as closely as possible. Once the piece is entirely covered, attach a magnet to the back.

**Note:** *Wooden shapes and mosaic tile pieces can be purchased from a craft store or online.*

# SNACKS AND FOOD

Here are a few quick snack ideas to accompany the Europe lessons:

Refrigerated Tzatziki and raw vegetables

Buttered toast with ham and cheese

Sunflower seeds, dried pumpkin seeds and pistachios

Maria cookies (usually in the Mexican aisle of the grocery store)

Nutella spread on bread



## Easy Portuguese Donuts

There are several traditional deep-fried treats in Portugal. They vary from one region to another. Different varieties take different forms, have unique spices and additions. These are a no-hole variety made with a yeast dough. Try our simplified version.

### Ingredients:

1 can refrigerated biscuit dough (flakey kind works best)

1/2 cup granulated sugar

1 teaspoon cinnamon

### Directions:

Heat a pot of vegetable oil to 350 degrees.

Take the biscuit dough out of the can and cut each biscuit into three or four pieces. Round each piece slightly without handling it too much. Mix together the sugar and cinnamon in a small bowl.

Drop into hot oil and fry until golden brown. Use tongs to remove the donuts and place them on a plate lined with paper towels. Once cool enough to handle, roll each donut in the cinnamon and sugar mixture.





## Greek Butter Cookies

### Ingredients:

1 cup softened butter  
 3/4 cup sugar  
 1 egg  
 1/2 teaspoon vanilla extract  
 1/2 teaspoon almond extract  
 2-1/2 cups flour  
 1 teaspoon baking powder  
 Powdered sugar, enough to dust the cookies

*Optional: whole cloves*

### Directions:

Preheat oven to 350 degrees.

Beat the butter until smooth. Add sugar and egg and beat until well mixed and smooth. Add vanilla and almond extracts. Combine flour and baking powder. Add the flour mixture a small amount at a time until well blended.

With your hands, shape the dough into balls, logs or crescent shapes. At Christmas, these cookies are often decorated with whole cloves. If you wish, add the clove.

Bake for 15 minutes until the edges of the cookies are slightly brown. Cool the cookies and then sprinkle or roll in powdered sugar.

*The cloves, sometimes added to the cookies at Christmas, are meant to represent the spices the Wise Men gave to the Christ child.*

## Spanish Hot Chocolate

### Ingredients:

dark chocolate – approximately 2 oz. per cup of milk (can use bars or dark chocolate chips)  
 whole milk (at least one cup of milk for each serving)  
 sugar –1/2 tablespoon to 3 tablespoons per cup, depending on desired sweetness  
 cornstarch (add until desired thickness)

### Directions:

Add cornstarch to a bit of the mix. Mix to form a paste. Warm milk over medium heat

until almost boiling. Remove from the heat. Add chocolate to the warm milk and stir until it's all melted. Add the cornstarch and mix until smooth. Add sugar to taste. Return the pan to the stove on low heat for 2-5 minutes.

*You may wish to purchase some churros from a local store or Mexican restaurant to serve along with the hot chocolate.*



# PUZZLES

## Europe Word Search Adventure

Circle the words hidden up, down, backward, forward and diagonally. An example has been done for you.

A E C K H O U T R C H O C O L A T E P H  
N L A G U T R O P Y L L I F B S A N I O  
G P D E S Y B I K A C F W R R R Y C E J  
E D M O U N T A I N S M M Y O I E F A C  
L N E H A I T G Q U O R D M E O S N H P  
O K G L E G A U G N A L N L A E S D D Y  
P T S P A I N K A N R E D H C D L T S B  
O L K P O C H M U P D G L L E C R A E L  
R U O S K P P A E F A J A R D O A I P R  
E A N N I N C T R O L P D N C E K H D A  
F Q U U G G M O E P M A I O R T C F L S  
U N T W V A K S C T T U G T N K L I E D  
G D A R A N A T C O L Y M P I C S L R U  
E I R S U N F L O W E R P D H K R L U S  
E U F A D C G N S I E A D F P S O E S B  
S I I E H L J O T K P H I U M N T O A R  
K T S H R O L B C H O R K E N E T U D P  
T O H L X M P S L M R A E R T H U E G N  
O L I V E S R I O K U P T O R T I L L A  
V S M U S B A L S E E M U R F A T P A M

### Word Bank


|           |          |           |           |
|-----------|----------|-----------|-----------|
| ANGELO    | FISH     | MORA      | SOCCER    |
| ARANA     | FLAG     | MOUNTAINS | SPAIN     |
| ATHENS    | LANGUAGE | OLIVES    | SUNFLOWER |
| BULL      | LISBON   | OLYMPICS  |           |
| CAFE      | LONG     | PORTUGAL  |           |
| CHOCOLATE | MADRID   | REFUGEES  |           |
| EUROPE    | MAP      | ROOSTER   |           |
| FAJARDO   | MATOS    | TORTILLA  |           |

Answer on page 147




# Jesus Commanded Us All

Write down the first letter of each picture to find the answer.


\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is found in Matthew 28:19.

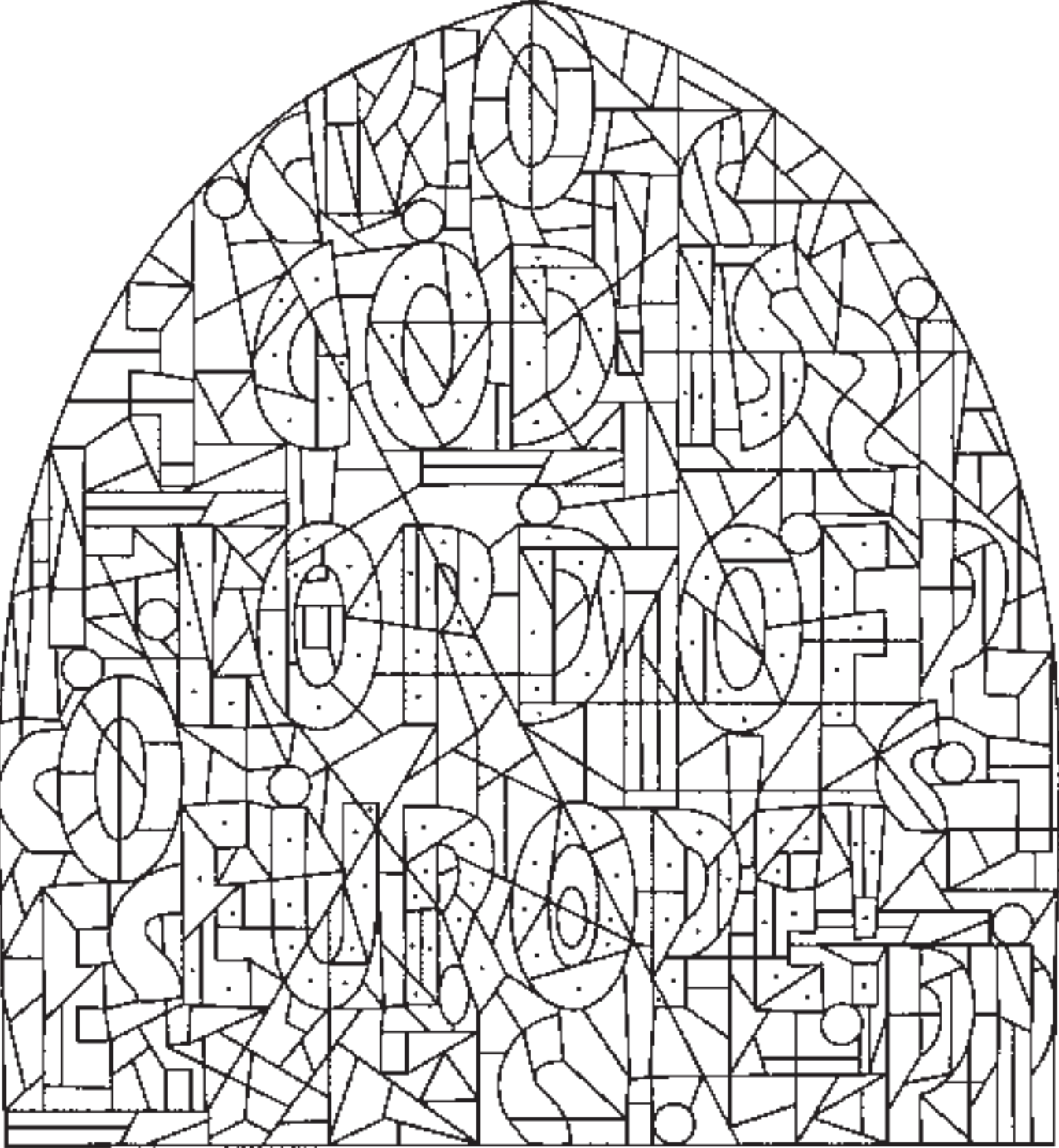
Answer on page 147



# Stained-Glass Window

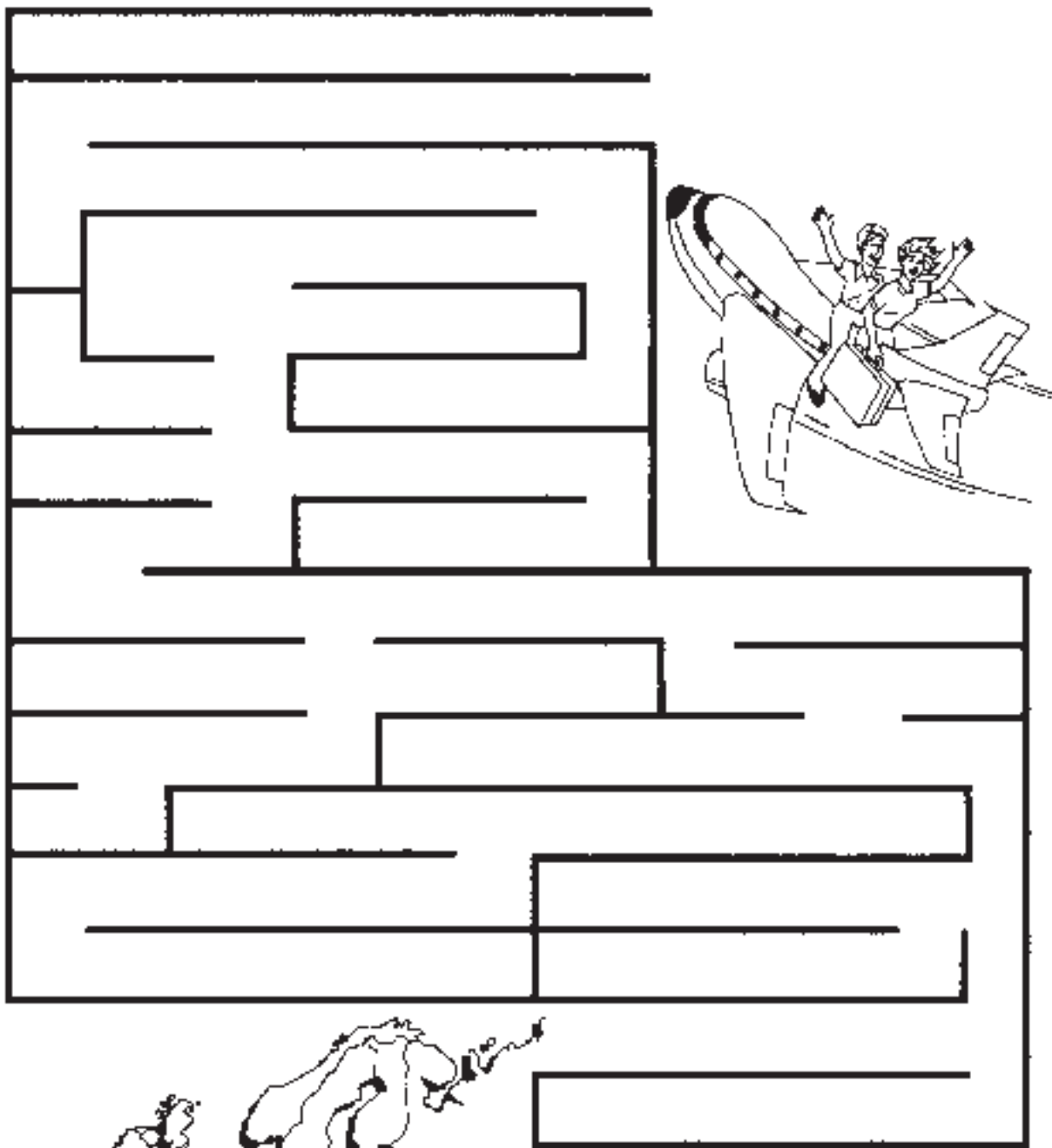
coloring page

See if you can discover the hidden message by coloring in the window shapes. We suggest using the same color for all the dotted shapes.



Answer on page 147

# Send the Missionaries to Europe Maze

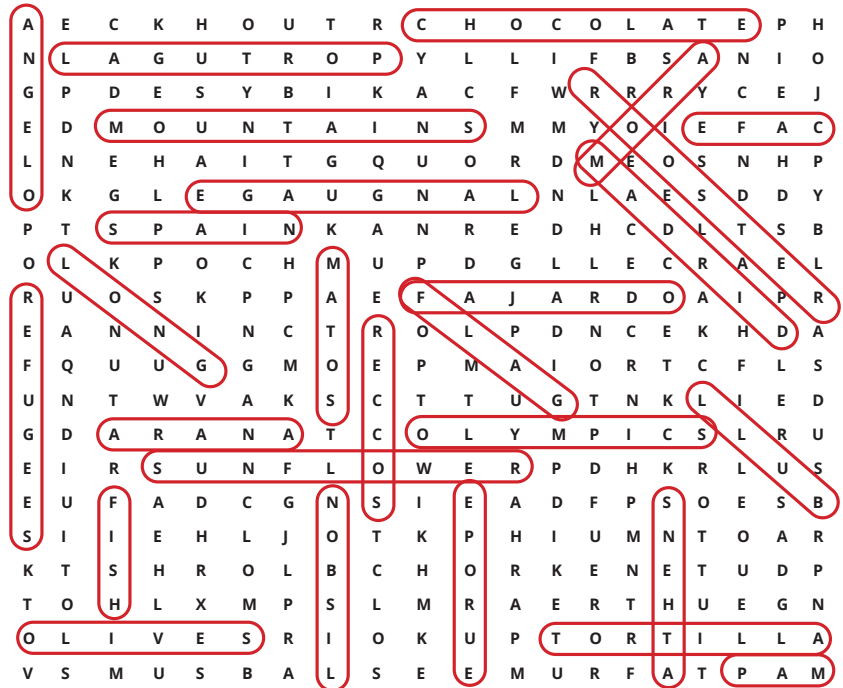


Answer on page 147

# ANSWERS TO PUZZLES

## Europe Word Search Adventure

From page 143



## Send the Missionaries to Europe Maze

From page 146



## Jesus Commanded Us All

From page 144

Message reads:

Go and make disciples of all nations

## Stained-Glass Window

From page 145

Message inside window reads:

God is Lord of Europe!



Capital city: Athens  
Main language: Greek  
Religion: Greek Orthodox

**Did you know?**

The word "alphabet" comes from *alpha* and *beta*, the first two letters of the Greek alphabet. **ABC**



This flag was first used in 1830.

Blue represents the sea and sky; white stands for freedom. The cross represents Greek Orthodox Christianity.



People have written and performed plays in Greece for over 2,000 years.



At Christmas, instead of decorating a tree, most Greek homes have a model of a decorated fishing boat - a symbol of the importance of the sea.



A man named Hippocrates examined a patient and wrote down both the symptoms and treatment, which is what we call a "diagnosis."



On the southern coast of Crete, one of Greece's islands, it is warm enough to swim almost every day!



The Olympic Games were first held in Greece. In addition to sports competitions, poetry recitals and trumpeter competitions were held.

**TO DO:**

Diagnose the activities below using the diagnosis options. A diagnosis may be used more than once. Then put a plus sign beside the activities that please God.

1. I kept my allowance all for myself. \_\_\_\_\_
2. I prayed for people who are hurting. \_\_\_\_\_
3. Mom said to go to bed at 8:30 but I kept playing. \_\_\_\_\_
4. I gave a toy I wasn't playing with anymore to my new neighbor. \_\_\_\_\_
5. I saw a friend on the playground alone and went to play with him. \_\_\_\_\_

**Diagnosis Options**  
disobedient  
greedy  
sharer  
caring

**P** Pray for resources and personnel to assist with the ongoing demand for discipleship in several languages.

**r**

**a**

**y**

**f**

**Greece**

**o** The church in Greece has outreach ministries to refugees from other countries, including Iran and Afghanistan.

**r**

Answer (hold up to a mirror): 1-greedy! 2-caring! 3-disobedient!

# PORTUGAL



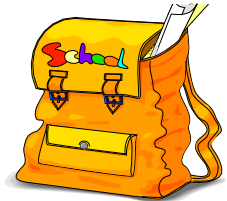
Capital city: Lisbon  
Main language: Portuguese  
Religion: Roman Catholic

## Did you know?

Portugal is the world's largest producer of cork.



Portugal's Maderia Island has 695 species of beetles.

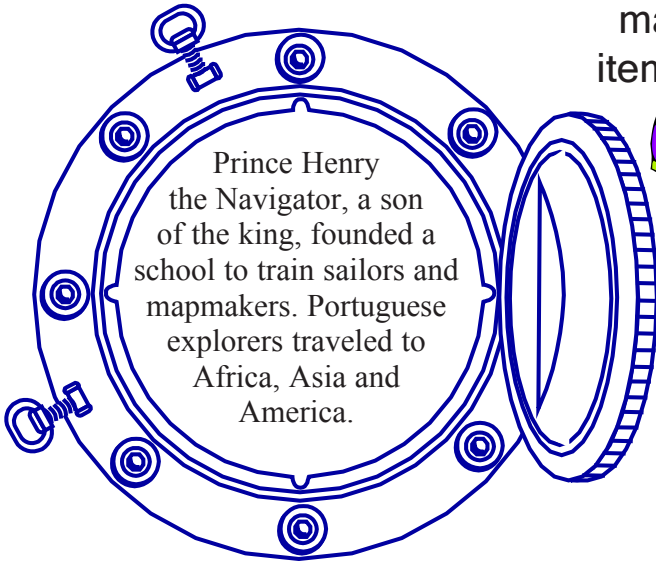
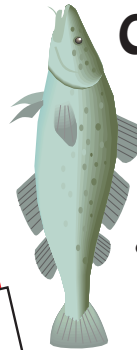


Shoes are one of Portugal's leading manufactured items.



School lasts only half a day for children in Portugal.

Cod fish is so popular for eating that it is called "the faithful friend."



## TO DO:

Solve the math equations. Then use the code to learn what God's Word says in Isaiah 56:7b.

$8 + 1$

$3 + 3$

$4 - 0$

$7 - 5$

$10 - 2$

$6 - 3$

$4 + 2$

$2 + 5$

$5 - 4$

$2 + 3$

$9 + 2$

$12 - 2$

math code:

prayer = 1  
will = 4  
of = 7  
nations = 10

be = 2  
for = 5  
called = 8  
all = 11

a = 3  
house = 6  
my = 9

Answer (hold up to a mirror): .nyk hrouse will pe called 9 hrouse of

**P** Pray for international missionaries Eduardo and Cindi Angelo's ministries in Portugal.

**r**  
**a**  
**y**  
**f**  
**o**  
**r**

## Portugal



Pray the new believers will have a passion for their new life in Christ and will share the good news with family and friends.



**Capital city: Madrid**  
**Main language: Spanish**  
**Religion: Roman Catholic**

**Did you know?**

Canary birds live in the wild on the Canary Islands.



Castanets are a percussion instrument used in Spain and other countries. They are held in your hand and make a clicking sound. Some are made of wood.



Stores in Spain close at the hottest part of the day, between 2 and 4:30 p.m.

**Spain exports oranges from Valencia.**

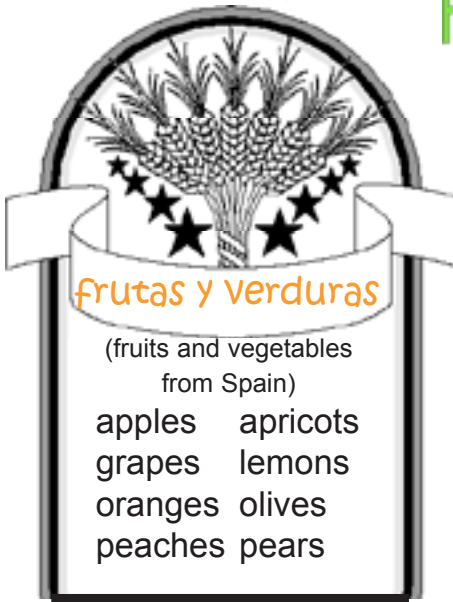


**RECYCLE**



To protect the environment, many people in Spain are doing what they can to recycle bottles, paper and old clothing.

**Storks may build huge nests on high buildings.**



**TO DO:**

Circle the words in the puzzle related to Spain from the word list.

- word list**
- canary
  - castanets
  - hot
  - Madrid
  - nest
  - orange
  - recycle
  - Spain
  - stork

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| P | O | R | E | C | Y | C | L | E |
| R | K | R | O | T | S | A | Q | D |
| Y | W | A | R | F | A | S | E | I |
| D | R | O | N | E | S | T | Z | R |
| O | R | A | N | G | E | A | G | D |
| A | Q | B | N | Y | H | N | K | A |
| R | N | P | S | A | B | E | S | M |
| O | H | O | T | N | C | T | E | R |
| S | P | A | I | N | H | S | E | K |



Answer:

**P**  
**r**  
**a**  
**y**  
**f**  
**o**  
**r**

**Spain**

The challenge in Spain is that people don't feel they need anyone or anything other than themselves - especially not God.



Pray the church will find creative and effective ways to approach and share about Jesus.



# Adventures in Latin America

Latin America refers to the area including Central America, South America and the Caribbean islands. The first Free Methodist missionaries in Latin America were Samuel and Abbie Mills, who began work in the Dominican Republic in 1889. They were the first missionaries of any denomination to minister to the Spanish-speaking population of this island nation. The Free Methodist outreach in Mexico began in 1917 as a result of a revival in Los Angeles' Mexican communities. A Mexican American, Gonzalo Cisneros, was the first Free Methodist worker in Mexico. From these two countries, the work continued to expand.

Today, Free Methodist work in Latin America spans 24 countries. Because the Spanish language is common among most Latin American countries, the Free Methodist Church in Latin America is experiencing rapid growth as missionaries, international missionaries and national leaders

work together training church planters, planting churches, training and mentoring pastors and leaders, discipling new believers, and establishing transformational ministries in the communities they serve.

There are many problems in Latin America, but the church is helping individuals, communities and nations find healing and wholeness through faith in Jesus. Many people with "beautiful feet" are coming together to share the good news of Jesus throughout this area of the world.

They are especially interested in sharing the good news of Jesus with children. Children and young people are learning about God and the Bible and learning to share their faith with others.

Won't you join the children in Latin America as they learn what it means to be people with "beautiful feet"?

# ADVENTURE STORIES



## Antoniél's Story

*"No one lights a lamp and hides it in a clay jar or puts it under a bed. Instead, they put it on a stand, so that those who come in can see the light" Luke 8:16.*

From Pastora Veruska



Let me tell you about Antoniél.

Antoniél first came to a gathering in Campo Grande when he was 8 years old. When he first started attending the children's small groups, no leader wanted to have him in their group because of his destructive and disruptive behavior.

He is a boy with many challenges. Following an evaluation by a doctor in 2022, we realized he had emotional and psychological problems that could be helped with therapy and medication. He is easily offended and has feelings of rejection. We are doing our best to love him.

The walls of his house are made of corrugated tar paper. I am very worried about his living situation. His older brother is in prison for dealing drugs. A second brother was killed. Many children like Antoniél, who have similar problems, are lured into drugs, which they see as a way of escape. Drugs help numb their brains. We want to rescue Antoniél



before he gets into drugs. He needs people to help and come alongside him. He's 12 years old, but he doesn't read. In addition to his other difficulties, he has dyslexia (a reading disability). We don't want to lose this boy. His mother almost gave him to someone else because she couldn't handle him.

But Antoniel is special. He may have problems, but God has given him "beautiful feet." He is a boy who loves the church. He tells me, "I want to live in the church. I want to sleep in the church." I am confident one day he will be a pastor. I feel it in my heart because he is a good evangelist.

Many boys in the community have been (see photo) invited by Antoniel to attend the children's class. Can you believe it? If we let him, he would bring five more children every Friday. The children's group is very crowded; we have multiplied by three now because Antoniel is so evangelistic. We even created

a class for boys over 10 years old and have a good leader for this group.

When he got his Bible, he said, "Pastor, by next week, I will have read it all because I never had a Bible." Antoniel doesn't even know how to read! I asked his mother to read the Bible to him. Antoniel made a deadline for himself, saying, "In two months, I will have read the entire Bible."

God has a purpose for this Antoniel's life. International Child Care Ministries will make every effort to assist with his medicines and care through Ann's Angel Fund. Pray the treatments and therapy for Antoniel will be effective. Pray the friends he brings to the group will see "Jesus is the way." Pray for the leaders of Campo Grande as they love the children around them. Pray and give thanks for Antoniel!



## EXPLORE MORE

Antoniel faces many challenges. He does not have an easy life, but he loves Jesus and has experienced the love of the church. Now, Antoniel wants to share the good news of Jesus with his friends. He wants them to experience the kind of love he has experienced through the church.

No one lights a lamp and hides it in a clay jar or puts it under a bed. Instead, they put it on a stand, so that those who **come** in can **see** the light (Luke 8:16).

Antoniel goes out in his community and invites others to come and see. He does not hide the good news of Jesus. He invites others to see. People with "beautiful feet" invite others to come in.

### **Ask students to:**

- Name some people and experiences at church that make them feel loved and accepted.
- Name three friends or family members they might invite to "come and see."

*To help students invite others to "come and see," plan a special event for children and have students make cards to invite their friends.*

End this time by thanking the Lord for Antoniel and praying for him. Pray his friends will decide to follow Jesus, too!





# Pollito Project

## Chickens and Church Planting

*"Let them give thanks to the Lord for his unfailing love and his wonderful deeds for mankind, for he satisfies the thirsty and fills the hungry with good things"*  
*Psalm 107: 8-9.*

By Kyle Leon, FM Missionary to Costa Rica 360 Mission District

What do chickens have to do with church planting? Little did we know. Over the past few years, the Latin America area initiated the implementation of Community Church Planting (CCP) principles. This means groups of believers with “beautiful feet” go into a community to pray. For several days, they walk through the community, talk to people and ask God to show them a person of peace. A person of peace is someone whose heart is ready to hear the good news of Jesus. Then, they ask that person to begin a Bible study in their home. As people are discipled, this eventually becomes a house church. This way of sharing the good news prepared us for the challenges presented by the global pandemic. With an emphasis on discipleship and Houses of Peace (house churches), the transition from gathering weekly to gathering in small groups or via the Internet was challenging but not as difficult as it could have been without CCP preparation.

One of the greatest challenges was how to continue evangelism (sharing about Jesus) during this time. The training for Community Church Planting uses the illustration of the farmer who prepares the soil



to plant the seed as the first step in evangelism. They call it the “Field 1/entry strategy” of the CCP system. In response to the worldwide pandemic, the 360 Mission District in Costa Rica began preparing the soil through the “Pollito (Po-yi-to) Project” — chicken project.

With many unemployed people, the church wanted to provide families with food and something resourceful to do to provide for themselves and their families. We worked closely with community leaders in several neighborhoods to assess the needs and organize people.

Paulino is one of those community leaders. Within weeks of the border closing, his tour business went under, and the bank reclaimed his tour van. Because he has only one leg, many other employment options were closed to him, and he was worried about how to feed his family. Paulino’s



family received 10 broiler chicks through the "Pollito Project." After eight weeks, they prepared eight for their consumption and sold two. With the money from the sale, they bought 10 more chicks. Paulino's family is just one example of how the "Pollito Project" helped families become more self-sustaining and able to provide for themselves amid the pandemic. The project distributed over 1,400 laying hens and 5,914 broiler chicks, benefiting 935 families. These families were given food security and the restoration of their dignity.

These relationships grew. Some of these families have become persons of peace in their communities who can bring others to know God's love. We anticipate others will become people of peace. Truly, we are witnesses — when we do the practical, God does the supernatural! Chickens can help plant churches!



## EXPLORE MORE

The churches in the 360 Mission District saw the needs of the people in their community and demonstrated love. What did they do that was a tangible way to help the people and show them the kind of love Jesus has for them? This was what we call compassion. A simple definition of compassion is recognizing someone else's suffering and then taking action to help end it. Ask children to think of a story in the Bible where



Jesus noticed people were hungry and took care of their need.

Have a student share the story or read John 6:5-13.

The Bible tells us Jesus had compassion for the people. He saw their need and took what was available – five loaves and two small fish. He blessed it and gave it to the people. The church in Costa Rica took what was available – chicks and chickens. As the chickens laid eggs and had more baby chicks, the food was multiplied to feed their families.

Because the people had food when they were hungry, they began to have hearts and minds open to the good news of Jesus. They began to recognize His love in the people who offered them food.

Did you notice in the story who gave the five loaves and two fish to Jesus? This is a reminder that you can take what you have, and when offered in the name of Jesus, He will use it to bless others.

- Ask the children to think of a person or a group of people who have a need. It may be physical hunger, loneliness, sickness, etc.
- Talk about actions the students or your whole church might take to find solutions to the need or problems.
- Make a plan for something you might do together to use "beautiful feet" to show the love of Jesus in your community.

*You may want to provide gummy fish and crackers for each student as a part of this lesson, reminding them they can give what they have and let Jesus use it.*

# Planting and Harvesting in New Eden

*"So neither the one who plants nor the one who waters is anything, but only God, who makes things grow" | Corinthians 3:7.*

*By Dennis (J.R.) Crouse, FM Missionary to Ecuador*

One of the little girls from the Ferroviaria (Quito, Ecuador) neighborhood tentatively reached down, put her small fingers firmly around the base of the stem, and gently lifted the red radish from the ground. By the delighted look on her face, I sensed this was the first time she had ever harvested something from a garden. I'm not sure who was thrilled more, she or I. But we both were rejoicing in the satisfaction of harvesting something beautiful from the place where we had previously sown a tiny seed.

For me, the seed was planted a little over two years ago. The seed was an idea to convert a vacant lot into a garden. Some saw that place as nothing more than a large, empty lot overgrown with weeds. Others envisioned a colorful, productive garden with beds of vegetables and terraces of fruit trees – a sort of new Eden – a refuge of peace, fulfillment and blessing.

It has been hard work pulling out persistent weeds, preparing fertile planting spaces, and keeping vegetables protected from the effects of hail, flooding rains and pests. But the seed is growing. Our New Eden Garden has gradually grown in size and provided nutritious food for the pastoral family, neighbors in the community and strangers in need.

With the partnership of International Child Care Ministries, we began a garden project for the children in the Saturday morning kids' club. The idea is to provide a loving and safe space that contributes to the spiritual, physical, cognitive and social development of the children of the Ferroviaria neighborhood, who take turns preparing the soil, planting, tending and harvesting. As they learn about gardening, they discover the wonders of God's creation, how to work together and how to care for their bodies. They enjoy eating nutritious, safe food they have cultivated themselves.

We, like the Sower, put seeds in the ground and trust God for the growth and the harvest. Each Saturday, the kids' club staff sows spiritual seeds in the lives



of the children. Like the Sower in the parable Jesus told, the harvest is yet to be seen, but we continue to care for their lives and wait for an amazing harvest of righteousness and transformation.

They hope to make the garden a sustainable source of produce and additional income. Selling organic, chemical-free produce to support children and families in need in their community would be a dream fulfilled. New Eden meets physical and educational needs in wonderful ways, yet the seeds planted extend far beyond vegetables.



## EXPLORE MORE

The Saturday morning kids' club in Ecuador is where kids learn the skill of gardening and have seeds of God's Word planted in their hearts and minds.

Jesus told a story about planting seeds. Tell the story of the parable of the Sower (or show this video (God's Story: Seed and a Farmer, [youtube.com/watch?v=JtvCJmMZbt0](https://www.youtube.com/watch?v=JtvCJmMZbt0)). *Since this is a YouTube link, be sure to have this ready ahead of time to avoid any inappropriate advertisements.*

### Ask students:

- Are you letting anything keep you from following Jesus? Or are you listening for God's voice and trying to obey so you can grow strong and healthy in Jesus?
- Are you growing in your love for Jesus and trusting Him with your life no matter what happens?
- Are you planting seeds by telling others about Jesus?

*Pray for your students as you close this session, asking God to plant the truth of His Word deep in their hearts.*



# Sharing Good News – No Distance or Age Limitations

*"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son into the world to condemn the world, but to save the world through him" John 3:16-17.*

By Leobenyg Barreto

Agua Prieta, Mexico, is a town on the country's border with the United States, near Douglas, Arizona. This is where Myrna Galvan lived. It is where she received Disciples That Multiply Disciples (DMD) training, a training teaching you how to share the gospel and help people learn to follow Jesus. Later, Myrna even started a "house church." Shortly after it began, she went through a difficult family situation, forcing her to move. Myrna settled in Hermosillo, a town about a five-hour drive from Agua Prieta. There, in her new community, she found work and joined the Tercera Free Methodist Church.

In addition to her move, her closest family members — her sister Paulina, brother-in-law, and two nieces, Danhya Paola and Danha Elena (ages 5 and 8) — moved to South Korea. This additional change left Myrna lonely and her nieces longing to be with their beloved aunt.

To stay connected with her nieces, Myrna planned an online call with them. Despite the 16-hour time difference – 11 p.m. for Myrna was 3 p.m. the next day for the girls – Myrna connected online to tell them Bible stories. While sharing stories with her nieces, Myrna thought, *What if I share the things I learned about making disciples (followers of Jesus)?* And so, she did! Myrna's nieces began receiving training on how to be disciple-makers. They were learning how to share Jesus with their friends.

One day, Myrna received a surprising video from her sister. It showed her nieces sharing Jesus, using their own drawings of "My Story" (sharing their testimony about following Jesus) and "The Three Circles" (an illustration sharing the gospel story of forgiveness through trusting in Jesus). The girls used simple tools to make disciples among their cousins, uncles and friends. They also began translating their stories

and illustrations into English, the common language among their classmates.

Myrna has “beautiful feet” as she shares the good news of Jesus with others and teaches them to be committed disciples (followers of Jesus). She continues her special appointment time with her nieces. And now, she has begun to develop another disciple, her nephew Mateo, who lives in Mexico. Myrna teaches him about Jesus Saturday after Saturday, strengthening herself as a teacher. To Myrna’s surprise, her pastor has invited her to be

the church’s director of Christian education.

Myrna is looking for a new area to open a “house church.” She wants to help women in her community and begin making more disciples. The pain and loneliness she endured continue to diminish as she follows Jesus, making more disciples as new doors open in her life and ministry.

*Leobenyg Barreto is a content generator for IML Latin America. She lives in Colombia, where – together with her family – she is planting a church in Tocancipá.*



## EXPLORE MORE

We have already learned that people who share the good news of Jesus and help others grow in following Him are people with “beautiful feet.” Myrna taught her nieces Danhya Paola and Danha Elena how to tell their friends about Jesus. The girls were only 5 and 8 years old.

There are two important steps to sharing with your friends about Jesus:

- Tell your story about following Him (Who told you about Jesus? When did you ask Him to forgive you and begin following Him? How has following Jesus made things different?)  
*Have an older child or adult share their simple story as an example.*

- Share the simple message of the gospel.

Have your students make a Wordless Book bracelet. Teach the children the meaning of the colors and how to use their bracelets to share with their friends.

**Black – Sin** (*Romans 3:23*)

**Red – Blood of Jesus** (*John 3:16*)

**White – Pure** (*Psalms 51:7*)

**Green – Grow** (*2 Peter 3:18*)

**Yellow – Heaven** (*John 14:1-3*)

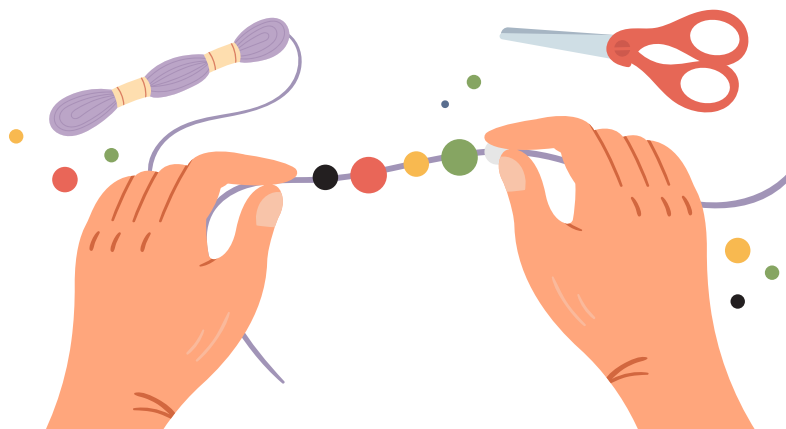
If you wish to explore the Three Circles Method of sharing the gospel that Myrna and her nieces used, watch this video: [youtube.com/watch?v=5W8ynRMr59k](https://www.youtube.com/watch?v=5W8ynRMr59k).

- Invite your friend to follow Jesus using The ABCs of the gospel:

**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*).



## PEOPLE ON THE GLOBAL ADVENTURE

# Meet the Latin America Missionaries

Learn more about missionaries in Latin America by going to [FMWM.org](https://fmwm.org). A PowerPoint with missionary photos is available with our children's resources ([fmwm.org/resources/children/](https://fmwm.org/resources/children/)). Or request missionary prayer cards by emailing [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org).



### Guy & Betsy **CRAWFORD** **LATIN AMERICA**

#### Missionary Care

Guy and Betsy Crawford provide pastoral care and support to FM missionaries in Latin America. Their role includes encouragement and spiritual nurture via bimonthly pastoral care groups, phone calls and field visits, and special care in emergencies or times of crisis.

#### Pray for:

- the Latin American leaders to maintain healthy spiritual rhythms amid heavy ministry responsibilities and opportunities
- their visits to several LA Area missionaries this year to be an encouragement
- wisdom and grace as they mentor several leaders through their sabbaticals



### J.R. & BECKY **CROUSE** **ECUADOR**

Based in Quito, Ecuador, the Crouses assist the Free Methodist Church in Ecuador and the Latin America area (LAA) through leadership development, education and transformational development. J.R. is a member of the LAA Empowering Transformational Church team, serving as an adviser for three countries. As part of the LAA team guiding the development of healthy leaders, Becky coordinates facilitator training for Latin America and also is a member of the team implementing *Raices*, the Roots curriculum, in Latin America.

**Children:** Marissa, Alena

#### Pray for:

- J.R. and Becky to have parenting wisdom
- God's care for family members in their absence
- fruitful ministry in building up church leaders
- formation of supportive friendships and vibrant working relationships
- growth and impact of the Ecuadorian church in reaching Ecuador for Christ



## Daniela **DACUNHA** **URUGUAY**

### International Missionary

Daniela DaCunha is passionate about Community Church Planting (CCP). As a successful CCP trainer in Paraguay, she moved to Montevideo, Uruguay, in 2021 to form and train new CCP teams. She is the regional mentor for the CCP network leaders in the southern cone, including Uruguay, Paraguay and Bolivia.

#### Pray for:

- God’s wisdom, direction and protection for Daniela
- God’s strength, encouragement and guidance for the leaders she oversees
- unity of the Spirit for the implementation of the CCP vision



## Kay Stotts **GODOY** **LATIN AMERICA**

Kay Stotts Godoy is the Latin America regional coordinator for International Child Care Ministries (ICCM). She works alongside ICCM national coordinators with their teams of children’s workers and elementary school teachers. Together with the Free Methodist Church, they work hand in hand to bring biblical restoration to Latin America. Additionally, Kay oversees the translation, adaptation and implementation of Roots, the FM children’s curriculum developed to help children grow deep in God and His Word. She also serves on the administrative board of The Harbor. This international ministry houses, disciples and trains emerging FM leaders completing their university studies in Buenos Aires, Argentina.

**Husband:** Leo

**Children:** Sofia, Benjamin

#### Pray for:

- ICCM national coordinators and children’s ministry leaders as they invest in the healthy, holistic development of children
- the wisdom of the Holy Spirit in translation, cultural adaptation and implementation of the Roots curriculum; funding and training for use throughout the continent
- The Harbor’s effectiveness in helping equip university students for a life of passionate service to Jesus Christ
- Sofia and Ben’s spiritual, physical, emotional and social growth





Ricardo & Beth  
**GÓMEZ**  
**LATIN AMERICA**

Based out of Medellín, Colombia, Ricardo Gómez serves as area director for Latin America. He oversees the U.S. missionaries and national leaders in 17 countries as they implement the shared vision to participate with God in the restoration of Latin America by developing healthy leaders, multiplying committed disciples and empowering transformational churches. Beth serves alongside him in the areas of administration and communication.

**Children:** Juliana, Jonathan

**Pray for:**

- discernment, wisdom and balance for Ricardo and Beth's effective ministry and leadership
- biblical restoration throughout Latin America
- safety as they travel throughout the region
- the overall health of their family and plans for the future



Shane & Katie  
**JEWELL**  
**COLOMBIA**

**Associates**

Shane Jewell was called to full-time missionary service as a young boy. He and his family now serve in Cajica, Colombia. Both Shane and Katie are helping to develop worship teams for church plants in Cajica and Tocancipa. Shane also serves the Latin American area as VISA coordinator for Latin America, helping connect the U.S. church with the Latin American church through short-term mission trips. In addition to raising her young family, Katie serves on the connections team to bring news of what God is doing in Latin America to the U.S. audience through social-media platforms.

**Children:** Josie, Norah, Asher

**Pray for:**

- God to continually guide their steps and pour His Holy Spirit into their family's hearts and into those they encounter
- development of their Spanish-language skills
- wisdom as they implement new VISA processes and connect with U.S. churches on behalf of the Latin America area



John Jairo **LEAL**  
& Susana **CASTRO**  
**LATIN AMERICA**  
International Missionaries

John Jairo Leal and Susana Castro are ordained pastors in the Colombia Mission District and have served as pastors and church planters in Medellin. John is currently the director of Community Church Planting with Impact Latin America. Susana is the coordinator of the Healthy Leaders Development pillar in Latin America. She mentors the mission district leaders in Costa Rica, 360 Mission District and Honduras and serves as a mentor for pastors of the Camino de Vida IML churches in Colombia. John and Susana's passion is to develop leaders who spread the gospel with words and deeds of love.

**Children:** Isabella, Valentina, Alejandro (nephew)

**Pray for:**

- the whole family to maintain healthy rhythms amid multiple tasks
- their children to know God more fully and love Him with all their being
- much fruit through the development of healthy leaders at the local, district and area levels who experience deep connections with God
- the expansion of the Community Church Planting movement as God opens doors and prepares hearts



Dennis & Kyle  
**LEON**  
**COSTA RICA**  
360 Mission District

Dennis and Kyle Leon moved to Esterillos, Costa Rica, with the vision of seeing everyone in every community have access to a living church by multiplying disciples, workers and churches. God has used them to lead to Christ and disciple many new believers, resulting in a multiplying network of churches and home groups now called the 360 Mission District. They also help communities improve their physical well-being through counseling, job training, microfinance, tutoring, scholarships, medical assistance, emergency aid, work opportunities and children's centers.

**Children:** Elías, Selah, Cyrus, Lucas

**Pray for:**

- ongoing ministries to teens and their families, including small-group discipleship, service projects, counseling, English classes and holistic children's outreach programs
- healthy relationships with youth as they mature into leaders
- the established churches: Pura Vida Esterillos, Pura Vida Alajuela and Pura Vida Bejuco
- their children: Elías, Selah, Cyrus and Lucas



## David & Ginegda **LÓPEZ**

### **LATIN AMERICA**

#### International Missionary

David and Ginegda “Yeya” López are international missionaries who relocated to their home country last year. David is an ordained elder with a successful track record of multiplying disciples, leaders and churches. He is the coordinator for multiplying committed disciples in the Free Methodist Church of Latin America. David also promotes church planting throughout the region.

**Children:** David Alejandro, Valery

#### **Pray for:**

- God’s wisdom and discernment for every team: trainers, mentors, communications and prayer
- the creation of new networks of community churches in new, unreached places
- church leaders and pastors to be empowered with the vision to multiply committed disciples
- their children’s physical, emotional and spiritual health
- the new groups and new churches emerging in the eastern part of the country, a place with no FM churches



## Wendy **LORENZ** **LATIN AMERICA**

### Costa Rica

The Lorenz family lives just outside the capital city of San José, Costa Rica. Wendy works throughout Latin America with missionary children and families. She also leads a global Third Culture Kids (TCK) team, providing our FMWM missionary parents with encouragement and resources. She believes missionaries can focus more intensely on the ministry work when they sense their family is doing well. Wendy’s ministry helps missionary parents navigate some of the uniqueness of their child’s experience as a TCK.

Glenn served the Latin America area for several years. In 2022 he became the assistant area director of Africa. His primary responsibility is recruiting, onboarding, training and coaching a team of long-term residential missionaries for West Africa.

**Children:** Libby, Isaac, Jakin, Ellie

#### **Pray for:**

- the church throughout Latin America as it fuels and sustains a biblical movement to reach all for Christ, specifically through Community Church Planting
- Wendy and the TCK global team as they care for and equip families by providing resources, encouragement and educational support while advocating for TCKs in line with the vision of FMWM
- God to show all the FMWM TCKs how much He loves them, cares about them and celebrates them – not for being a Third Culture Kid, but just for being His child



## Dan & Hope **OWSLEY** **BRAZIL**

Dan and Hope Owsley have served in four major regions of Brazil over the past three decades, helping to start churches and organize conferences. Their ministry has included teaching Bible and theology to church leaders, mentoring men and women in ministry, sharing the gospel, and discipling new believers. In 2020 they moved to the state of São Paulo to help restructure the Free Methodist seminary. Both Hope and Dan teach there, and Dan acts as the academic coordinator. They are both involved in their local church and are mentoring church planters (Free Methodist Venezuelan refugees) in northwest Brazil. Hope leads several Bible studies and is also part of a team adapting the Roots curriculum for Free Methodist Sunday schools throughout Latin America.

### **Pray for:**

- the 104 students taking online seminary classes, for their growth in knowledge and love for Christ so they will be catalysts for change in their churches, neighborhoods and cities
- many new churches to be planted throughout Brazil
- the FM seminary to move forward in training many leaders
- God's anointing and fruitfulness in ministry



## Juan Carlos **RODRIQUEZ** & Yaneth **AGUIRRE** **PARAGUAY**

### **International Missionaries**

Pastor Juan Carlos and Yaneth Aguirre have started a new adventure by moving to Paraguay from Mexico. They will be guiding leaders of the IML (Free Methodist Church) through mentoring and implementing the vision and mission of the Latin America area. The vision also includes the promotion of new transformation projects having an impact on communities. In addition to Paraguay, they will work in Bolivia, Guatemala, Creative Access Country-X and Nicaragua.

Since beginning their roles, they have visited each country they are guiding. They held meetings with leaders, sharing the Word, ministering to women and giving leadership workshops. They visited programs that give children food, schools and rehabilitation centers. Joyfully, they testify of the miraculous things the Lord is doing in people's lives.

**Children:** Carlos Antonio, Cynthia

### **Pray for:**

- their upcoming transition to Paraguay, where they will reside
- the new plans to work in Paraguay, Bolivia and other countries
- God's help and provision in acquiring the necessary visas to minister in Paraguay



Casto **ROJAS**  
& Flor Marlene  
**MARCHAN**

**COUNTRY-X**  
**LATIN AMERICA**

International Missionary

Dr. Casto Rojas is a pediatrician by trade who has served the FM Church for over 25 years. The church he pastored has become the largest and fastest-growing congregation in Latin America. Pastor Casto has a track record for training, mentoring, encouraging and empowering leaders, resulting in more than 20 new churches in his own country. He now serves as conference superintendent in his home country and as a mentor for superintendents in Puerto Rico and Chile.

Flor Marlene, a retired teacher, is currently part of the Latin America Area Developing Healthy Leaders team. She serves in formal pastoral training and pastoral care groups and is a facilitator in CenForMe, the Latin America area online pastoral formation program. Flor Marlene has also been the director of the Theological Seminary in Creative Access-X for the last 15 years.

**Child:** Emmanuel

**Pray for:**

- peace and stability for Country-X
- provision for the ICCM school in Maturin
- health, wisdom and strength for leading his large conference and coaching other leaders
- his home country's socio-political-economic needs



Thad & Nikki

**ROLLER**  
**COLOMBIA**

The Rollers live and minister in Cajicá, just outside Bogotá, Colombia. They are passionate about seeing leaders, disciples and churches multiplied in their community and throughout Latin America. Thad serves as Colombia's district leader and helps train, mobilize and support pastors, leaders and church planters in Guatemala and Mexico. Nikki's main objectives include working on two teams: Third Culture Kid Care and the team translating and adapting the Roots curriculum for the Latin American context.

**Children:** Liliana, Evelyn

**Pray for:**

- Thad's work with the affiliation process of several churches in northern Colombia as well as Guatemala
- teacher training for the *Raices* (Roots) children's curriculum in several countries throughout Latin America during 2023
- new and strengthened connections between the U.S. church and Latin America
- growth and multiplication in the two local church plants they support



Rodrigo & Tanya  
**ROSADO**  
**ARGENTINA**  
Associates

The Rosados live and serve in Buenos Aires, Argentina, where they co-pastor The Harbor, an international multicultural church. The Harbor operates as a network of house churches and a residence for emerging leaders from across Latin America who are university students. In addition, Tanya serves as the transformational church coordinator for Latin America, empowering the 16 mission districts and conferences toward active participation in love-driven justice within their communities. Rodrigo serves as mission district leader for Argentina, providing vision and oversight for the growth and health of the district by developing healthy leaders, multiplying committed disciples and empowering transformational churches.

**Child:** Ellia

**Pray for:**

- God's guidance and wisdom in balancing ministry responsibilities with family responsibilities
- the protection, health and spiritual development of their daughter, Ellia, as she begins kindergarten
- the spiritual health and growth of The Harbor and Emerging Student Leader Residence
- the development and implementation of training in best practices for transformational churches, leading to new initiatives for holistic restoration throughout the countries in Latin America



Rich & Laurie  
**SHERIFF**  
**CHILE**  
Associates

Rich and Laurie Sheriff serve in San Pedro de la Paz, on the edge of Concepción, Chile. Rich is an elder in the Keystone Conference. After years of pastoring in the U.S. and leading short-term mission teams to various parts of the world, the Chilean Conference of the FMC invited the Sheriffs to come full time to plant bilingual churches. Along with church planting, they work in leadership development and encouraging local FM pastors, families and churches.

**Pray for:**

- continued fruitfulness in church planting in new neighborhoods of Concepción
- God's intervention and preparation, now, in the lives He is drawing into a relationship with Him
- those He is calling into leadership as church planters
- continued Spanish language and Chilean cultural acquisition
- God's provision in extending and maintaining a dedicated, earnest and powerful team of prayer and financial supporters



Dan & Dee Ann  
**SNYDER**  
**HAITI**

**U.S.-Based Partners**

Dan and Dee Ann Snyder currently serve as associate missionaries to Haiti. While involved in a Michigan medical practice, Dan raises funds and helps support the work of Claire Heureuse Hospital in Dessalines. Dee Ann works in support ministries.

**Pray for:**

- ongoing ministries of Dessalines Hospital
- missionaries and Haitian pastors as they live with the daily stress of trying to help the needy around them
- security, unity and spiritual renewal in Haiti



Andrea **TINSLEY**  
**ARGENTINA**

Associate

Andrea Tinsley lives in Buenos Aires, Argentina. She serves as resident director at The Harbor, which provides dorm-like housing for emerging Christian leaders from Latin America who study at the University of Buenos Aires. Students will receive pastoral care, spiritual formation, leadership training and hands-on ministry experience to connect career and ministry. Before living in Argentina, Andrea lived in Medellin, Colombia, where she studied Spanish and worked as the Latin America area communications liaison. She is an ordained elder in the New South Conference and a veteran youth pastor. Andrea is utilizing her passion for youth and young adults in her role as resident director. Along with her work at The Harbor, she serves in communications and on the Latin America Area Third Culture Kid (TCK) care team.

**Pray for:**

- continued Spanish learning and cultural adaptation in Buenos Aires
- deepening of relationships and community building among student residents at The Harbor
- potential new student residents at The Harbor
- strong and vibrant relationships between the churches in Latin America and the U.S.

# EXPLORE THESE COUNTRIES



## Explore Brazil

Photo: William Santo on Unsplash

**Capital:** Brasília

**Government Type:** federal presidential republic

**Population:** 218 million, the fifth-most-populous country on Earth

**Area:** 8,515,770 square miles, the fifth-largest country in the world and only slightly smaller than the U.S. (It shares a border with every South American country except Chile and Ecuador.)

**Major Cities:** Sao Paulo (22.6 million), Rio de Janeiro (13.7 million), Salvador (3.9 million), Brasília (4.8 million)

**Climate:** mostly tropical but temperate in the south

**Terrain:** mostly flat rolling lowlands in the north, some plains, hills, mountains and narrow coastal belt

**Language:** Portuguese (official), Spanish, German, English, Italian, Japanese, and Indigenous languages

**Religion:** Roman Catholic (nominal, 65%), Protestant (22.5%), Spiritist (2.2%)

**Currency:** Brazilian Real

**National Animal:** Jaguar



Photo: Omar Ram on Unsplash

**Agricultural Products:** coffee, soybeans, maize, sugarcane, cocoa beans, milk, cassava, oranges, poultry, rice, beef, cotton

**Industries:** textiles, shoes, chemicals, cement, lumber, iron ore, tin, steel, aircraft, motor vehicles and parts

**Natural Resources:** bauxite, gold, iron ore, manganese, nickel, phosphates, platinum, tin, uranium, petroleum, hydropower, timber

**Major Exports:** iron, sugar, poultry meats, petroleum, soybeans





Photo: Jonathan Borba on Unsplash

### Interesting Facts:

- Brazil is the only country in South America that speaks Portuguese.
- The country of Brazil covers three time zones.
- Brazil is home to a wide variety of animals, including armadillos, tapirs, jaguars and pumas.
- Soccer is the most popular sport in Brazil — with the national team consistently among the world's best, winning the World Cup a record five times.
- Brazil is home to 1,800 butterfly species.
- The longest river on Earth is in Brazil — the Amazon River. Thousands of animal species live in the river, including piranhas and pink river dolphins.
- Brazil has two-fifths of the world's remaining rainforests.
- Brazil shares a common boundary with every South American country except Chile and Ecuador.

### Work of the FM Church in Brazil

**Status:** *General Conference*

**FM Churches:** 105

**FM Membership:** 10,494

**FM Work Opened:** 1936

**Bishops:** *José Ildo Swartele de Mello and Daniel Seiji Abe*

### Origins

In 1928, Daniel Nishizumi, a Free Methodist minister, traveled from Japan to Brazil at his own expense to do missionary work among the Japanese living there. Other Japanese laymen and ministers followed him in an influx of Japanese immigration. The first Free Methodist church was organized in 1936. Ten years later, the first board-appointed missionaries arrived, Lucile Damon and Helen Voller. They and those who followed worked with both the Japanese and Brazilians. A seminary was built in Mairiporã and later relocated in 1965 to São Paulo. Because of the differences in language and culture, the churches separated into two conferences in 1966: the Nikkei (or Japanese) and the Brazilian.

### Present Ministries

Recently the Brazilian General Conference and the Nikkei Provisional General Conference merged into one general conference. There are new church-planting initiatives throughout the country. Currently there is ministry in the state of São Paulo, West-Central and Northeast Brazil. The general conference also gives oversight and support to a new church plant for Venezuelan immigrants in the Amazonian city of Manaus. ICCM schools play a critical role in the ministry of churches in Ibititê, Cuiaba, Monte Santo and São Paulo.

The Brazilian General Conference is also working to expand the Kingdom global with work in Angola. Missionaries who began work in the Brazilian conference are serving overseas. They now support missionaries serving the FMC in Europe and Japan.

### Prayer Requests

- The continued growth of both the Brazilian General Conference through evangelism, discipleship and church planting
- The wise and courageous leadership of the conference as they navigate the increasingly secular ideologies
- The fledgling new churches, which are fully functioning throughout Brazil, including the cities of Manaus, Campo Grande and Aracajú
- Continued creative ministry of the conference churches to the Japanese and Brazilian communities

- the church-planting training base started in March 2022 in the city of São Paulo through a partnership with the Free Methodist seminary
- missionaries Dan and Hope Owsley as they oversee the program and teach classes at the FM seminary (Seminário Bíblico Wesleyano) in São Paulo

## UP CLOSE – Brazil

The Federative Republic of Brazil, South America’s largest country, is bigger than the contiguous United States but only has half as many people. It’s the world’s fifth-largest country and has the seventh-largest population. Brazil occupies the eastern half of South America.

Brazil was discovered in 1500 by an admiral who claimed it for Portugal. Portuguese is the official language. This country is a melting pot of many nations: Portuguese, Africans, Italians, Germans, Japanese, Indians, Jews and Arabs. Many of the people practice spiritism as a part of their religion. Although Brazil has many modern cities with skyscrapers, subways and huge department stores, millions of Brazilians live in poverty in city slums known as favelas (fah-VAY-lahs) and in rural areas.

São Paulo, the largest city, has over 22 million people. In the late 1950s, the country’s president created a new capital, Brasilia, in the wilderness to encourage the interior’s development. Today, 4.8 million people live in Brasilia.

Many people know Brazil for the Amazon River, considered the world’s longest river, and the Amazon jungle, considered the largest jungle in the world. Most of the region along the Amazon is undeveloped. The Amazon basin accounts for 60% of Brazil’s land but only 8% of its population. Brazil ranks first in the world for the number of species of mammals, amphibians and plants; third for birds; and fourth for species of butterflies and reptiles. Many of these can be found in the Amazon region.

*600 mammal species*

*40,000 varieties of plants*

*1,600 species of birds*

*1,500 species of fish*

*10,000 species of butterflies*

*100,000 different insects*

## Things to Do if You Visit

- Visit Iguazu Falls.
- Go to see the Christ the Redeemer Statue in Rio de Janeiro.
- Attend a soccer game.
- Try a *Brigadeiro* (a Brazilian chocolate truffle).

Here are some other interesting facts about the Amazon:

- The Amazon region is called the “lungs of the planet” because it produces 20% of the world’s oxygen.
- There is no bridge crossing the Amazon River.
- The region has a population of around 30 million with 50 Indigenous tribes.
- The tribes in the Amazon region speak 170 languages.
- Mammals in this region include jaguars, tapirs, puma and sloths.
- Birds you would see in the Amazon are macaws and toucans.
- The Amazon River is home to piranhas, the boto, pink river dolphins and electric eels.

Some animals and birds found here include the jaguar, spider monkey, sloth, armadillo, alligator, river dolphin, toucan, parrot and macaw. There are 1,800 species of butterflies and more than 200 species of mosquitoes.

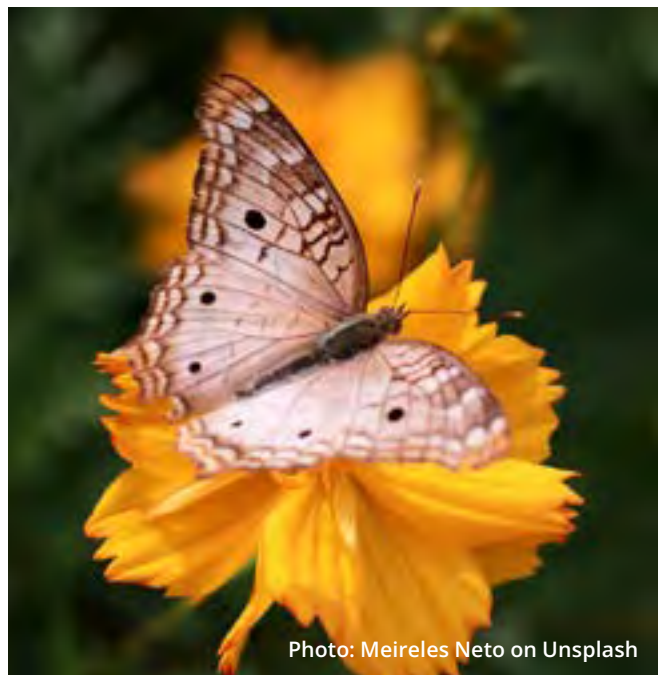


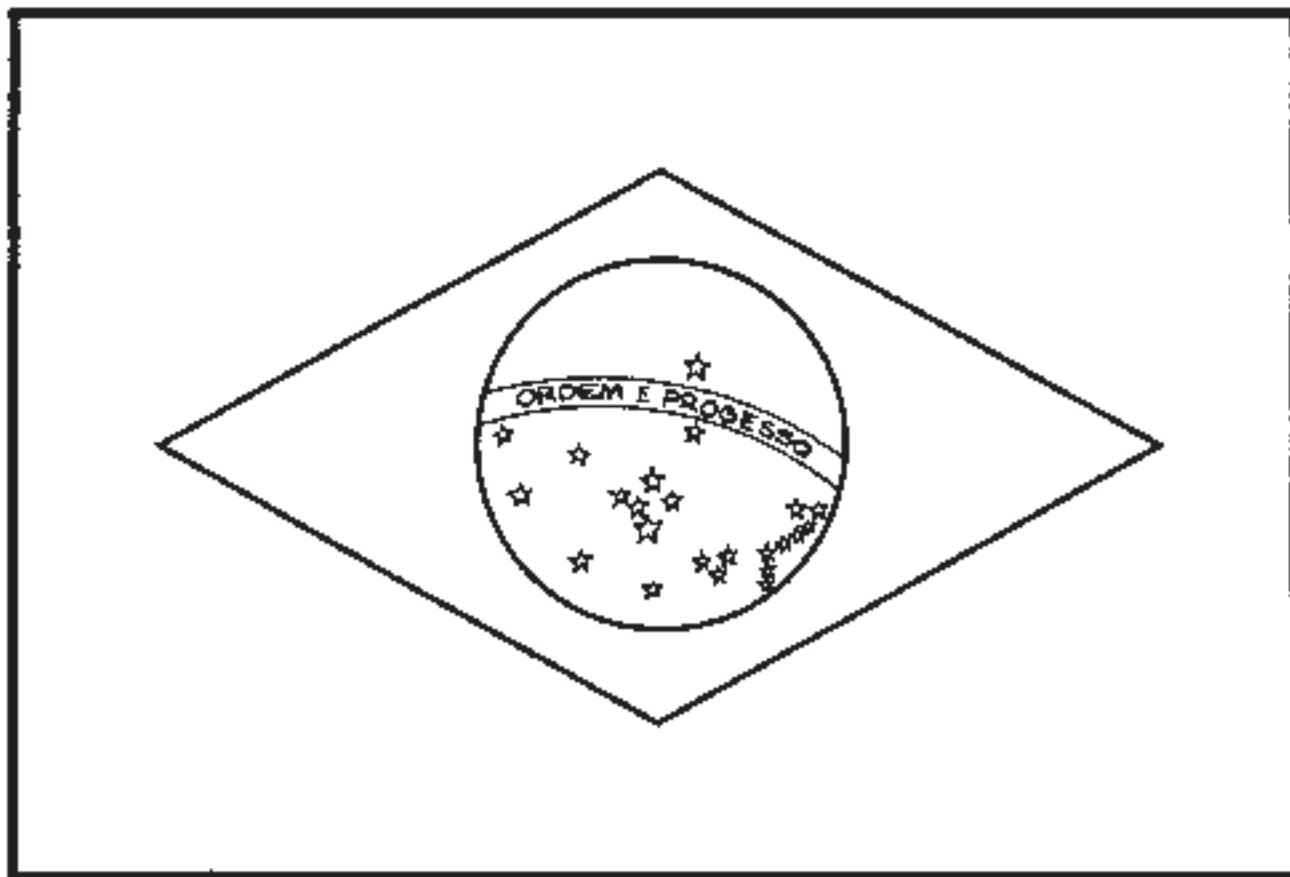
Photo: Meireles Neto on Unsplash

# Flag of Brazil

Label significant cities or places on the map.  
Color the flag.



The Brazilian flag has a green background with a yellow diamond shape in the center. A blue circle with white stars and a white band are inside the diamond shape.





# Explore Costa Rica

Photo: Alenka Skvarc on Unsplash

**Capital:** San José

**Government Type:** presidential republic

**Population:** 5.2 million

**Area:** 51,100 square kilometers, slightly smaller than West Virginia

**Major Cities:** San José (1.4 million), Heredia (356,000), Cartago (228,000)

**Climate:** tropical and subtropical, with a dry season (December to April) and rainy season (May to November), cooler in the higher areas

**Terrain:** coastal plains separated by rugged mountains, which include 100 volcanic cones (several active)

**Language:** Spanish (English widely spoken)

**Religions:** Roman Catholic (47.5%), Protestant Christian (20%), none (27%)

**Currency:** Costa Rican Colon

**National Symbol:** the sloth



Photo: Zdenek Machacek on Unsplash

**Agricultural Products:** sugar cane, pineapples, bananas, coffee, milk, fruit, cassava, rice

**Industries:** fertilizer, medical equipment, agriculture, food processing, textiles and clothing, plastics, electronics, tourism

**Natural Resources:** iron ore, sulfur, hydropower

**Major Exports:** medical instruments, bananas, pineapples, orthopedic appliances



Photo: Ovidiu Creanga on Unsplash



Photo: Bennet Robin Fabian on Unsplash

### Interesting Facts:

- Costa Rica is a place tourists like to go. More than 2 million people visit Costa Rica every year.
- Costa Rica has six active volcanoes and about 61 dormant and extinct volcanoes.
- Costa Rica means “rich coast.” Many explorers thought the region had lots of gold.
- The Monteverde Cloud Forest Reserve is one of Costa Rica’s main tourist attractions. The trees are shrouded in mist almost all the time.
- Nearly 75% of the country’s electricity is produced by hydroelectricity.
- Costa Rica has no military force.
- Costa Rica’s economy relies on tourism, agriculture (including bananas and coffee) and raising cattle.
- Costa Rica has more than 2,000 species of trees.
- Christopher Columbus came to Costa Rica in 1502.
- The sloth is the national symbol. Because of its peaceful, calm and carefree behavior, it is used to promote tourism in Costa Rica.

### The Work of the FM Church in Costa Rica

**Status:** Mission District

**FM Churches:** 6

**FM Membership:** 323

**FM Work Opened:** 1991

**District Leader:** Pedro Flores

### Origins

In early 1990, a group of some 300 adults who had formerly been part of the Methodist Church heard about the Free Methodist Church from Spanish-speaking Free Methodists in Lawrence, MA, and expressed interest in affiliating with a holiness denomination. Free Methodist missionaries studying language in Costa Rica then made contact and began attending services. Later, the area director visited the congregation’s leadership and took steps to establish a formal relationship between the Free Methodist Church and the congregation. In October 1990, this group was approved as a mission district under Free Methodist World Missions.

## Present Ministries

Almost half of the Costa Rican population lives in the central valley, an urban sprawl surrounding the capital city, San José. Four of the district's churches are in this central valley; the other two are several hours north toward the Nicaraguan border. The district prioritizes the development of healthy leaders, multiplication of committed disciples, planting of churches, strengthening of the FM identity and achieving financial sustainability. It is establishing three churches that will serve the needs of immigrants, people in poverty and substance-abuse rehabilitation. The mission district is also training teachers to use the Roots curriculum for children.

## Prayer Requests

- Development of healthy leaders, multiplication of committed disciples and empowerment of transformational churches
- Wisdom and discernment for District Leader Pastor Pedro Flores as he serves the district, the local church and his family
- Effective and lifelong effects of the Roots curriculum on the lives of Costa Rican children
- Community Church Planting to bring new spiritual depth, numerical growth and economic sustainability
- Missionaries Glenn and Wendy Lorenz and family as they serve both locally and internationally

## UP CLOSE – Costa Rica

Costa Rica is home to six active volcanoes and about 61 dormant and extinct volcanoes. Póas Volcano is one of the world's deepest active volcanoes. The Irazú Volcano is probably the one most tourists visit since it's just outside the capital of San José. It is the highest in Costa Rica at 11,260 feet. Although volcanoes can cause destruction, they also help the soil and provide geothermal energy. About 25% of Costa Rica is protected land with parks and reserves.

Costa Rica and Panama share La Amistad International Park. Amistad means friendship. Backpackers enjoy visiting this park. The Isla del Coco is an island designated as a national park. Only Costa Rican park rangers are allowed to live on the island. It's a little more than 300 miles southwest of Costa Rica in the Pacific Ocean. The land is rocky and hilly, with many trees. It has over 200 waterfalls.

The guanacaste (gwahn-a-cas-tay) is the national tree. It's called the elephant's ear, or monkey ear, because of its ear-shaped brown pods.

Being eight degrees north of the equator, Costa Rica has a tropical climate and is known for its rainforest. There are 1,300 kinds of orchids and 2,000 types of trees.

## Coffee

Coffee was first introduced in Costa Rica in 1770 by Spanish colonists who brought it from Arabia. Because of the soil rich with volcanic ash, the heavy rainfall and the general climate, it was a natural place to grow coffee.

Today Costa Rica produces more than 1 million bags of coffee a year, which makes up 11% of its export revenue. Most of the coffee is hand-picked on approximately 80,00 small coffee farms.

Transportation by ox cart *carretas* (kah-RAY-tahs) was used 100 years ago in Costa Rica. These colorful ox carts transported coffee beans from the fields to the coast for export. Each cart had unique designs to identify which region the beans and the cart were from. Today, miniature *carretas* are popular souvenirs. The Atlantic Railway, which connects Meseta Central to the Caribbean Coast, is a more efficient way to get coffee beans to the coast today.

## Things to Do if You Visit

- Go to Corcovado National Park.
- Visit Alturas Wildlife Sanctuary and try to spot some wildlife – a monkey, a sloth and a toucan.
- Try surfing.
- Visit a coffee plantation.
- Eat some *chorreadas* (corn pancakes).

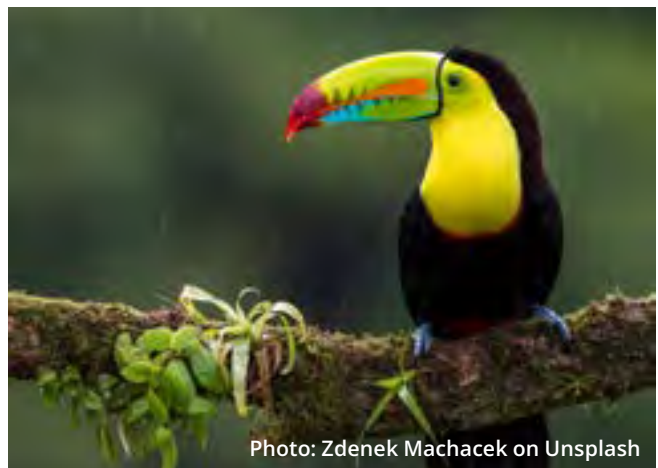


Photo: Zdenek Machacek on Unsplash

# Flag of Costa Rica

Label significant cities or places on the map.  
Color the flag.



The stripes of the Costa Rican flag from top to bottom are blue, white, red, white and blue.

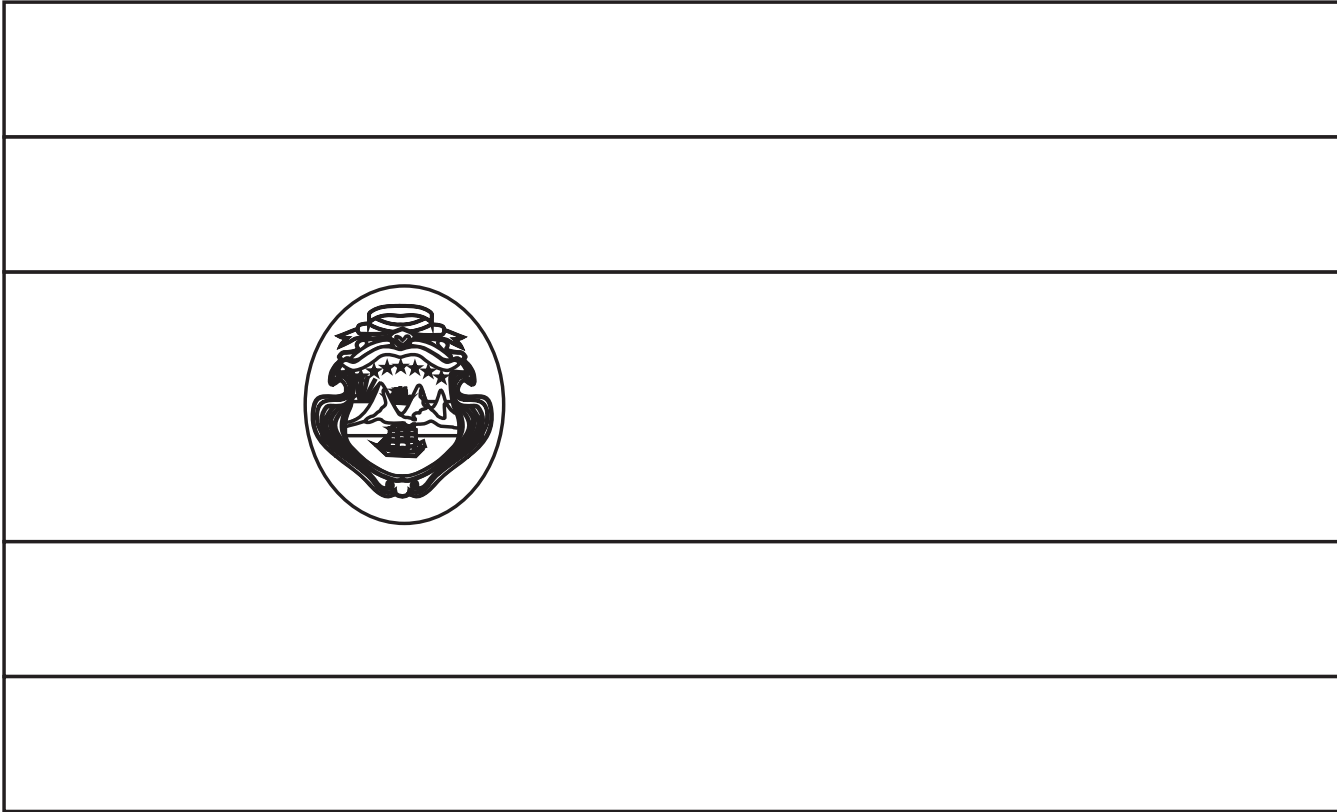




Photo: Robinson Recalde on Unsplash

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**Capital:** Quito

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**Government Type:** presidential republic

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**Population:** 18.4 million

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**Area:** 283,561 square kilometers, slightly smaller than Nevada

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**Major Cities:** Guayaquil (2.3 million), Quito (1.6 million)

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**Climate:** tropical along the coast, becoming cooler inland at high elevations

---

**Terrain:** coastal plain, inter-Andean central highland and flat to the rolling eastern jungle

---

**Language:** Spanish (official), Amerindian language, especially Quechua

---

**Religion:** Roman Catholic (95%), Evangelical 15.4%

---

**Currency:** U.S. dollar

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**National Symbol:** the Andean Condor

---

**Agricultural Products:** bananas, coffee, cocoa, rice, potatoes, plantains, sugar cane, poultry, oil palm fruit, maize, milk



Photo: Amy Perez on Unsplash

---

**Industries:** petroleum, food processing, textiles, wood products, chemicals

---

**Natural Resources:** petroleum, fish, timber, hydropower

---

**Major Exports:** petroleum, bananas, cut flowers, shrimp, cacao, coffee, wood, tuna





Photo: Kiyoshi on Unsplash

### Interesting Facts:

- Forests cover about 50% of Ecuador's land.
- In Ecuador, men traditionally do the weaving.
- The national bird of Ecuador is the Andean condor, which has a wingspan of nearly 10 feet. It is also on the endangered species list.
- Mount Cotopaxi is the highest active volcano in the world. It still steams but has not erupted since 1877.
- The summit of Mount Chimborazo, Ecuador's highest mountain, is the point on Earth closest to the sun. Due to the mountain's location along the equatorial bulge, its summit is the farthest point from the Earth's core. This also means Ecuador is the closest country to space.
- Ecuador is the world's largest exporter of bananas, accounting for up to 28% of all bananas exported in 2021.
- People in Ecuador typically eat rice or potatoes at every meal.
- The *Galápagos* Islands (gah-LAH-pah-gohs) are 600 miles off Ecuador's coast and considered one of the world's most important biological regions.



Photo: Andy Brunner on Unsplash

### The Work of the FM Church in Ecuador

**Status:** Mission District

**FM Churches:** 7

**FM Membership:** 646

**FM Work Opened:** 1981

**District Leader:** Mariana Mafla

### Origins

Jorge Bolivar Villacis, an Ecuadorean, discovered the Free Methodist Church while working in Lawrence, MA. When Villacis returned to Ecuador following theological training, he started a Free Methodist church in downtown Guayaquil in August 1981. In 1983 the work became a mission district under Free Methodist World Missions.

### Present Ministries

There are churches in the coastal city of Esmeraldas and the capital city of Quito, in central Ecuador. Most churches started through outreach to children in partnership with International Child Care Ministries.

The mission district in Ecuador continues to grow as



Photo: Alejandro Alfaro on Unsplash

the Community Church Planting movement expands beyond the two cities where its seven churches are located. Fifteen new community churches began in 2021, totaling 34 since the pandemic began. Churches are also participating in holistic and transformational ministry with a community garden in the capital city of Quito and a new joint venture between ICCM and World Vision to serve children in a very rural area of the country.

### Prayer Requests

- Development of healthy leaders, multiplication of committed disciples and empowerment of transformational churches
- Wisdom and guidance for Pastora Mariana Mafla as she pastors the church in central Quito and serves as district leader
- Missionaries J.R. and Becky Crouse and their family as they assist the churches in Ecuador and serve the area through Roots curriculum training (Becky) and Empowering Transformational Churches (J.R.)

### UP CLOSE – Ecuador

The Republic of Ecuador is so named because the equator (“Ecuador”) passes through the country. This oil-producing nation is about the size of Colorado, but most people are poor. Forests cover about three-fourths of Ecuador. The Pacific Coast region is a rich agricultural belt where most crops are grown. Bananas and coffee are major exports.

Two parallel ranges of the Andes Mountains run north and south, splitting the country into three

zones: hot, humid lowlands on the coast; temperate highlands between the ranges; and rainy tropical lowlands to the east.

The *Galápagos* (Gah-LAH-pah-gohs) Islands, a group of 60 volcanic islands in the Pacific about 650 miles west of Ecuador, were declared a national park in 1936 to protect the unique wildlife. The Galápagos tortoises, with a lifespan of over 200 years, are believed to be the world’s longest-living animals. But there are many other interesting animals to see in the Galapagos Islands – marine iguanas, Galapagos penguins, flamingos and blue-footed boobies. People who like to snorkel might see white-tipped reef sharks, Galapagos sharks and a rare hammerhead shark.

A little over half of Ecuadorians are mestizo (mixed European and Indian ancestry). One-fourth of the population is Indian, 10% is black, and 10% is of Spanish descent. Although the official language is Spanish, many speak *Quechua* (KAY-choo-ah) or *Jivaro* (He-VAH-row), which are Indian languages. About 90% of the people can read and write.

### Things to Do if You Visit

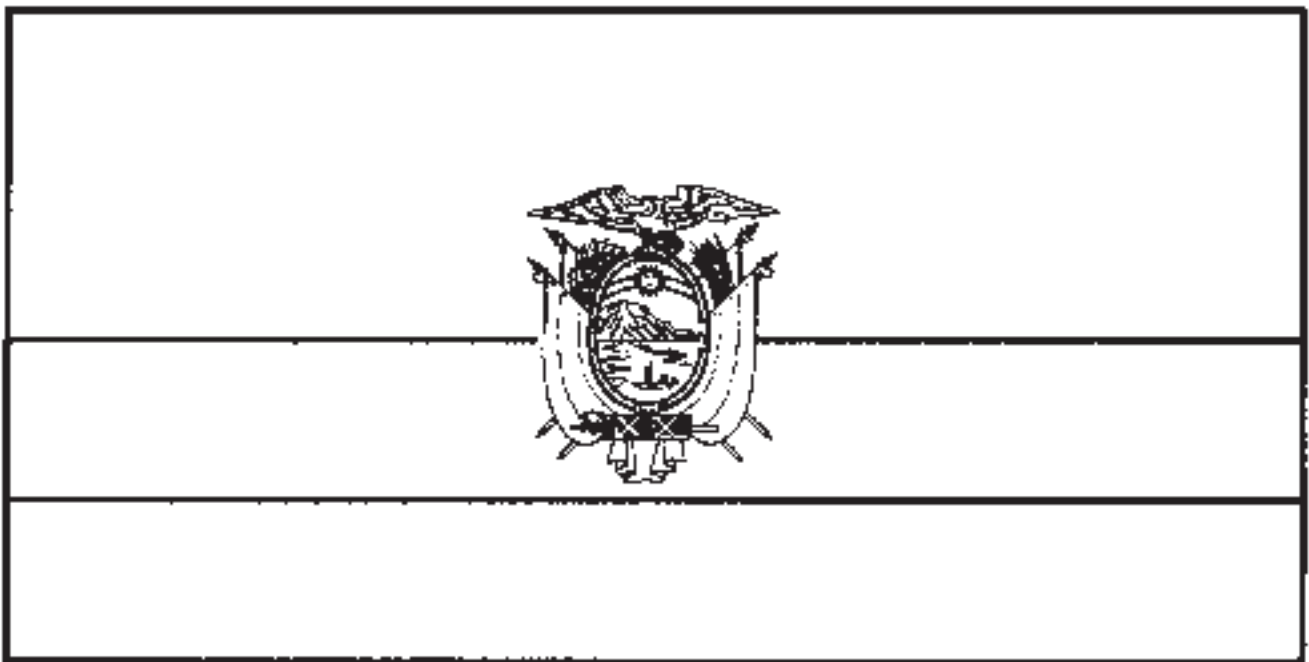
- Visit the Galapagos Islands.
- Climb a volcano.
- Float through the Amazon jungle.
- Learn about some traditional arts and crafts.
- Try *Coloada Morada*, a drink made from blue or black corn flour and fruits.

# Flag of Ecuador

Label significant cities or places on the map.  
Color the flag.



The stripes on the Ecuadorian flag from top to bottom are yellow, blue and red. Look at a photo of this flag as you color the seal in the center of the flag.





# Explore Mexico

Photo: Dennis Schrader on Unsplash

**Capital:** Mexico City

**Government Type:** federal presidential republic

**Population:** 128.9 million

**Area:** 1,964,375 square kilometers, about three times the size of Texas

**Major Cities:** Mexico City (12.3 million), Iztapalapa (1.8 million), Ecatepec de Morelos (1.6 million), Guadalajara (1.5 million)

**Climate:** varies from tropical to desert

**Terrain:** beaches, mountains, jungle, plains, desert and plateau

**Language:** Spanish (94%), various indigenous languages (5.4%)

**Religions:** Roman Catholic (78%), Protestant/evangelical Christian (11.2%)

**Currency:** Mexican peso

**National Symbol:** eagle holding a snake in its beak

**Agricultural Products:** sugarcane, maize, milk, oranges, poultry, green chiles, eggs



Photo: Nick Fewings on Unsplash

**Industries:** food and beverages, tobacco, mining, textiles, cars, tourism

**Natural Resources:** oil, silver, natural gas, copper, lead, zinc, gold, timber

**Major Exports:** cars and car parts, petroleum, computers



Photo: Pina Messina on Unsplash

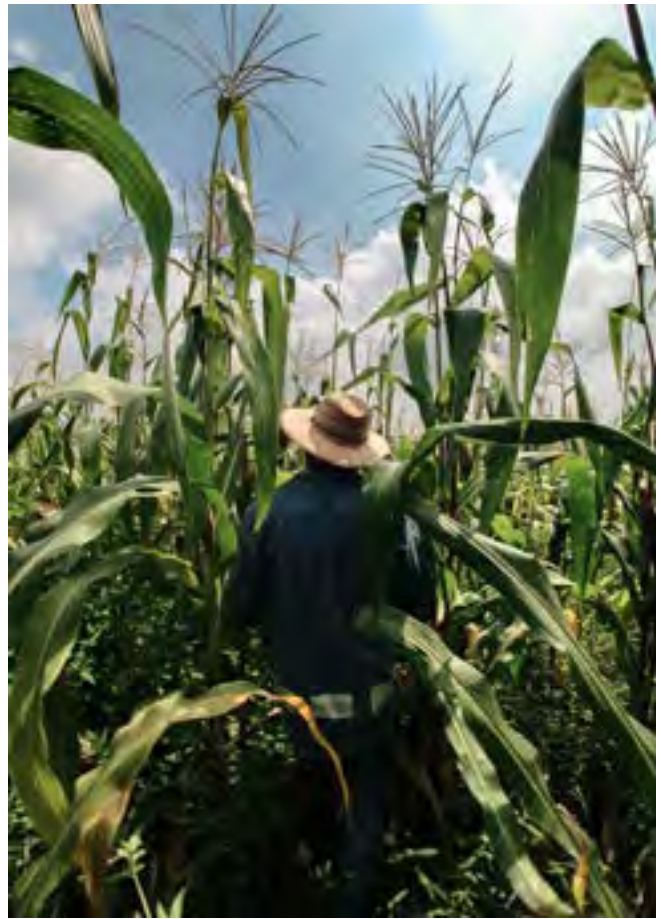


Photo: Eric on Unsplash

### Interesting Facts:

- Mexico once included all or portions of six states now part of the United States: Texas, California, Nevada, Utah, Arizona, New Mexico and Colorado
- The Maya and the Aztecs built huge cities of stone that still stand today.
- Mexico blends Native American and Spanish cultures.
- Chocolate originates in Mexico; ancient Aztecs and Mayans cultivated it.
- Mexicans love football (soccer). The country has hosted the World Cup two times.
- The reddish fruit of the prickly pear cactus can be eaten raw in a salad or made into marmalade.
- Mexicans are very friendly to foreign visitors, especially children.
- Mexico has more reptile species than any other nation — more than 700.
- Around 20 million monarch butterflies migrate to Mexico from Canada each year.

### The Work of the FM Church in Mexico

**Status:** *Provisional General Conference*

**FM Churches:** 72

**FMC Membership:** 5,320

**Bishop:** *Hector Raul Perez*

### Origins

A 1917 revival in Los Angeles, CA, sparked the movement for Free Methodists to focus ministry in Mexico. As Mexican churches began in California, workers became burdened for the unevangelized in Mexico. Mexican law forbade foreign missionaries to serve as pastors in Mexico, so Gonzalo Cisneros, a Mexican American, was authorized by Free Methodist World Missions to return to his hometown in Sonora to serve as a missionary-pastor. In 1931, the Mexican Provisional Conference, embracing churches in both California and Mexico, was organized in Chino, CA.

## Present Ministries

Mexico has an estimated population of 120 million and is the second-most-populous nation in Latin America. Almost 80% of people live in urban areas. Poverty, addictions, violence and government corruption are all problems. Due to the poor health care system, the economy, and cramped, multigenerational housing, the pandemic caused many to suffer. The Free Methodist Church in Mexico became a provisional general conference in 2016, and Bishop Hector Perez was elected as the second bishop in September 2022.

## Prayer Requests

- The church in Mexico as it adopts community church planting
- Continued growth of church planting
- Wisdom, faith and maturity for both leadership and church members, particularly bishop Hector as he faces the challenge of growing and uniting the conference

- Transformation in individual lives that will lead to communities being transformed into places of life and peace
- Unity among Christians
- Churches to be established and multiply in Mexico City, the largest urban area in the western hemisphere and the fifth largest in the world
- ICCM-sponsored children to grow in their faith

## Things to Do if You Visit

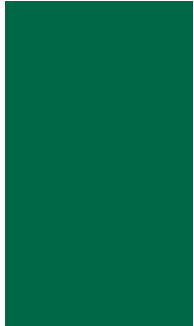
- Enjoy Tulum Beach with its white sand, beautiful turquoise water and the Mayan ruin at the top of the cliff.
- Go snorkeling.
- Visit the Monarch Butterfly Biosphere Reserve and watch the butterflies swirl.
- Try some tacos or tostadas.
- Visit a market and buy beautiful Mexican souvenirs – a blanket, some pottery, maracas or beaded jewelry.



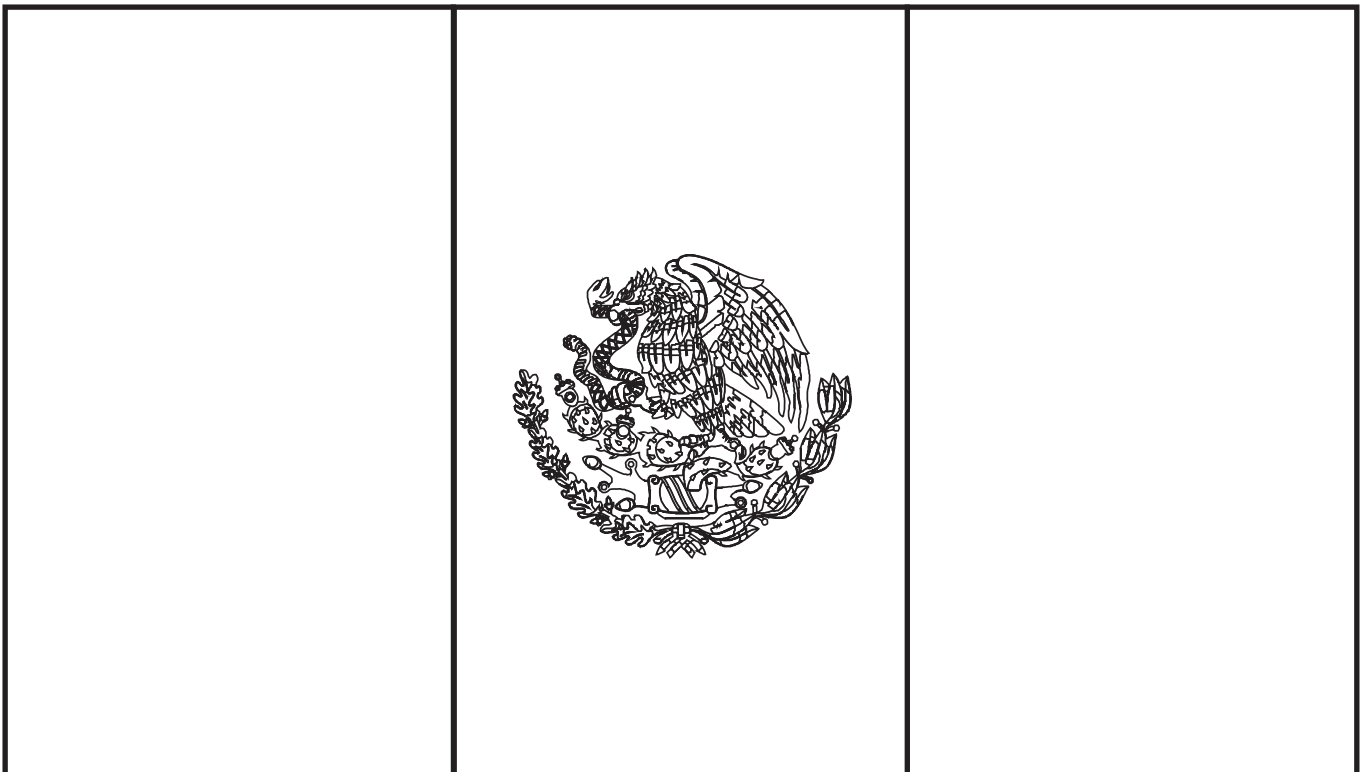
Photo: Jeremy Lisher on Unsplash

# Flag of Mexico

Label significant cities or places on the map. Color the flag.



The three colors of the Mexican flag are green on the left, white in the middle and red on the right. The eagle is brown with a yellow beak. The stand for the eagle is gold, surrounded by green leaves and a cactus. The berries are red, and the snake is green.





## Adventures in Prayer for Latin America

### Balloon Prayers

**Supplies:** a large number of inflated balloons, at least one for each student, at least one marker for each student

Many Latin American countries have unique festivals, holidays and celebrations filled with colorful decorations and lively music. Balloons often remind us of celebration.

Give each student a balloon and marker. Instruct them to write or draw something they could celebrate that God has been doing in Latin America or their life. (You may give some examples from the stories or country information you have used.) Play some fun, dancing-type music. You can find some Latin American music online. While the music is playing, students should bop the balloons around the room to each other, keeping them off the ground if possible.

When the music stops, everyone should catch one balloon and sit down. Have the children pray prayers of thanksgiving for what God has done, using the word or picture on their balloon.



### M&M Prayers

**Supplies:** one snack-size bag of M&M'S for each student. (To ensure students have some of each color of M&M, you may buy larger bags of M&M'S and package them in small Ziploc snack bags.)

Much of Latin America is known for its bright and beautiful colors. Use the colors of the M&M'S as you pray for the needs of Latin America.

Call a color and ask children to pull that color M&M from their bag. Tell them the prayer suggestion for the color and then allow several to pray sentence prayers. When finished, allow them to eat that M&M. Proceed with a different color.

**Blue** – Pray for hope and healing for sick and hurting people.

**Dark Brown** – Pray for those who are lost and need to experience the forgiveness of Jesus.

**Green** – Pray for new Christians to grow in their love for Jesus.

**Red** – Pray for those who struggle to have enough to eat every day.

**Orange** – Pray for pastors and missionaries to be encouraged.

**Yellow** – Pray for the widows and orphans.



## Missionary Prayer Jar

This activity can double as a prayer adventure and a craft.

**Supplies:** small empty jar or tin can, one for each student  
colorful scrapbook paper and stickers  
large, colored craft sticks  
permanent markers  
letter stickers (for each student to spell out Prayer Jar)



If your students are a little younger or you wish to save time, you can prepare the craft sticks ahead of time. Prepare one set of sticks for each student, with the names of the different missionary families in Latin America.

Give time for students to decorate their jars or tin cans. Cover the jar or can by gluing on colorful scrapbook paper. Add stickers to decorate. Add the words "Prayer Jar" to the decorations using sticker letters. Using permanent markers,

write the last name of each missionary family. (You may wish to use the missionary PowerPoint to review the names and faces of the missionary families.) Write one name at a time and stop to pray for that family.

If you prepare the sticks for the students ahead of time, take time after decorating to allow students to draw a name from the prayer jar and then pray for those they have drawn.

Students should take these home as a reminder to pray for our Latin American missionary families.



## Seed Prayers

Seed Prayers would be a great prayer activity to accompany the adventure story "Planting and Harvesting in New Eden."

**Supplies:** two or three packages of seeds (bean seeds are great)  
one Styrofoam cup for each child  
potting soil  
pitcher of water

Fill cups 3/4 full of soil ahead of class. Have students plant their seed in the soil and ensure it is covered with the dirt. A teacher or helper should assist them in watering their seed.

After the seeds are planted, share with the students how planting this seed is a reminder that when we say a prayer, it is like planting the seed. When we plant the seed, we don't know when it will sprout. When we say a prayer, we don't get to pick when or how God answers our prayers. But God is working even when we don't see it, just like the seed grows under the dirt even when we can't see it.

Remind the students of the prayer needs for Ecuador or one of the other countries. Students should choose one of those items for prayer. If your group is large, break into smaller groups, with teachers to assist and ask students to pray for the need they have chosen.

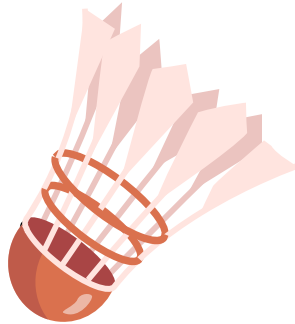
# Adventures in Culture

## LATIN AMERICAN GAMES

### Peteca (Brazil)

#### What you need:

A peteca. In Brazil, a peteca is made from a small piece of leather sewn in the shape of a cone. It is filled with sand and has several feathers attached to it.



#### How you play:

Children stand in a tight circle. If you have a large group, you may need to take turns.

Students hit the peteca up in the air to one another with the palms of their hands. Sometimes participants say a rhyme or do the alphabet with each successful hit. (An unsuccessful attempt is when the peteca lands on the ground.)

#### Option:

A badminton birdie could serve the same purpose as the peteca. The children could recite their memory verse or a foreign-language chorus they've learned as they hit the birdie to each other.

### Juguemos a las Congeladas (Ecuador) Statues Game

#### How you play:

Two players are selected to be "freezers." Their role is to make the other players into statues. The players trying to freeze others should stand in the center of the room. When the teacher yells "go," all players must move. If a player is tagged by "a freezer," they should remain

motionless with their legs spread apart to allow other players to crawl through. A statue can only become unfrozen when an tagged player crawls through their legs. Then they get back into the game. Time ends when the "freezers" have tagged every player and all are statues.



## **Escondido** (Costa Rica) Hide and Go Seek

### **How to play:**

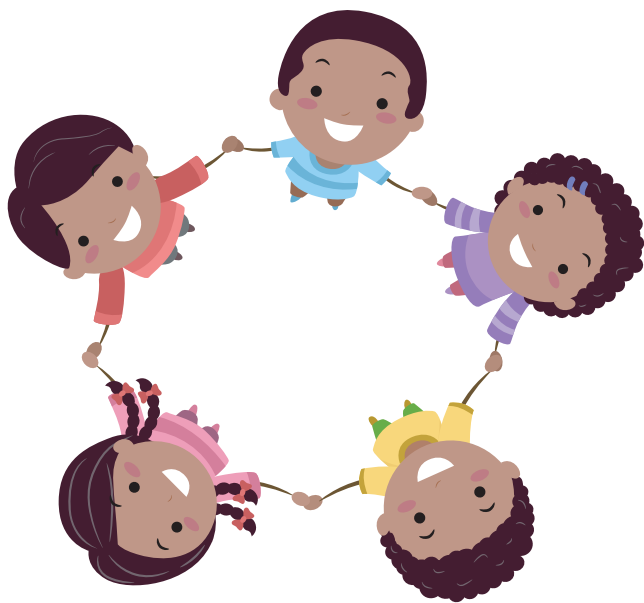
Everyone starts at a wall. One person counts to 30, and everyone else hides. After the person counting is finished, they begin looking for the hiders. The hiders must try to run back without the counter seeing them and touch the wall, saying, "Uno, dos, tres por mi." If the counter sees the hider and touches the wall first, he says, "Uno, dos, tres por ..." (Inserting the name of the hider he sees). If the counter reaches the wall first, the hider who didn't reach the wall becomes the counter.



## **Conejo En Su Casa** (Mexico) Rabbit in the House

### **How you play:**

Any number can play. One player is "it." The rest of the class form groups of three – two holding hands, making a "house," and one in the middle, representing a rabbit. At a signal, each rabbit must move, trying to find another house. "It" tries to find a house, too, and the player left homeless is the next "it."



## **Maria Blanca** (Mexico) Mary White

### **How you play:**

One child is chosen to be Maria. Others hold hands and form a circle, with Maria in the center. Another child is "it" and tries to break the circle to capture Maria. She can leave the circle to escape but must get back in to be safe. If caught, Maria becomes "it," and another child is chosen to be Maria.



# LANGUAGE

## Greetings

### Brazil (Portuguese)

|                             |                |
|-----------------------------|----------------|
| <i>Olá</i>                  | Hello          |
| <i>Bom dia</i>              | Good day       |
| <i>Boa tarde</i>            | Good afternoon |
| <i>Boa noite</i>            | Good evening   |
| <i>Tchau</i>                | Goodbye        |
| <i>Obrigado</i> (men say)   | Thank you      |
| <i>Obrigada</i> (women say) | Thank you      |

People in Brazil often greet one another with a single kiss, touching the right cheek of the other person.

### Costa Rica, Ecuador and Mexico (Spanish)

|                      |                |
|----------------------|----------------|
| <i>Hola</i>          | Hello          |
| <i>Buenos dias</i>   | Good morning   |
| <i>Buenos tardes</i> | Good afternoon |
| <i>Buenos noches</i> | Good evening   |
| <i>Adiós</i>         | Goodbye        |
| <i>Gracias</i>       | Thank you      |

Costa Ricans and Ecuadorians greet one another with a firm handshake, looking the other person in the eye and giving a welcoming smile. Mexicans also greet one another with a handshake. However, if they are well acquainted, they often greet one another with a loose embrace and a kiss on the right cheek.

*Boa noite*

*Buenos noches*



# SONGS

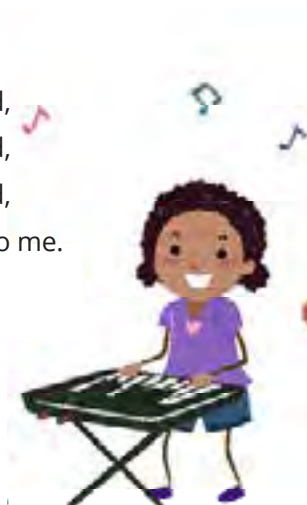
## God Is So Good

*Portuguese*

Deus é tão bom  
Deus é tão bom  
Deus é tão bom  
É tão bom p'ra mim.

**Pronunciation:**  
DAY-oos eh ton bom  
(3 times)  
eh ton bom prah me.

**Translation:**  
God is so good,  
God is so good,  
God is so good,  
He's so good to me.



## Jesus Loves Me (chorus)

*Spanish*

Words by Anna B. Warner

Cristo me ama, Cristo me ama  
Cristo me ama, La biblia Dice asi.

**Pronunciation:**  
CREE-stow may AH-mah,  
CREE-stow may AH-mah.  
CREE-stow may AH-mah,  
Lah BEE-Blee-ah DEE-say ah-SEE.

**Translation:**  
Yes, Jesus loves me! Yes, Jesus  
loves me!  
Yes, Jesus loves me! The Bible tells  
me so.

## In My Life, Lord (Be Glorified)

*Spanish*

Words by Bob Kilpatrick

En mi vida, gloria te doy,  
gloria te doy.  
En me vida, gloria te doy, Señor.

**Pronunciation:**  
Ehn mee VEE-dah, GLOH-riah  
tay doy.  
GLOH-riah tay doy.  
Ehn mee VEE-dah, GLOH-riah  
tay doy, sayn-YOUR.

**Translation:**  
In my life, Lord, be glorified.  
Be glorified.  
In my life, Lord, be glorified  
today.



# CRAFTS

## A Rainforest in a Jar (Brazil)

### Supplies:

pint or quart canning jars  
moss  
dirt (if using live plants), Styrofoam (if using artificial plants)  
small rocks  
small artificial or live plants  
small plastic animals, lizards or snakes you might find in the rainforest  
hot glue gun and glue

### Directions for artificial plants:

Glue a piece of Styrofoam in the lid of the jar and glue moss on the Styrofoam. Insert small artificial green plants into the Styrofoam. Glue small rocks and animals onto the moss. Screw the lid onto the jar.

### Directions for live plants:

Put about an inch or two of dirt in the bottom of the jar. Plant one or two small plants, depending on the size of the jar. Insert a bit of moss around the plants. Insert small rocks and plastic animals. Give the plants some water. Put the lid on the jar.



## Toucan Painting (Costa Rica)

### Supplies:

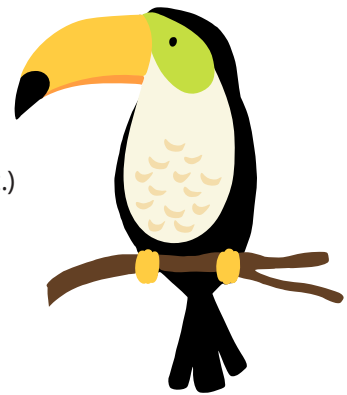
photocopies of the toucan on page 192.  
watercolor or tempera paints and brushes (Be sure to have plenty of black paint.)  
colored construction paper  
painting shirts, if needed

### Directions:

Costa Rica has six species of toucans. Prepare to show the students one or two photos of toucans before they begin painting. Have a variety of paint colors available. Give students time to paint the pictures of the toucans. After the painting is finished, do another activity to allow time for the paint to dry.

### Options:

Allow younger students to color the pictures with markers. If your students are older, you may allow them to cut the toucan out after painting, glue it to a sheet of construction paper and use additional supplies – paper, cardboard, feathers, foam, etc. – to create a more three-dimensional scene.





## Quena (Ecuador) Flute

### Supplies:

straws, 10 for each student  
scissors  
wide craft stick or two popsicle sticks  
yarn or string

### Directions:

Cut straws in diminishing lengths of 1/2 to 1/4 inch less for each straw. Glue onto the center of the craft stick so they are all even at one end and staggering on the other end. A string can be glued on the ends of the stick so it can be worn around the student's neck. To play the quena, blow into the even end.

## Colorful Tin Ornament (Mexico)

### Supplies:

aluminum pie tin for each student  
(smooth on the bottom)  
8 1/2 x 11 paper  
dull pencil  
permanent markers  
scissors  
newspaper  
paper hole punch  
paper clips  
string or ribbon  
gloves, optional



### Directions:

Place the tin pan on a piece of 8 1/2 x 11 paper. Trace around the bottom of the pan. Set pan aside.

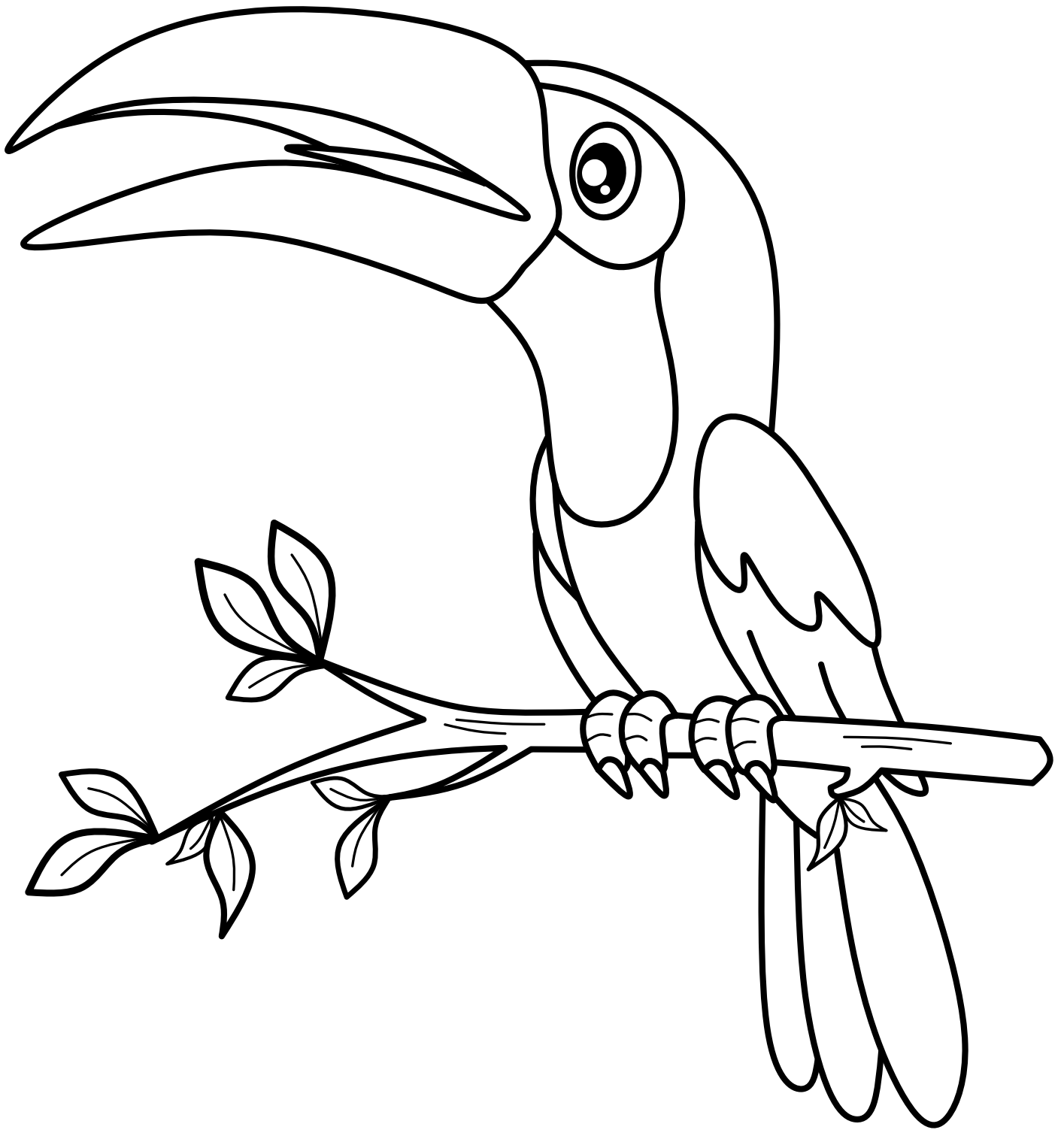
Draw a design in the paper circle. You can use a pencil first, but you will want to trace over with a black marker. Cut out the circle. Carefully cut out the bottom of the pan, cutting from the pan's edges.\* You may want students to wear gloves.

Lay several layers of newspaper on the workspace. Lay the drawing over the pie pan circle. Trace over the marker design with a dull pencil. Push hard enough to mark the metal. Be careful not to make holes in the tin.

Turn the pan over so the bumps face you. Now, color the design with a permanent marker.

If making several ornaments, punch a hole in the top and bottom of each. Connect them with paper clips or string. Tie a string to the top ornament. Use the string to hang the decorations.

*\*Option: You may choose to do all cutting of the aluminum ahead of class.*





# SNACKS AND FOOD

Here are some simple and quick snack ideas to serve with the lessons on Latin America:

Fresh fruit kabobs – bananas, mango, pineapple, strawberries, watermelon

Guacamole and tortilla chips

Mango or pineapple frozen fruit bars

Flour tortillas spread with peanut or almond butter and honey

## BRIGADEIROS (Brazil) CHOCOLATE TRUFFLES

### Ingredients:

2 cans of sweetened condensed milk

4 tablespoons of butter

1/4 cup unsweetened cocoa powder

almonds, pistachios or coconut (optional)

1/3 to 1/2 cup of chocolate candy sprinkles

### Directions:

Mix the butter, sweetened condensed milk and cocoa powder in a pan. Stir over low heat until the mixture thickens. Cool slightly, until you can handle the mixture. Shape into small balls – 1 to 1 1/2 inches. (You may want to use a cookie scoop.) Roll each ball in the chocolate sprinkles to cover.\* Lay on wax paper or place in small paper baking cups.

*\*Option: For variety, you may roll the balls in chopped nuts or coconut.*



## FRIED PLANTAINS (Ecuador)

Plantains are the great-big banana-looking things you may see in larger supermarkets or Latino grocery stores. Some are still green, but the ripe ones are yellow, like a ripe banana (but with more black spots on the skin). Both are used in Ecuador.

### Ingredients:

plantains (green or ripe)

oil



### Directions:

**Green Plantains:** Peel the plantain and slice in 1-inch chunks. Heat oil in a frying pan. Fry the plantain chunks on both sides until golden. Remove them from the pan and set on a cutting board or plate. Press down with a fork until they squish flat. Return them to the frying pan and cook until darker and crispy on both sides. Remove from the pan and salt lightly. They are eaten like chips.

**Ripe Plantains:** Peel plantains and slice in 1/4-inch slices lengthwise. (You may cut the plantain in half first, so the slices are shorter.) Heat oil in a frying pan. Fry each slice in hot oil until it is toasty brown on both sides. Remove and eat warm. Some people enjoy eating them with sour cream.



## **ARROZ CON LECHE** (Mexico) Rice Pudding

This is a common and popular dessert in Mexico.

### **Ingredients:**

- 1 cup white rice
- 2 cups water
- 1/4 cup raisins (optional)
- 3 or 4 cinnamon sticks
- 2 tablespoons sugar
- 1 can evaporated milk
- 1 cup milk
- 2 teaspoons vanilla

### **Directions:**

Cook the rice in the water. You may add a little salt to the water while cooking.

Add the rest of the ingredients as soon as the rice has absorbed the water. Cover the pan and let the rice steam over very low heat. Stir so it does not stick to the bottom of the pan. If you like it creamier, you can add more milk. The pudding can be served warm or cold. The recipe serves 4-5. Adjust amounts as necessary for your group.



## **CORN PANCAKES** (Costa Rica)

This is a very traditional Costa Rican dish.

### **Ingredients\*:**

- 2 cups corn (cooked and cut from the cob or canned corn that is drained)
- 1/3 cup milk
- 1/4 cup sugar
- 1/3 cup flour
- 1/8 teaspoon of salt
- 2 tablespoons of butter

### **Directions:**

Blend all ingredients using a mixer or blender. The mixture will be lumpy or crumbly. Lightly oil a frying pan or griddle. Cook as you would pancakes. Use 1/8 to 1/4 cup of batter for each cake. Brown on each side. Eat plain or with a little sour cream.

\*Optional: Add a little vanilla and/or cinnamon to the batter before blending.

PUZZLES

LATIN AMERICA

B I N G O

|  |  |                          |  |  |
|--|--|--------------------------|--|--|
|  |  |                          |  |  |
|  |  |                          |  |  |
|  |  | <b>GRATIS<br/>(FREE)</b> |  |  |
|  |  |                          |  |  |
|  |  |                          |  |  |

# Directions for Bingo

Duplicate the Bingo card on the previous page for each student. Choose words from the suggested word list and have the students write 24 of them anywhere on their cards. Each card will be different. Call out the words, keeping track of what you call out. There are more words here than you will use in one game. Use 28-32 words per game.

Players cover the squares with buttons or squares of paper until one student covers a straight line of squares – horizontally, vertically or diagonally – and calls out, “Bingo!” You may also play until their entire card is full.

## Suggested Word List

### Countries

Brazil  
Costa Rica  
Ecuador  
Mexico

### Spanish Language

Hola  
Adios  
Gracias  
Buenos Dias

### Portuguese Language

Oi  
Bom Dia  
Tchou  
Boa Noite

### Missionaries

Becky Crouse  
J.R. Crouse  
Dennis Leon  
Kyle Leon  
Wendy Lorenz  
Dan Owsley  
Hope Owsley

### Geography/Nature

Amazon  
Andes Mountains  
Coffee  
Equator  
Orchid  
Rainforest  
Toucan

### Missionary Lingo

God’s call  
Love  
Obedience  
Sacrifice  
Serve  
Witness



# Latin America Word Search

Find the words below in the puzzle. Words can go in any direction. Words may also share letters with words they cross.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | S | J | N | O | L | E | W | I | M | T | Q | L | S | M |
| C | O | S | T | A | R | I | C | A | O | R | I | V | N | A |
| L | G | F | W | X | S | N | S | U | Z | Z | U | B | E | C |
| L | F | A | L | E | O | L | C | E | A | Q | B | M | K | A |
| A | Z | S | R | Z | N | A | O | R | D | D | D | P | C | W |
| B | G | Z | A | D | N | D | B | T | P | N | O | G | I | C |
| T | H | M | A | G | E | S | O | O | H | S | A | R | H | O |
| O | A | Z | O | C | A | N | R | O | H | S | Q | X | C | F |
| O | B | M | Y | N | B | T | M | E | G | H | T | A | K | F |
| F | E | B | A | N | U | M | H | C | R | U | H | C | A | E |
| Z | V | N | E | G | Z | E | H | S | I | N | A | P | S | E |
| Y | A | Z | U | C | D | X | P | U | M | A | D | Y | B | I |
| B | J | E | V | X | S | I | R | O | D | N | O | C | R | Q |
| Q | S | G | C | H | O | C | O | L | A | T | E | G | U | G |
| E | D | G | P | P | Q | O | J | O | R | M | S | P | P | G |



Amazon

Andes

Bananas

Brazil

Chickens

Football

Church

Coffee

Condor

Costa Rica

Ecuador

Portuguese

Garden

Gomez

Good News

Macaw

Mexico

Puma

Sloth

Spanish

Toucan

Chocolate

Answer on page 200

# Mi nombre es ... (My name is ...)

Using the letters on the left, unscramble the names of the missionaries who serve in Latin America. There are nine names.

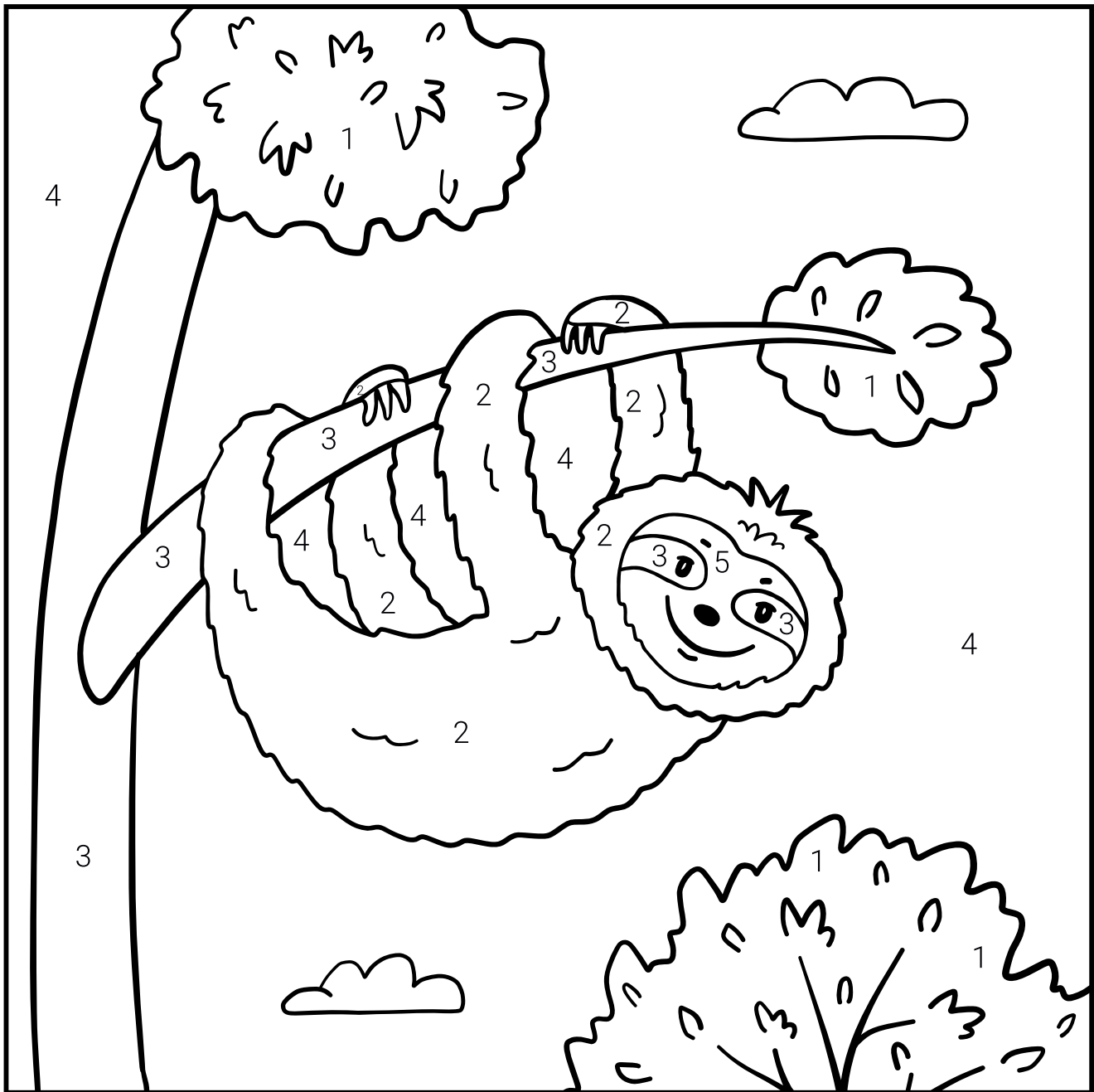
1. oLne      \_\_\_\_\_
2. llRler    \_\_\_\_\_
3. ejllwe    \_\_\_\_\_
4. rnLzoe    \_\_\_\_\_
5. sywOel    \_\_\_\_\_
6. aooRds    \_\_\_\_\_
7. ouresC    \_\_\_\_\_
8. feirfSh    \_\_\_\_\_
9. Tysieln    \_\_\_\_\_

Can you list what country they live and serve in? Write the country beside the unscrambled letters. Choose from Argentina, Brazil, Chile, Columbia, Costa Rica, and Ecuador.



Answer on page 200

# Sloth Color by Number



1 green

2 orange

3 brown

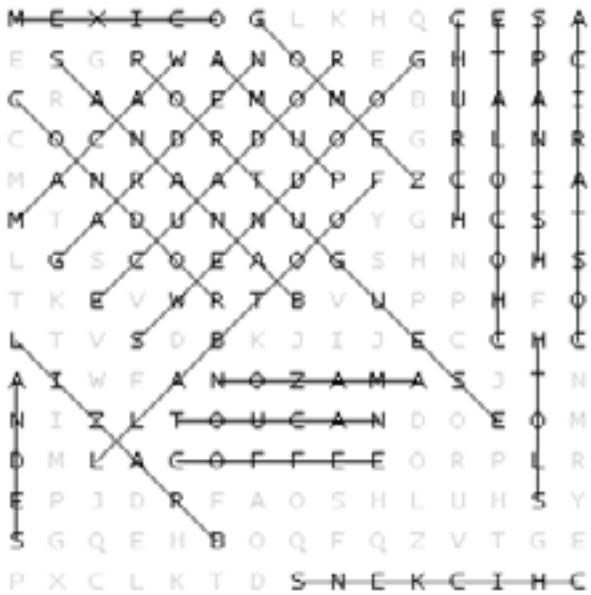
4 blue

5 yellow

# ANSWERS TO PUZZLES

## Latin America Word Search

From page 197



## Mi nombre es ...

From page 198

1. Leon (Costa Rica)
2. Roller (Colombia)
3. Jewell (Colombia)
4. Lorenz (Costa Rica)
5. Owsley (Brazil)
6. Rosado (Argentina)
7. Crouse (Ecuador)
8. Sheriff (Chile)
9. Tinsley (Argentina)





Capital city: Brasilia  
Main language: Portuguese  
Religion: Roman Catholic

## Did you know?



A 100-FOOT-TALL STATUE OF CHRIST THE REDEEMER OVERLOOKS THE CITY OF RIO DE JANEIRO.



**Brazil has two-fifths of the world's remaining rainforest.**



**The beginning of children's summer vacation from school**



**in Brazil comes at Christmas.**



The city of Rio de Janeiro has one of the largest soccer stadiums in the world.

## TO DO:

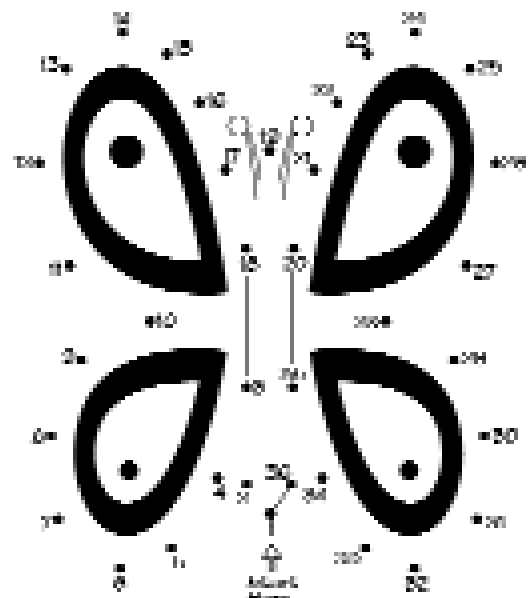
**Brazil is the largest country in Latin America.**

Connect the dots to find out what is found in Brazil.

**P** Pray for pastors and church leaders to continue to receive training that helps them to be strong and wise in their ministries.

## Brazil

**r** Pray for the new church plant among Venezuelan immigrants in the Amazonian city of Manaus.



# COSTA RICA



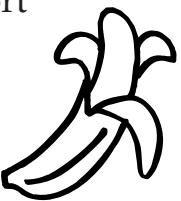
**Capital city:** San José  
**Main language:** Spanish  
**Main religion:** Roman Catholic

## Did you know?

Costa Rica means "rich coast." Early explorers thought the region had lots of gold.

Because Costa Rica is near the equator, trees and plants bloom all year.

Bananas are an important export for Costa Rica, including Chiquita, Dole and Del Monte brands.



Costa Rica was one of the first countries to offer free education in 1886.

Its literacy rate (the number of people who can read and write) is about 95%.



Animals you might find in Costa Rica include the three-toed sloth (pictured here), jaguar, turtle, anteater and 162 species of snakes!

**Children's Day is celebrated Sept. 9. Schools take a holiday, and everyone enjoys parades and other fun festivities.**

## TO DO:

Solve the math equations. Then use the code to learn what God's Word says in Isaiah 6:8. (Some numbers may be used more than once.)

|         |         |         |
|---------|---------|---------|
| $6 + 3$ | $5 + 3$ | $3 + 1$ |
| $8 - 1$ | $2 + 0$ | $7 - 3$ |
| ?       |         |         |
| $2 + 4$ | $5 - 2$ | $6 - 5$ |
| $2 + 2$ | $4 + 3$ | $3 + 2$ |

**math code:** am = 1 and = 2  
 here = 3 I = 4 me = 5 said = 6  
 send = 7 shall = 8 whom = 9

Answer (hold up to a mirror): *tsiqf, Hete sm I send me; Wlrom; qnsl I send; Vnd I*

**P** Pray for effective and lifelong impact of the Roots curriculum in the lives of Costa Rican children.

**r**

**a**


**y**

**f**

**o**

**r**

## Costa Rica



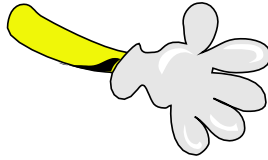
More people hearing the good news of Jesus and churches beginning.



Capital city: Quito  
 Main language: Spanish  
 Religion: Roman Catholic

*Did you know?*

The woolly tapir can be found in Ecuador's mountains. It eats ferns and plant shoots.



Panama hats are actually made in Ecuador.



"Ciao" (chow) is a common word for "goodbye" in Ecuador.



Ecuador takes its name from the Spanish word for "equator," which passes through the country.

The Andean Condor is the national bird of Ecuador.



Mt. Cotopaxi in Ecuador's Andes Mountains is the highest active volcano in the world.



Rice or potatoes are eaten at every meal.



**TO DO:**

Using the word bank, complete the puzzle below of things you'll find in Ecuador.

|  |  |  |   |  |  |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|--|--|
|  |  |  | E |  |  |  |  |  |  |  |
|  |  |  | C |  |  |  |  |  |  |  |
|  |  |  | U |  |  |  |  |  |  |  |
|  |  |  | A |  |  |  |  |  |  |  |
|  |  |  | D |  |  |  |  |  |  |  |
|  |  |  | O |  |  |  |  |  |  |  |
|  |  |  | R |  |  |  |  |  |  |  |

**Word Bank:**  
 condor - equator - rice  
 - tortoise

Answer (hold up to a mirror):  
 equator - condor - potatoes  
 rice - tortoise

Pray for the Ecuador FM Church to expand to new areas of the country.



**Ecuador**

Pray for the community garden in the capital city of Quito.



**Capital city: Mexico City**  
**Main language: Spanish**  
**Main religion: Roman Catholic**

## Did you know?



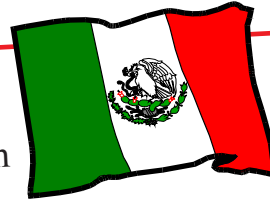
Mexico is shaped like a big horn. The country has many types of plants and trees, including cactus, mesquite plants, and oak, pine, cypress and boojum trees.



Hot chocolate originated in Mexico and was considered a drink for royalty.

Mexico (which once included the states of Texas, California, Nevada, Utah, Arizona, New Mexico and Colorado) gained its independence from Spain in 1821.

The center emblem on Mexico's flag is an eagle standing on a cactus with a snake in its beak.



Mexico is the world's fifth-largest producer of oil.

The highest point in Mexico is Orizaba, an extinct snow-capped volcano – it is 18,700 feet above sea level.

## TO DO:

Do you know any Spanish? Draw lines that match the Spanish and English words with the same meaning.

**P**  
**r**  
**a**  
**y**  
  
**f**  
**o**  
**r**

Pray for Free Methodist work across the nation of Mexico.

## Mexico

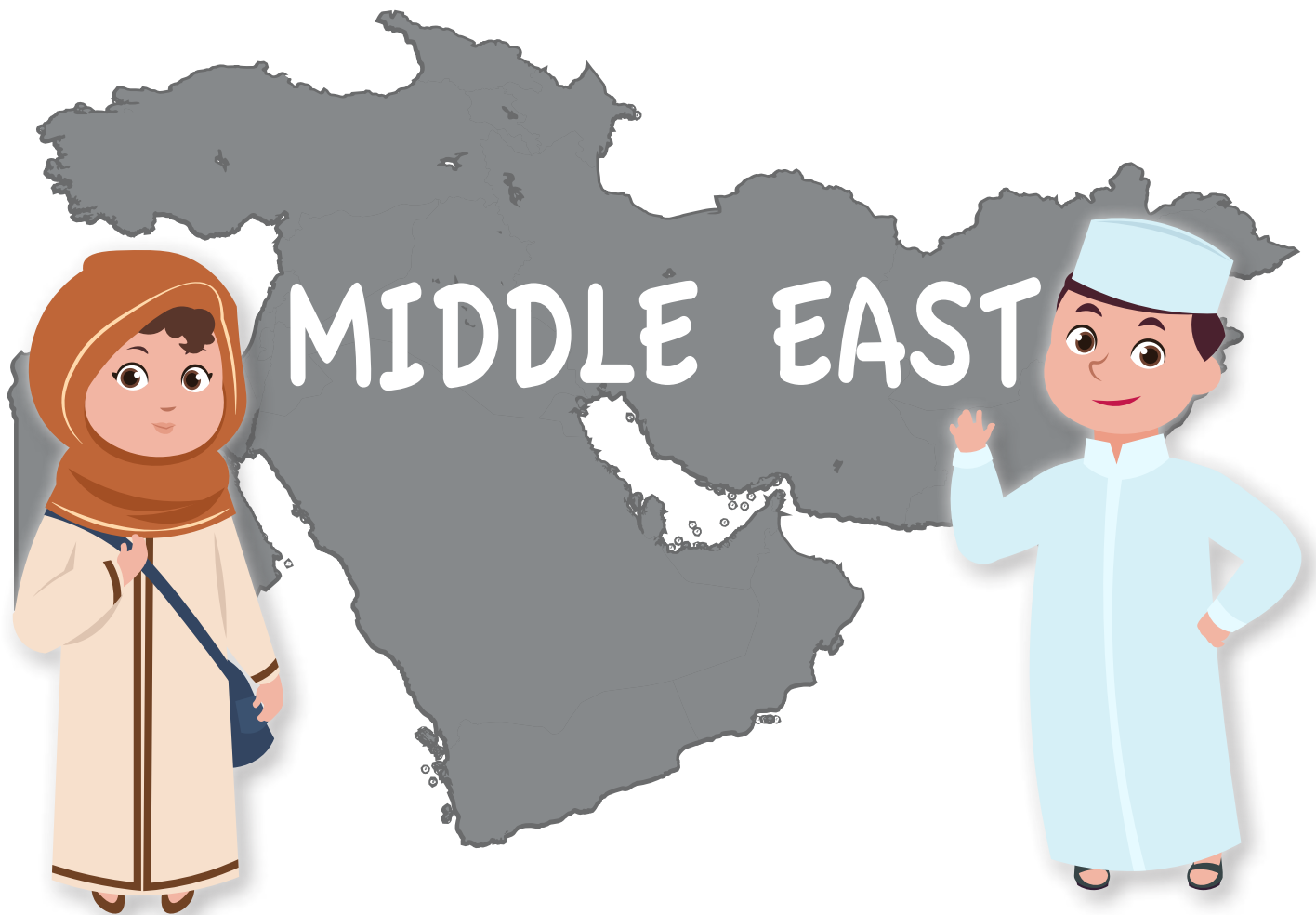
Mexico City has more than 22 million people. Pray every person in this huge city will hear of Jesus' love for them.



- |                  |                    |
|------------------|--------------------|
| 1. hola          | a. love            |
| 2. agua          | b. Merry Christmas |
| 3. Feliz Navidad | c. one             |
| 4. Biblia        | d. water           |
| 5. uno           | e. Good Day!       |
| 6. Buenos Días!  | f. hello           |
| 7. amor          | g. Bible           |

Answer (hold up to a mirror):

1-f; 2-c; 3-p; 4-g; 5-a; 6-e; 7-b



# Adventures in the Middle East

Free Methodist work in the Middle East began in Egypt in 1899. The early focus included significant work among children. In the 1950s, missionaries began vacation Bible school programs. Because some children did not have the benefit of attending school, the Bible school program also included reading instruction. Later, missionaries prepared a course for children called "Following Jesus." By 1980, materials were prepared for 10,000 children.

Connections were established in the early 2000s, and doors opened to begin Free Methodist work in Iraq.

Over the years, the nature of ministry in the Middle East has changed. Through the work of Impact Middle East and Free Methodist World Missions, we now have more than 6,800 house churches in nine countries throughout the region.

The missionaries are those who know the culture, language and regional dynamics. We send national leaders from their home countries to other

countries within the region where they can serve more effectively as missionaries and church-planting coaches than North American missionaries.

Many people with "beautiful feet" are going into difficult places to proclaim the grace and truth of Jesus by establishing house churches and demonstrating love and compassion to the region's people. Women leaders minister to women and girls who have been mistreated. Leaders share with men who are in prison. Communities of friendship and love are created for young adults. Compassion is expressed to refugees through medical care, job training, education and counseling.

God is creating open doors into new countries, providing new leaders, establishing new partnerships, generating new outreach opportunities, and expanding His kingdom in the Middle East. Pray there will continue to be people with "beautiful feet" willing to step through every open door.

# ADVENTURE STORIES



## A New Start

*"For if you forgive men when they sin against you, your heavenly Father will also forgive you. But if you do not forgive men their sins, your Father will not forgive your sins" (Matthew 6:14-15).*

*By An Impact Middle East Leader*

We invited him to our house-church meeting to share how he had become a follower of Christ. Although he was shy and hesitant to speak in front of others, he began his story.

"I was living in darkness. Through the years, I tried all kinds of drugs. I sold all I had to buy those drugs. I lost everything – my family, my work and the respect of others. I reached the point I had no place to sleep except under bridges and with criminals."

"One day, I was arrested when the police gathered up some criminals. My only association with them was that we shared a place to sleep. I went to prison for three months, but the Lord went before me there! An older man, a fellow prisoner, asked me why I was in prison. I told him about my life. He listened to my story, looked at me and asked, 'Would you like to restore [fix] your [broken] life?' I said to him, 'I can't.' In a strong tone of voice, he said, 'You can through Him. He can change you, clean up your life and give you a new start.' I asked him, 'Tell me about this doctor of yours who can restore my life.'

He told me the story of Jesus and what He had done on the cross. He told me how Jesus, through His grace, accepts everyone, especially people like me.

"I went to bed thinking about what the old man had told me. I was worried and distressed. While I was sleeping, I began to have a nightmare. In the middle of the dream, I saw Jesus walk toward me. He said, 'Calm down, My son!' As He touched me with His healing hand, I immediately felt a calm come over me. That peace remained when I woke up in the morning and into the following days. When I left prison, I was hungry to read the Bible, be baptized and join the body of Christ to receive support, encouragement and instruction."

The man looked at us, all those gathered for the house-church meeting, and said, "Brothers and sisters, Jesus Christ changed me, and He gave me a new start. I am here to remind you to make your life about reaching the unreached at home, around you and to the ends of the earth with the great news of a new start."



## EXPLORE MORE

People with “beautiful feet” who love Jesus and are obedient to Him sometimes end up sharing the good news of Jesus in some interesting places. Who is the person with “beautiful feet” in this story?

In this story, we learn about an older man in prison. He shares the good news of Jesus with a younger prisoner. We don't know why the older man is in prison. Perhaps he was placed there for being a Christian, or maybe he went to prison for doing something wrong, and another person in prison shared the good news of Jesus with him. Whatever the reason, he is in prison, but he is not afraid to share about Jesus. The young man in this story learns about God's love because of him, and the young man's life is restored.

Can you think of a couple of stories in the Bible where someone went to prison either because they believed in Jesus or they were accused of doing something they had not done?

Briefly review the stories of Daniel in Daniel chapter 6 and the story of Paul and Silas in Acts 16:16-40. In the story of Daniel, the king follows God because of Daniel's obedience to God, which resulted in the power of God to shut the mouths of the lions and keep Daniel safe. In the story of Paul and Silas, the jailer and his family begin to trust in Jesus because of how Paul and Silas sang and testified of Jesus, even when they were in prison.

It is difficult for a child to share the good news of Jesus in a prison, but they might be able to share the good news with a child whose parent is in prison.

- Have your students name some places that seem unlikely to share about Jesus or someone they think would be unlikely to listen to the good news.
- Ask students if they know a child whose mother or father is in prison.
- Help students learn ways to care for the families of prisoners. Or take up a special offering for an Angel Tree project through [Prison Fellowship](#).
- Pray for a ministry in the Middle East that is sharing the good news of Jesus with hundreds of prisoners and their families.

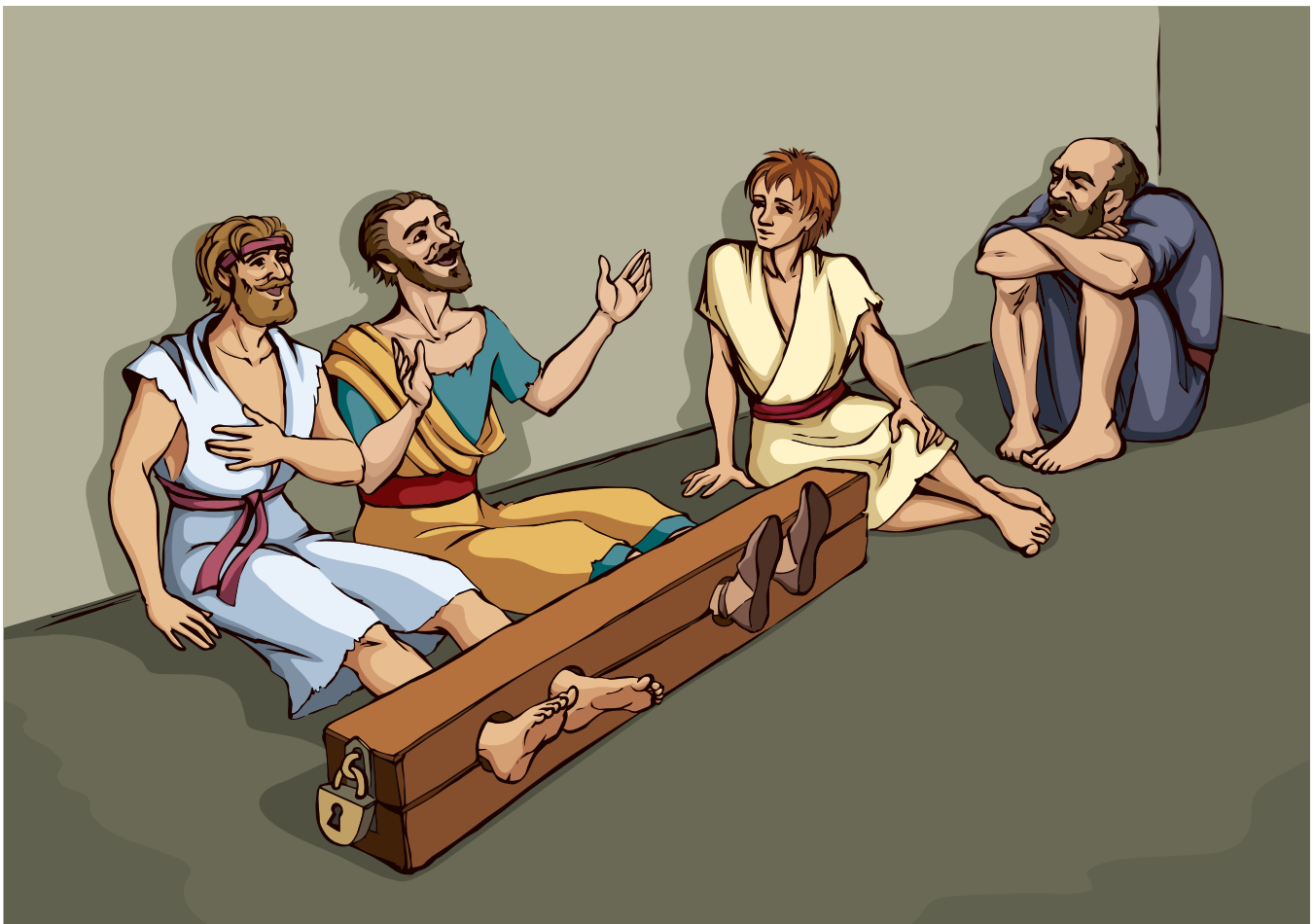




Photo - Unplash: Rawan Yasser

# The Lord Goes Before Us

*"We ought therefore to show hospitality to such people so that we may work together for the truth." 3 John 1:8*

*by Impact Middle East Leader*

I visited a village where I had never been before. I planned to start a house church there and came to gather information about the area, the people and the culture. While sitting at the coffee shop, I prayed and asked God to guide me to a man of peace. From experience, I know the Lord goes before us and brings the right people in our path.

Later, I went to a shop to have some of my clothes ironed. While there, I started a conversation with the shop owner. I asked him about his village, and then I asked him where I might find a place to spend the night. He asked me, "Why are you here?"



I explained, "I work with people who help young people and families grow in their faith and restore their relationships with others." When he finished ironing my shirt, he looked at me and said, "I have a place for you to sleep, sir, but it is very simple. You come to my house."

I sat with the family on the carpet as we ate and talked about their lives and little village. When we finished dinner, the man led me to a small room upstairs with a bed and then left. While I was thinking about how the Lord had prepared a place, meal and new friend for me, the man knocked on my door. He entered with two cups of tea and asked, "How can I help you, sir, in your mission in our area? I believe in what you are doing."



I asked him, "What do you mean by believe?" He replied quickly, "Because I know your Master." He told me how he had accepted Jesus as his Savior and about the suffering he had experienced after telling his family and friends of his decision. He left his hometown and came to this small village to start a new life where no one knew him.

He told me he had lost one thing since he moved to this village. He said, "I miss the church, the fellowship and sharing the Bible with other believers!" After sharing and praying with him, he offered his home as the first house church in this area.



## EXPLORE MORE

Hospitality is one way we use beautiful feet to share the good news of Jesus. We don't always have to go out; sometimes, we can invite others into our homes and our lives. Who is the person or persons with "beautiful feet" in this story?

A biblical definition of hospitality might mean we treat strangers and friends alike. We welcome them into our homes, churches and lives. It means sharing what we have, serving, and offering kindness and generosity. In doing these things, we demonstrate the character of God and invite people into His family.

Jesus invited himself to Zaccheus' home (Luke 19:1-10). He came, and when He left, Zaccheus was never the same. His whole life was changed.

Have students read these verses:

*"Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord's people who are in need. Practice hospitality. Bless those who persecute you; bless and do not curse" (Romans 12:12-14).*

*"Keep on loving one another as brothers and sisters. Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it" (Hebrews 13:1-2).*

*"Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality*

*to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms" (1 Peter 4:8-10).*

*"Those who welcome you are welcoming me. And when they welcome me, they are welcoming God who sent me .... And if, as my representatives, you give even a cup of cold water to a little child, you will surely be rewarded" (Matthew 10:40,42).*

Hospitality is not limited to our homes. You can demonstrate it at school. Hospitality is welcoming others and demonstrating love. Discuss ways children can welcome others into their lives, their homes and your church. Encourage them to be creative. Give a few examples:

- Smile at people.
- Invite a friend to your house after school (with your parent's permission).
- Make some cookies and share them with a neighbor.
- Be a friend to a new child in your school or church.

Ask children to choose one way they can show hospitality this week. Pray, asking the Lord to help us demonstrate His love by welcoming others into our lives.

**Put hospitality into practice:** As a class, bake cookies and then deliver them to elderly members of your congregation who may not be able to get out.



# Take Up Your Cross and Follow Me

*A Story of Discipleship*

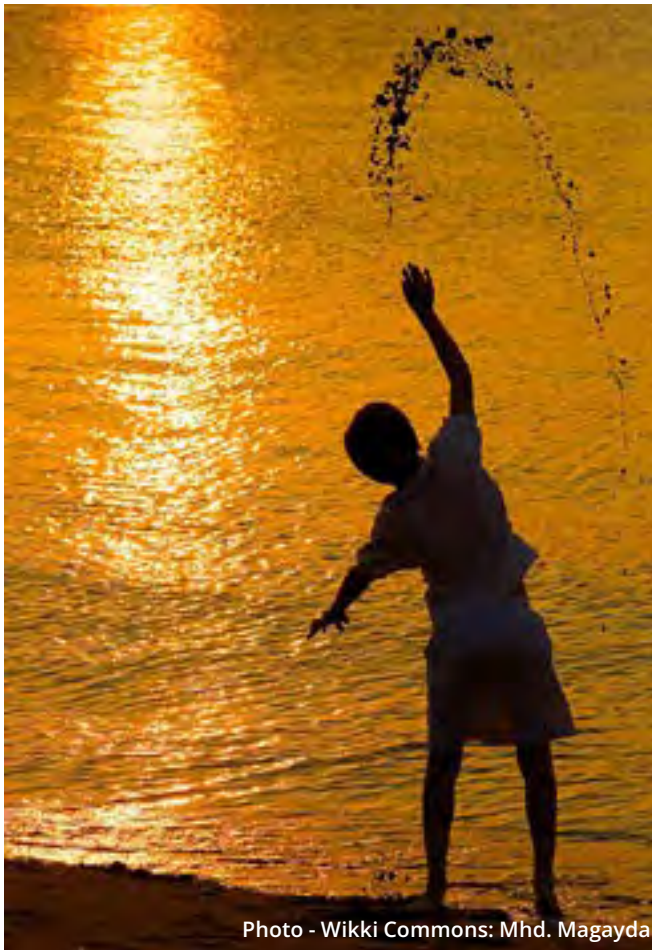


Photo - Wikki Commons: Mhd. Magayda

*"Then he said to them all: "Whoever wants to be my disciple must deny themselves and take up their cross daily and follow me." Luke 9:23*

*by Impact Middle East leader*

One young boy in our church has gone from knowing to believing and following Jesus. He grew up attending Sunday school in our church and heard about God's grace from his early childhood. Only last year, after joining a discipleship group, he accepted Jesus Christ as Lord and Savior. He continued to be part of the discipleship group and committed himself to Jesus' teaching and living a life of prayer.

He now suffers persecution at school because he believes in Christ. Due to his father's official religion registration, this boy is obliged to attend education classes in school. They teach things with which he disagrees. Because of his love for Christ, he insisted he not join the classes. Instead, he testifies for Jesus. His testimony has caused harassment from his teachers and other students in the school. They bullied him and called him names.

Despite this oppression, he continued sharing the gospel message with his friends and invited some of

them to church to hear the Word of God. Because of this boldness, he was summoned to the school administration and scolded. They asked him to keep silent about his faith. They commanded him to stop sharing his faith with others. Yet, he still shares the gospel message with his friends at every opportunity.

In one of our conversations, he asked me to pray that God would give him the right words when he opens his mouth to share about Jesus. He asked me

to pray God would anoint him to be an evangelist and a living witness everywhere he goes. He has indeed taken up his cross to follow Jesus!

Please pray this young man will be a great evangelist for Jesus in our land. Pray he will continue to share the love of Jesus among his friends. Pray God will protect him. Ask God to give him heavenly wisdom to save souls from this world for the sake of Jesus Christ.



## EXPLORE MORE

Read these words of Jesus:

*"Then he said to them all: 'Whoever wants to be my disciple must deny themselves and take up their cross daily and follow me. For whoever wants to save their life will lose it, but whoever loses their life for me will save it'" (Luke 9:23-24, NIV).*

Another way to say this is:

*"Then he said to the crowd, 'If any of you wants to be my follower, you must give up your own way, take up your cross daily, and follow me. If you try to hang on to your life, you will lose it. But if you give up your life for my sake, you will save it'" (Luke 9:23-24, NLT).*

Who is the person with "beautiful feet" in this story?

**People with "beautiful feet" give up their own way and choose to follow Jesus even though the way is sometimes difficult.** In this story, the boy has probably given up some friends. He has even been harassed by his teachers. Yet, he knows he can overcome these difficult situations through Jesus.

Have students read these scriptures about overcoming persecution:

*"I have told you these things so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world" (John 16:33).*

*"But he said to me, 'My grace is sufficient for you, for my power is made perfect in weakness.' Therefore, I will boast all the more gladly about my weaknesses, so that Christ's power may rest on me. That is why, for Christ's sake, I delight in weaknesses, in insults, in hardships, in persecutions, in difficulties. For when I am weak, then I am strong" (2 Corinthians 12:9-10).*

Pray together for the young boy in this story and any students who might be bullied or mistreated at school.

## PEOPLE ON THE GLOBAL ADVENTURE

# Meet the Middle East Missionaries

Learn more about missionaries in the Middle East by going to [FMWM.org](http://FMWM.org). A PowerPoint with missionary photos is available with our children's resources ([fmwm.org/resources/children/](http://fmwm.org/resources/children/)). Or request missionary prayer cards by emailing [janet.coates@fmcusa.org](mailto:janet.coates@fmcusa.org).



## DALE & DAWN MIDDLE EAST

Dr. Dale is the area director for the Middle East region. In this capacity, he is also executive director of Impact Middle East, through which the FMC serves in this region of the world. Dr. Dale and his wife, Dawn, have served with the FMC for 37 years as members of the East Michigan Conference.

### Pray for:

- opportunities in a challenging region
- language and cultural learning and understanding
- wisdom and understanding of strategic priorities for reaching people with the gospel of Christ

### Pray for These People on the Adventure:

**Egypt:** Andre, Bassam, Haroon and Peter

**Iraq:** Aseel, Deler, Simar and Weam

**Israel and Palestine:** Nabil

**Jordan:** Enas, Hadeer, Issa, Obo, Omar and Rami



## HANY & JOANNE MIDDLE EAST

Hany and Joanne work in church planting and leadership development with Impact Middle East. Hany founded a training center, the Noor Center (Noor in Arabic, meaning "light"), to work with refugees. The Noor Center's mission is "Bringing Healing, Light and Hope to Refugees and the Hurting." In the region where the center is located, there are approximately 2 million refugees, most under 18. All these children and their mothers are at high risk of being exploited into slave labor or sex trafficking, or recruited into regional militias or even ISIS. Joanne works with abused women, bringing the hope of wholeness into broken lives. She also leads the Whole Woman Initiative.

**Child:** Sena

### Pray for:

- protection for Hany and Joanne in a region where spiritual warfare is fierce
- emotional health and strength in dealing daily with the trauma so many refugees have experienced
- the Noor Center
- mothers and babies being cared for through the Whole Woman Initiative

# EXPLORE THESE COUNTRIES



## Explore Egypt

Photo - Unsplash: Leonardo Ramos

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**Capital:** Cairo

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**Government Type:** presidential republic

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**Population:** 109.5 million

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**Area:** 1,001,450 square kilometers, about the size of California and Texas combined

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**Major Cities:** Cairo (10 million), Giza (9.2 million), Alexandria (6.1 million)

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**Climate:** Hot and dry with moderate winters. Desert plateau interrupted by the Nile Valley and Delta

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**Terrain:** low mountains and desert in the south, wide valleys near the Nile in the north, desert to the east and west, a sprawling triangular Nile River Delta with fertile farmland north of Cairo

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**Language:** Arabic, English, French

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**Religion:** Muslim (90%), Christian (mostly Coptic and Orthodox, 10%)

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**Currency:** Egyptian pound

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**National Symbol:** golden eagle



Photo - Unsplash: Dr. Amer

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**Agricultural Products:** sugar cane, wheat, maize, sugar beets, tomatoes, rice, oranges

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**Industries:** textiles, food processing, tourism, pharmaceuticals, hydrocarbons

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**Natural Resources:** petroleum, gas, iron ore, phosphates, manganese, limestone

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**Major Exports:** petroleum, natural gas, nitrogen, gold



### Interesting Facts:

- The Nile River is the world's longest river.
- Some of the pyramids were as high as a 10-story building. There are 90 known pyramids today.
- School is closed on Friday to observe a special day of rest.
- Papyrus paper was invented in Egypt around 2400 B.C.
- The Suez Canal is one of the world's busiest waterways and the shortest route between Europe and the Indian Ocean.
- Egypt is a migration stop for up to 2 million large birds a year.
- Ancient Egyptians invented toothpaste.

## The Work of the FM Church in Egypt

### Origins

In 1899 Herbert E. Randall of the Canadian Holiness Movement Church began work in the city of Asyut. Revivals broke out in villages and towns nearby. Other missionaries joined him, and the work developed into an independent conference. In 1959, the Canadian denomination and the conference in Egypt united with the Free Methodist Church.

### Present Ministries

#### Mission District

**House Churches: 4,000+**

**Church Planters: 700+**

**Church Planting Coaches: Andre, Bassam, Haroon and Peter**

Impact Middle East (IME) has more than 4,000 house churches in several active networks. In partnership with established churches, the focus is on the discipleship of new converts and the raising up of leaders.

#### General Conference

**FM Churches: 81**

**FM Membership: 30,000**

**FM Work Opened: 1899**

**Bishop: Adel Haroun**

The general conference has four annual conferences. Ministries include children's programs serving 10,000 children, one Bible college, three retreat centers and eight social-service centers.

### Prayer Requests

- Wisdom as our leaders find ways to tell Muslims about Jesus
- Muslims to understand the love of Jesus
- Safety as leaders travel long distances to reach the villages
- The poor in Egypt as many people do not have enough to eat
- The "seekers" in Egypt, the educated people who join a group for discussion, that they will want to learn about Jesus
- Teams of Christian workers, especially medical workers, who often go to help people in the villages
- Evil people to stop hurting others
- Christians to work together to accomplish many things for Jesus' kingdom

## UP CLOSE – Egypt

### *Ancient Ruins and Hieroglyphics*

Egypt is a fascinating place. Some of the most amazing ancient structures can be found in Egypt – huge pyramids, temples and the Great Sphinx, to name a few. The ancient kings, called pharaohs, were mummified and buried in the pyramids. These structures are often covered with the ancient Egyptian writing, called hieroglyphics, chiseled into the stone. This ancient writing consists of more than 700 symbols that could stand for a word or a sound and be written up and down, left to right, or right to left. That made them difficult to read, and most people in ancient Egypt could not read or write, so only the priests or the scribes (the people who wrote the messages) could read hieroglyphics.

### *Traffic in Egypt*

The cities in Egypt are filled with traffic, including lots of taxis and other forms of public transportation. The traffic in Cairo is especially overwhelming. There are five lanes of traffic going one way and five going the other way. Drivers don't usually use headlights when it is dark. They are afraid it will run down the battery and the car will not start again, especially with all the dry dust in Cairo. Since few cars use headlights, they always honk their horns while driving to let people know their car is there. Big city streets are full of cars, motorcycles, donkeys and many pedestrians. Everywhere, people stand in the busy road selling things. Many people sell little boxes of tissue because you must buy and carry tissue with you all the time as public bathrooms do not have toilet paper.

**Try this:** Hold your arm out and position your hand with the palm facing down. Now, bend your four fingers back and forth. This action means, "Don't hit me; I'm walking through the traffic."

### *Villages*

There are also villages in Egypt. It takes a long time to reach some of them. Transportation is difficult. The men in the villages may be fishermen or farmers. Some dig trenches to bring water from the Nile River to their crops. They don't have sprinklers like we do. They load their vegetables on donkeys or carts pulled by donkeys, taking the vegetables to where they can sell them. Even young children drive the donkeys and carts into the cities. Some men mix



Photo - Unsplash: Isabella Juskova

dust and water to make bricks. Most of the children go barefoot, and they do not go to school. Their only "toy" is to play with the dust and pebbles in the road. People in the villages have no way to get to a church building. Our leaders go to the villages where the church meets in people's homes. Most of the people do not read or own a Bible, so our leaders tell the Bible stories.

There is one village in Egypt known as Garbage City. The people in this city sort the garbage, looking for little bits of useful things to sell. It is a very difficult way to live.

### **Things to Do If You Visit**

- Visit the Great Sphinx.
- Visit the Pyramids.
- Visit King Tut's tomb.
- Take a cruise on the Nile River.
- Hike up Mount Sinai (the mountain where God gave Moses the 10 Commandments).
- Explore the Valley of the Kings.

# Flag of Egypt

Label significant cities or places on the map. Color the flag.



The Egyptian flag has three equal horizontal bands: red on the top, white in the middle and black on the bottom. The eagle in the center is golden.

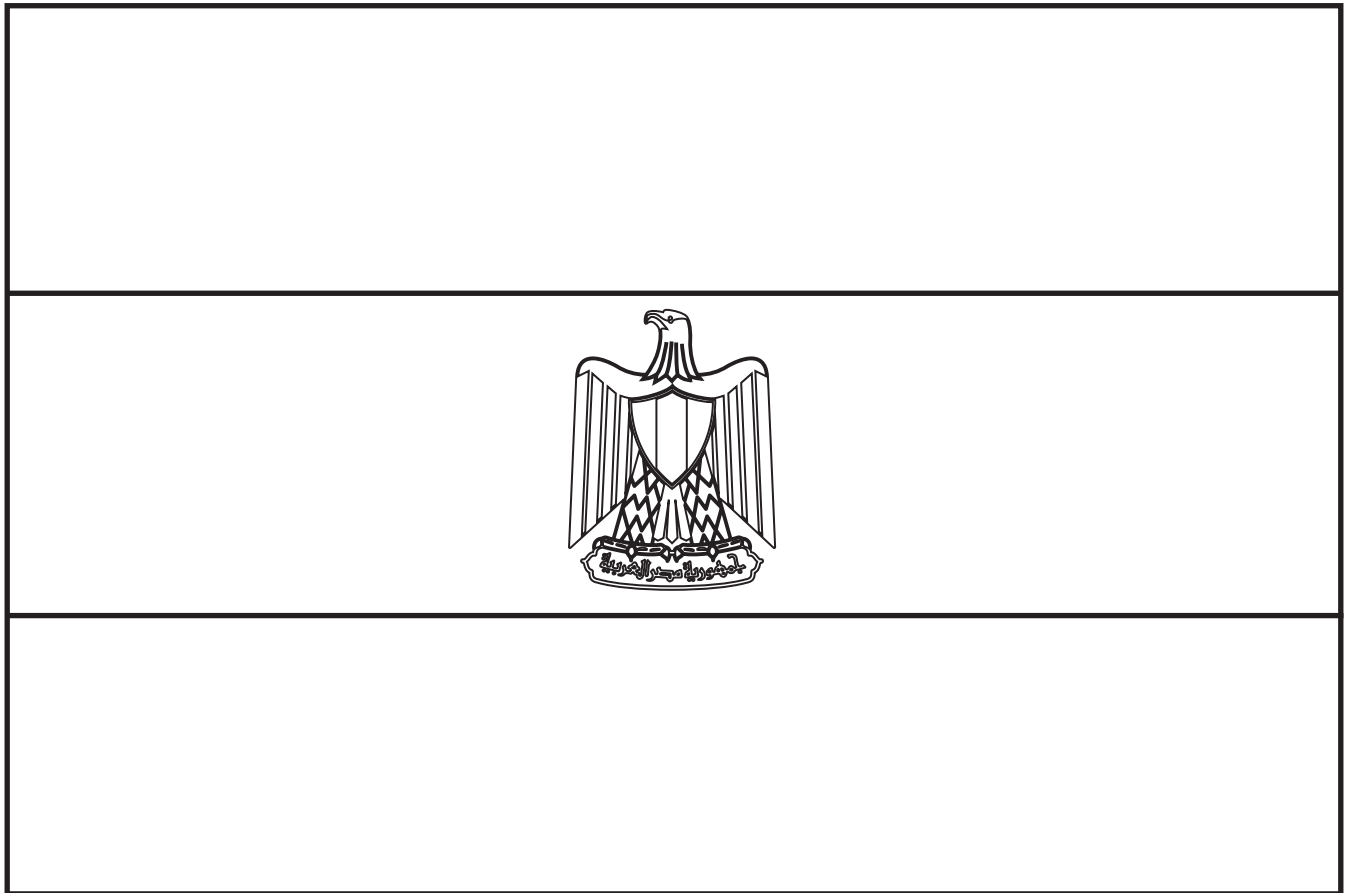
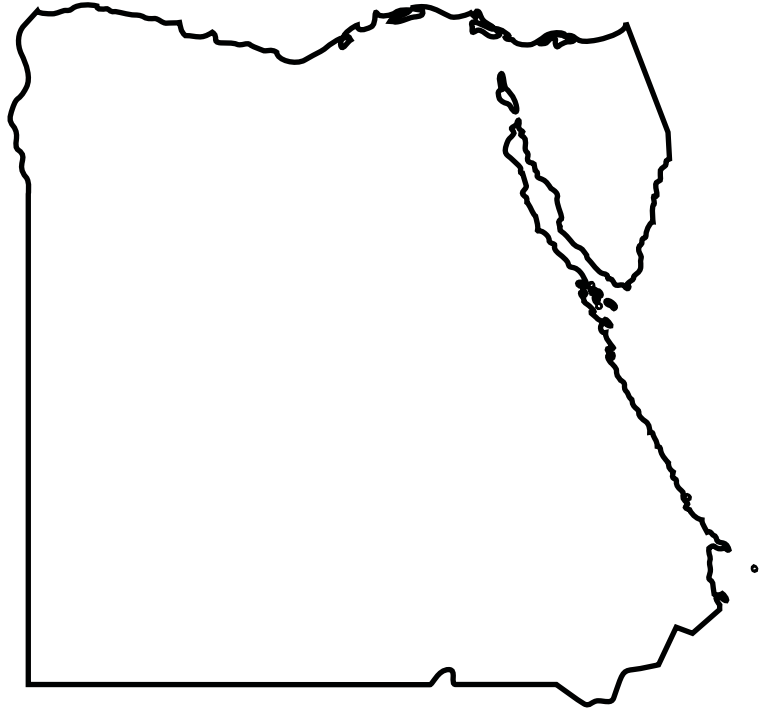






Photo - Unsplash: Ondrej Bocek

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**Capital:** Amman

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**Government Type:** parliamentary constitutional monarchy

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**Population:** 11.4 million

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**Area:** 89,343 square kilometers, about the size of Kansas

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**Major Cities:** Amman (4.1 million), Zarqa (640,000), Al-Mafraq (580,000), Irbid (570,000)

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**Climate:** dry, with hot summers and cool winters

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**Terrain:** mostly arid desert, a desert plateau in the east and highland area in the west

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**Language:** Arabic, English

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**Religion:** Muslim (97%), Christian (2%), Buddhist (0.4%)

---

**Currency:** Jordanian dinar

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**Agricultural Products:** tomatoes, poultry, olives, milk, potatoes, cucumbers, watermelons, peppers



Photo - Unsplash: Jonathan Ramalho

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**Industries:** tourism, information technology, petroleum refining, clothing, fertilizer, pharmaceuticals, phosphate mining

---

**Natural Resources:** phosphates, potash (fertilizer potassium), shale oil

---

**Major Exports:** fertilizers, clothing, packaged medicines, calcium phosphates



Photo - Unsplash: Tatiana Jaradat

### Interesting Facts:

- Jordan comes from the Arabic word Nahr Al-Urdun, an ancient expression for the Jordan River and surrounding territory.
- The Dead Sea is the deepest depression on Earth and so salty that no animals can live there. Swimming in the Dead Sea is impossible, but you can certainly float.
- Camels are often called ships of the desert because they are suited for desert transportation.
- Lunch is the most important meal of the day, and lamb is the most common meat.
- The most common tree is the olive tree. Olive trees are everywhere.
- Petra, also known as the “Rose City,” is in Jordan and one of the New Seven Wonders of the World.

### The Work of the FM Church in Jordan

*Status: Mission District*

*Established FM Church Buildings: 2*

*FM House Churches: 100+*

*FM Work Opened: 2002*

*Church Planters: 35*

*Church-Planting Coaches: Enas, Hadeer, Issa, Obo, Omar and Rami*

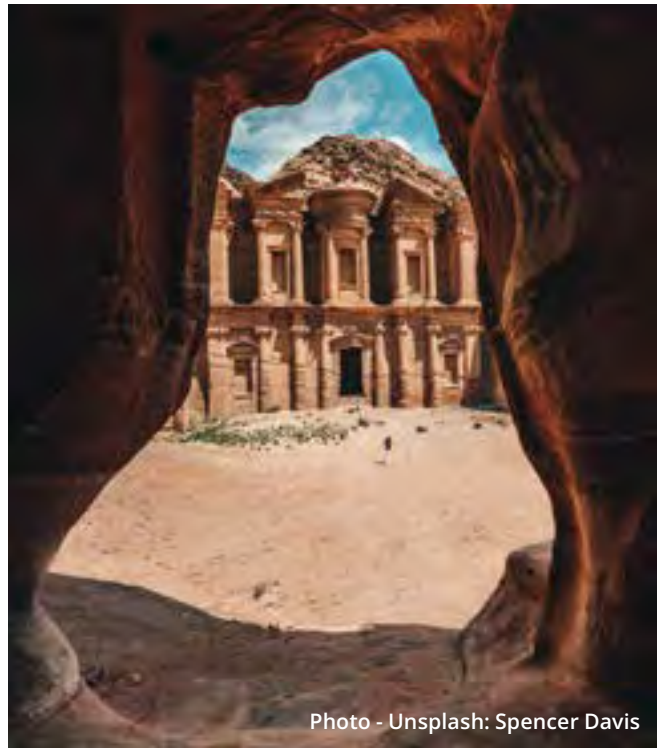


Photo - Unsplash: Spencer Davis

### Present Ministries

Church-planting efforts in Amman, the capital of Jordan, have been divinely changed by the unprecedented influx of refugees. Five congregations are heroically attempting to serve more than 19,000 refugee households. As a country, Jordan is roughly the size of the state of Maine, with 10.4 million people. Approximately 1.4 million Syrian refugees, 2 million Palestinian refugees and more than 1 million Iraqi refugees are now in Jordan. Estimates are that half of these refugees are children, “a generation without education.” A partnership with ICCM established Connected Communities to help refugee children who cannot attend public schools. New areas are opening, and a network of “majority” house churches is developing.

### Prayer Requests:

- Muslims to learn about the love and forgiveness of Jesus
- Wisdom and courage for Christian workers in Jordan
- Safety for believers, especially when telling Muslims about Jesus
- Thousands of refugees, especially refugee children
- Churches caring for the needs of refugees
- The ICCM Connected Communities helping refugee children receive an education

## UP CLOSE – Jordan

Many people living in Jordan were born there. They are Jordanian. However, many others have escaped to Jordan. These people are called refugees. Refugees are people who had to flee from their country because of persecution, war or difficult times. They left their houses, jobs, possessions and families to flee to safety. Many refugees had a family member killed or captured in their country. Jordan hosts more than 3 million refugees, who make up nearly 33% of the population.

Refugees cannot get a job in Jordan, and children cannot go to school. It is tough to be a refugee. Some live in tent villages, and others in crowded apartments or brick buildings. Many families live together. Jordanians and new refugees are learning to live together in peace.

Many refugee children will not get an education. A day or two off school may sound fun, but what if you could never go to school? What if the building you lived in was dark, damp and crowded? What if you could never learn to read or do math and could never play with kids your age? What if your family could not even homeschool because it had no money to buy supplies?

Impact Middle East (the ministry in Jordan) and International Child Care Ministries partner to help educate children. The government does not provide money for these schools or any school equipment, but people around the world have made donations to help refugee kids. Some of the money is used to rent parts of buildings, and volunteers come to teach refugee children. Sometimes the teachers are paid a small amount. The children may only attend school a few days a week but are grateful to learn and make friends. Many of the children are from Muslim families. The parents know kind Christians are the ones who made the school. They desperately want their children to go to school, even if their children go to a school where they will be taught about Jesus. That is GREAT NEWS!

### Things to Do if You Visit

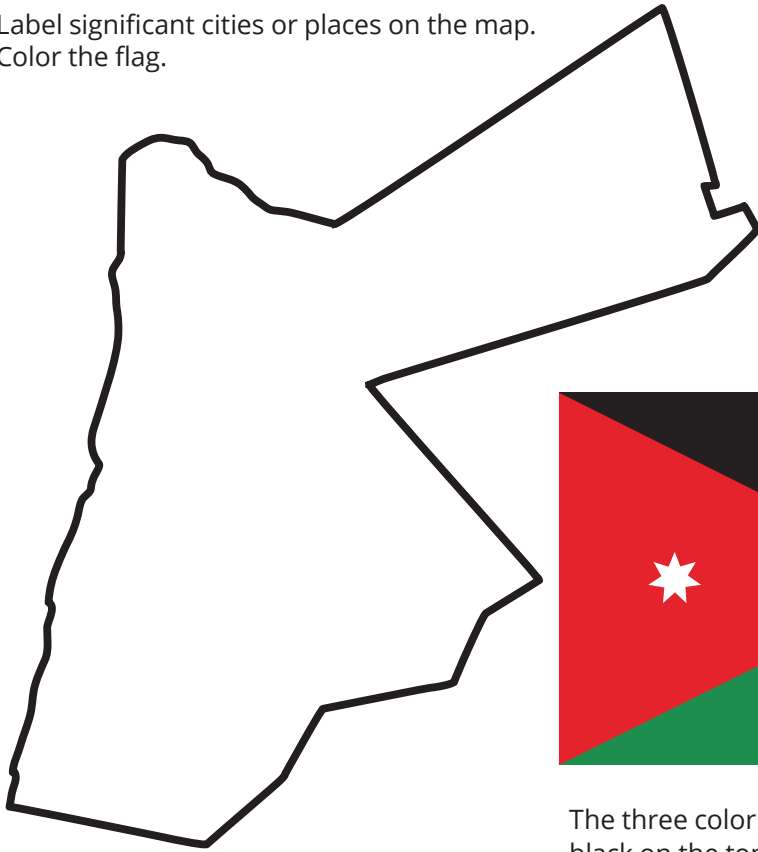
- Float in the Dead Sea.
- Go to see Petra, an ancient city carved into rock.
- Travel up Mount Nebo, where God showed Moses the Promised Land.
- Step into the Jordan River, where Jesus was baptized.
- Drink some Turkish coffee.



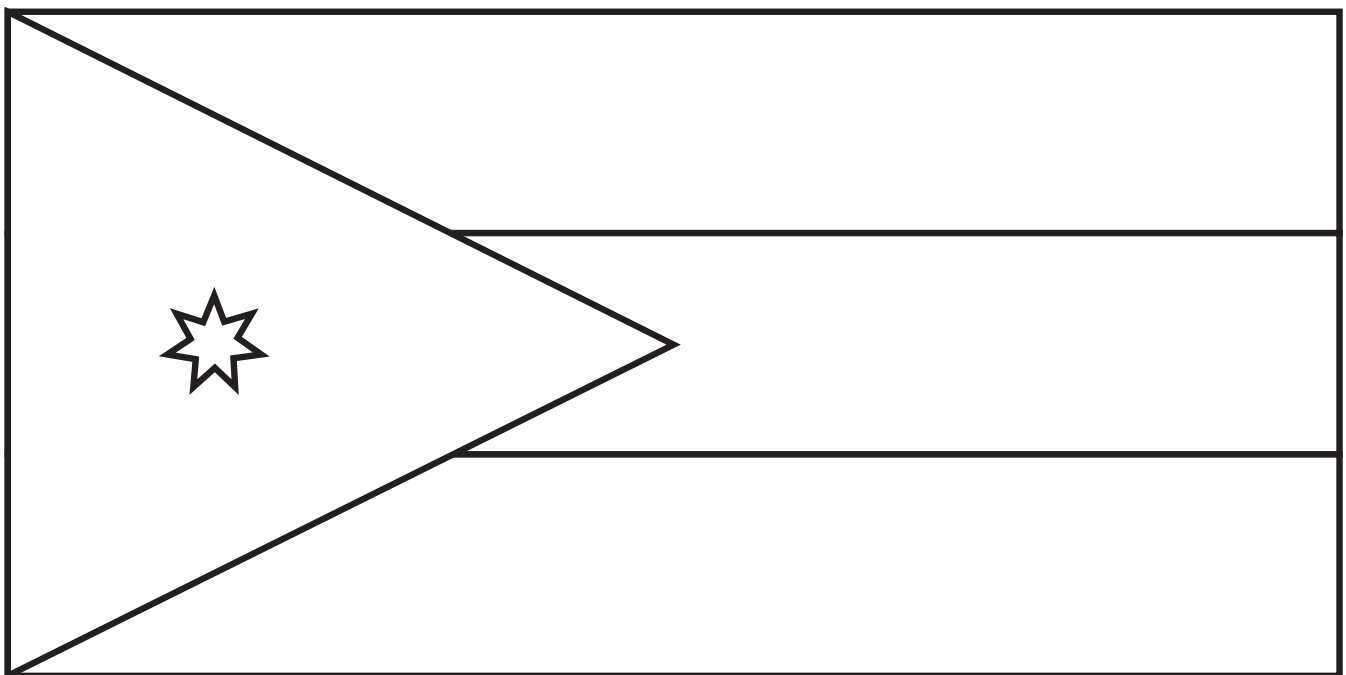
Photo - Unsplash: Juli Kosolapova

# Flag of Jordan

Label significant cities or places on the map.  
Color the flag.



The three colors of the horizontal bands in the flag are black on the top, white in the middle and green on the bottom. The triangle to the left is red. The seven-pointed star is white.





## Adventures in Prayer for the Middle East

### Prayer Pyramid

The Great Pyramid of Giza in Egypt is still one of the Seven Wonders of the World. You may want to build a prayer pyramid as you pray for Egypt and other countries in our study area. Gather a supply of anything that can be used to stack into a pyramid formation – blocks, Legos, plastic cups, etc. Practice building a pyramid before the activity



to determine how many items you will need for your pyramid. Make a list of prayer items. You will want the number of blocks or cups to be equal to the number of prayer points you will have. When you gather for prayer time, select several children to participate in building the pyramid. Invite one child to voice a prayer for each request on your list. After you have prayed for that request, let one of the children with a block or cup place it in a position to begin building your pyramid. Complete your prayer list and your pyramid. You may choose to leave the pyramid in your classroom to remind you to pray weekly for these requests.

### Prayer Chains for the Persecuted

Before your class time, cut a large number of paper strips about 1 inch by 9 inches. These will be used to make a simple paper chain. Remind the children that many Christians around the world are persecuted or mistreated because they follow Jesus. Many countries are not open to Christianity. We call them “creative access” countries. Read the following prayer requests:

- Pray for safety from government authorities and people who are against Christianity.
- Pray for believers to have the courage to share Jesus with other people.
- Pray for access to Bibles in these countries.
- Pray for safety when Christians meet for worship.
- Pray for workers who may be lonely for friendship with other believers.
- Pray for believers to be faithful to God even if they are arrested or mistreated for following Jesus.



Before you assemble the chains, have children write one word on each piece of paper. The words can be related to the prayer requests above, or students can come up with their own words, but the word should remind you of things to pray for the persecuted church. For example: safety, courage, Bibles, worship, friends, faithful, joy, persecutors, etc.

Have students staple, tape or glue their links of the chain together. Before they add the last link of their chain, assist them in linking it with the person next to them. All the students will connect their chains. Hang the completed chain in your classroom as a reminder to pray for the persecuted church and creative access countries.

# Adventures in Culture

## MIDDLE EASTERN GAMES

### The Fox (Egypt)

**What you need:** at least 10 students, a handkerchief

**How to play:**

This game is like Drop the Handkerchief. One child is the Fox and has a handkerchief. The other children form a circle while the Fox walks around the circle, saying, "Have you seen the wolf today?" The other children answer, "A while ago, he passed this way." The Fox drops the handkerchief behind one of the children in the circle. The child picks up the handkerchief and runs around the circle in the opposite direction, trying to beat the Fox back to the empty place. If the Fox fails, he must try again. If the Fox gets to the empty place in the circle first, the child whose place he took becomes the Fox.



### River - Bank

Pretend your river is either the Nile River in Egypt or the Jordan River, which runs between Jordan and Israel.

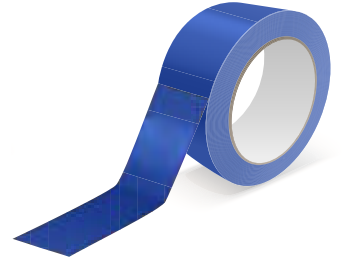
**What you need:** masking tape or chalk

**Preparation:** If you are playing the game outside, use chalk to draw two parallel lines on the ground about four feet apart. If you are playing indoors, mark lines on the floor with masking tape. Make each line long enough to accommodate half of the children on one line and half on the other.

**How to play:**

Divide the children evenly into two teams. The four-foot area between the lines is the river. The area on the other side of the lines is the bank of the river. Assign each team a bank and have them line up there. The leader (preferably the teacher or adult helper) calls, "River!" Everyone on both teams must jump over the line into the river. The leader then calls "Bank!" and everyone must jump back to their respective bank. The leader tries to trick the children by rapidly calling "Bank," "River," and then "River" again and so forth. Players who are not concentrating will make a mistake and jump into the "River" or onto the "Bank" at the wrong time. These players are out of the game. The team with the most players left at the end of the time is the winner.

*You may also choose to play until only one child is remaining.*

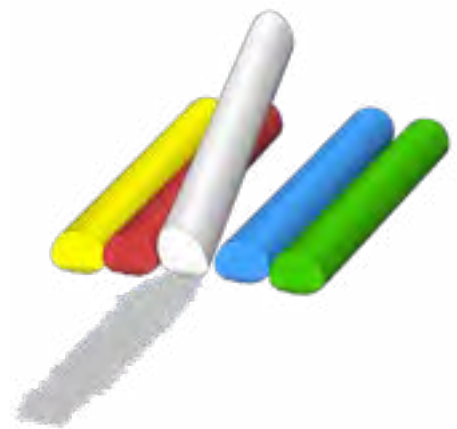


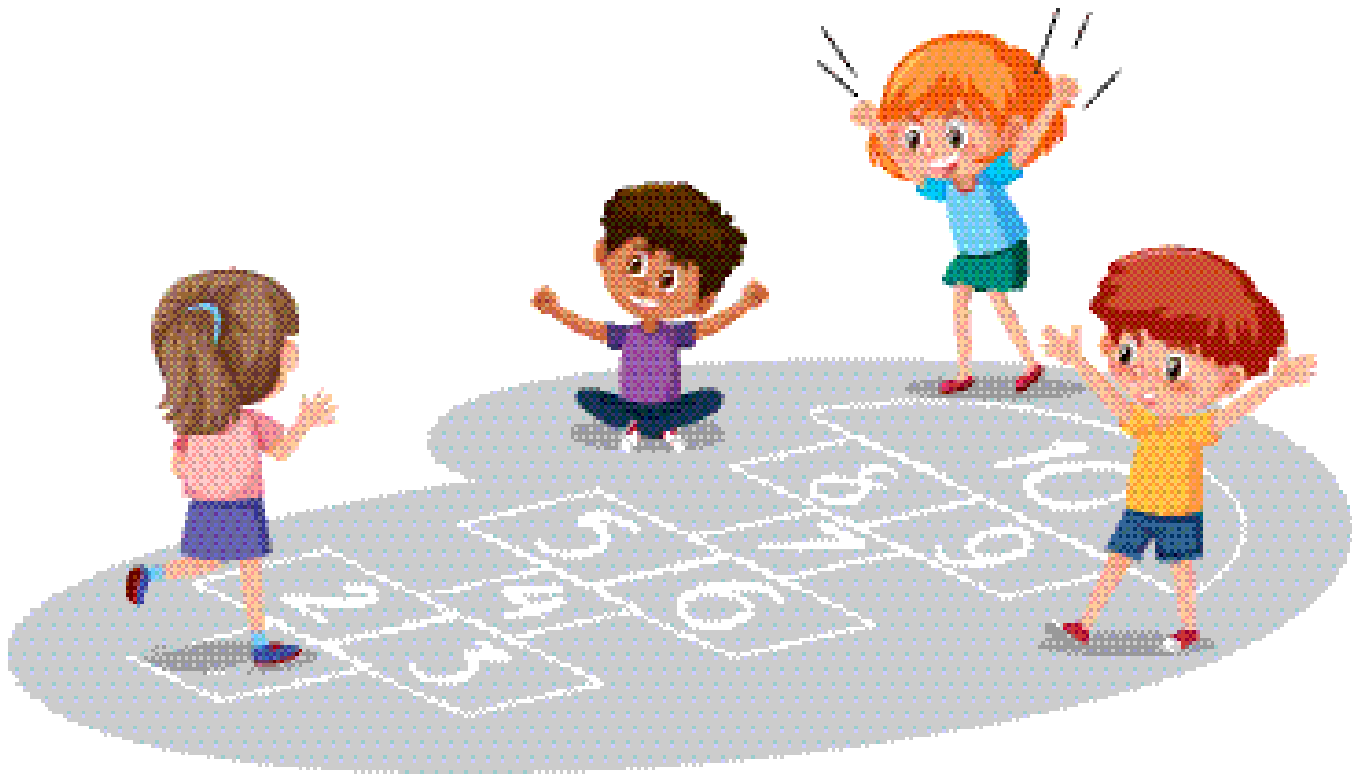
### The Game of Two Kingdoms (Egypt)

**What you need:** seven bricks or large blocks, a ball

**How to play:**

Seven bricks are stacked in a pile. The white team represents Upper Egypt. The red team represents Lower Egypt. Each team takes turns knocking down the pile of bricks with a ball. The first team to demolish the pile wins.





## Hajleh (HAJ-lee)

This is the name for hopscotch in Jordan.

**What you need:** chalk or masking tape, several small flat stones

**Preparation:** Make a hopscotch pattern on the floor, sidewalk or parking lot. There should be 10 numbered squares in the pattern. (See the diagram.)

### How to play:

The first child tosses a small stone into the first space. If the stone lands on a line or outside of the square, the child loses a turn. Next, the child should hop through the squares on one foot, skipping the square where their stone marker is located. When there are two squares together, like four or five, the child should jump with both feet. At space 10, they should also use both feet. They then turn around and head back to the start, stopping when they reach the square with their marker. The child picks up their stone while standing on one foot. The turn passes to the next child when a student finishes with no mistakes. The second child does the same. On their second turn, they toss the stone marker to the number 2, and play continues in the same manner. If a child falls, jumps outside the lines, misses a square or forgets to pick up their stone marker, they must repeat that round. The first child to complete all 10 rounds wins.

Hopscotch is played in many countries around the world. Ask your students to share a special version they play.

# LANGUAGE

## Vocabulary

|  |                   |
|--|-------------------|
| <b>Marjaba</b> (sounds like - Ma Ha Ba)                | Hello             |
| <b>Sabah Alkhyr</b> (sounds like - Sa Baa Elk Hair)    | Good Morning      |
| <b>Masa Alkhayr</b> (sound like - Ma Sa Elk Hair)      | Good Afternoon    |
| <b>Ahlan wa Sahlan</b> (sounds like - Ellen Was Ellen) | An Arabic Welcome |
| <b>MinFadLick</b> (sounds like - min Fad Lick)         | Please            |
| <b>Showkran</b> (sounds like - Show Kron)              | Thank you         |
| <b>Na'am</b> (sounds like - nag ahm)                   | Yes               |
| <b>La</b> (sounds like - lah)                          | No                |

## SONGS

If you are unfamiliar with the tune, look up a YouTube video before teaching the songs to the children.



### Jesus Loves Me

*Arabic*

Words by Anna B. Warner

**Pronunciation:**

Kahd faa-kah hub-nah  
Kahd faa-kah hub-nah  
Kahd faa-kah hub-nah  
Yu-hib-bu-nah Yah-so.

**Translation:**

Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

### Oh, How I Love Jesus

*Arabic*

Words by Fredrick Whitfield

**Pronunciation:**

Be hou-bee-hee il-sha fee,  
Be hou-bee-hee il-ka fee,  
Be hou-bee-hee il-wa fee,  
A hou-ba-na-ya-soo.

**Translation:**

Oh, how I love Jesus,  
Oh, how I love Jesus,  
Oh, how I love Jesus,  
Because He first loved me.





# CRAFTS



## Simple Nativity

The Advent season in Egypt is celebrated from November 25 to January 6, and Christmas is celebrated on January 7. Traditionally, the story of Mary, Joseph and the baby Jesus is told. It is believed they spent four years in Egypt when they fled Bethlehem to escape King Herod.

### Supplies:

six popsicle sticks  
glue  
blue or black construction paper or cardstock  
foam stars (gold or silver if possible)  
crayons or markers  
shapes of the Holy Family (stickers or shapes the students have colored and cut out)

*Various nativity stickers can be purchased online from craft or hobby stores, including foam stickers, felt stickers and 3D stickers.*

star stickers

### Directions:

Give each child six popsicle sticks.  
Glue four popsicle sticks together to make a square. Glue the remaining two on to make a triangular roof. The popsicle sticks will be your stable.  
Glue a foam star on the center point of the roof.  
Glue the stable onto a piece of blue or black paper.  
Draw the Holy Family, add stickers, or color and cut out the Holy Family from a handout.  
Add star stickers in the sky.



## Egyptian Desert Collage

### Supplies:

large 8 1/2" x 17" paper  
scissors  
markers  
tempera paint  
small paint brushes  
paint shirts  
brown paper bags  
black, yellow and orange construction paper  
several outlines of camels to trace  
glue  
brown sand

### Directions:

Have students create a collage picture that includes a colorful sky, Egyptian pyramids, hills of sand and silhouettes of camels. Use paint or markers to create a colorful background. Cut the shapes of pyramids from orange or yellow construction paper. Cut hills of sand from brown paper bags. Trace the shapes of camels and cut them from black construction paper. (Depending on the age and skill of your students, you may wish to have these precut.) Glue sand to the picture in various places to add texture. Let the students use paint or markers to add other lines or variations to the collage.

You may wish to do a simpler version using a basic white paper plate for younger students. Have various shapes precut – pyramids, hills and camels. Have students color the sky with crayons or markers, glue the shapes on, and add a small amount of sand for texture.



## Box Nativity

### Supplies:

a small box about 4" x 4 1/2" or 4" x 2" pieces of balsa wood  
 brown cardstock  
 3 walnuts per student  
 shelled almonds  
 wooden beads  
 foam star per student (gold or silver if possible)  
 burlap, felt or other material for head coverings and blanket  
 brown moss  
 black permanent markers  
 glue

### Preparations:

You will use the box or balsa wood to create a stable. If you wish it to be a darker brown, you may want to paint it before class.

Crack enough walnuts to have one-half of a walnut shell for each student.

Depending on the age of your students, you may wish to cut pieces of fabric for the head coverings and blanket for baby Jesus.

If you are using balsa wood for your stable, cut 4" x 4 1/2" pieces of brown paper.

### Directions:

If you use balsa wood, students will glue the four pieces together to form a square.

Glue a 4" x 4 1/2" piece of brown paper to the wood to form the back of the stable.

Glue moss inside the box on the floor of the stable.

Have students glue a bead on the more pointed end of two walnuts.

Make a face on each bead, one for Mary and one for Joseph.

Have students add moss for hair and then a piece of fabric to create their head covering.

Students may wish to use moss to create a beard on Joseph. They could add a small flower on Mary.

Use the raw almond for baby Jesus, making a tiny face on the broader end of the almond.

Glue the almond to the edge of the broader end of the half-walnut shell.

Glue a tiny piece of fabric to the edge of the walnut shell to create a blanket for baby Jesus.

Have students glue Mary, Joseph and Jesus inside the stable.

Glue a foam star to the top of the box.



## Imitation Jordanian Pottery

*The artistic heritage of Jordan includes many mosaics and colorful ceramics. This project will give students an opportunity to imitate this artistic part of the culture.*

### Supplies for a mosaic piece:

dessert-sized plastic plates or small canvas rectangles (available at a dollar store)

tacky glue

mosaic pieces (available at a craft store or online)

a small paintbrush for each student

### Directions:

Put tacky glue into several small cups or bowls. If students wish to create a picture or pattern with the mosaic tiles, let them sketch their pattern on paper. When ready to begin, students should use their brush to apply glue to a small section of the plastic plate or piece of canvas. Apply mosaic tile pieces to the section until it is covered. Add glue to the next small section, and then add tiles. Do this section by section until the plate or canvas is covered.



### Supplies for an imitation pottery piece:

colorful dessert-sized paper plates or plastic plates (available at a dollar store)

supply of Q-Tips for each child

several colors of washable paints or acrylic paints

painting shirts (optional)



### Directions:

Put paint in small cups or bowls where students can access assorted colors of paint. Q-Tips will be used for painting. Remind students to use a new Q-Tip for each color of paint they use. Students may wish to create a picture or pattern with the paint. Allow them to sketch their pattern on a piece of paper. When ready to begin, they dip a Q-Tip into paint and paint the picture or design they have chosen. Encourage them to work slowly and carefully and avoid mixing the colors.

# SNACKS AND FOOD

Serve some Middle Eastern snacks: pita bread, yogurt, pumpkin seeds, toasted chickpeas (garbanzo beans), dried fruit (such as apricots or prunes), pistachio nuts and figs.

Pancakes originated in Egypt. Other simple snacks in Egypt are: fresh sou mangoes, oranges, bananas and small cups of tea (sometimes served with mint).

*Except for those living in large cities, many people eat the way they have for generations. The food is put on low tables, and everyone sits around it on floor cushions. There may not be any eating utensils. Soup is sipped from the bowl, and people eat the food with prewashed fingers of their right hand.*



## FARINA DESSERT (Egypt)

Ingredients:

1 cup sugar

1/2 cup water

1/2 cup butter

3 cups cooked farina (or Cream of Wheat)

1/2 cup honey

1/2 cup walnuts (chopped)

### Directions:

Boil the sugar and water for about 15 minutes, until syrupy. Add butter and farina and stir well. The mixture should be quite thick. Pour into individual serving dishes. Sprinkle with nuts and honey.



## MINT TEA (Jordan)

Ingredients:

1 tablespoon fresh mint leaves (or 1/2 teaspoon dried)

1 cup water

sweetener (sugar or honey)

### Directions:

Bring mint and water to a boil. Boil for 30 seconds or until the water becomes bright yellow. Cover for two minutes.

Strain tea into cups.

Serve hot. Can be sweetened.



## **SESAME SEED COOKIES**

(Egypt)

### **Ingredients:**

- 1 cup vegetable shortening
- 2/3 cup honey
- 2 cups all-purpose flour
- 1 cup whole-wheat flour
- 1 teaspoon baking powder
- 1 teaspoon salt
- 6 to 7 tablespoons water
- 2 tablespoons sesame seeds
- 1/4 cup honey

### **Directions:**

Preheat oven to 350 degrees. Grease the baking sheet. Mix shortening and 2/3 cup of honey.

Sift the flours, salt and baking powder together. Use a fork to stir the dry mixture into the shortening.

Sprinkle half of the water. Mold the dough with your hands, adding enough water so the dough holds together.

Sprinkle a few spoons of flour on your work surface and roll out the dough until it is 1/4 inch thick.

Stir the sesame seeds and 1/4 cup of honey together. This will make a paste. Spread it over the dough.

Use a cookie cutter to cut the cookies into shapes. Place on a baking sheet.

Bake for 10 minutes, until the edges are lightly browned.

Let cookies cool for about 15 minutes before serving.



## **DATE and NUT FINGERS**

(Jordan)

### **Ingredients:**

- 2 eggs, lightly beaten
- 1 cup sugar
- 2 cups walnuts or pecans, chopped
- 1 cup dates, chopped
- 1 cup candied cherries, chopped
- 1 teaspoon vanilla
- 1/2 cup all-purpose flour
- 1 teaspoon baking powder

### **Directions:**

Preheat oven to 350 degrees.

Combine eggs and sugar in a bowl and mix until smooth. Add nuts, dates, cherries and vanilla. Mix until blended well.

Sift flour and baking powder into the mixture. Mix well. Pour into a nonstick or greased 8-inch square baking pan. Spread evenly in pan. Bake for about 45 minutes or until lightly brown.

















While the bars are still warm, cut them into finger-length strips. Serve as a cookie or candy snack.

Makes about 16 pieces.

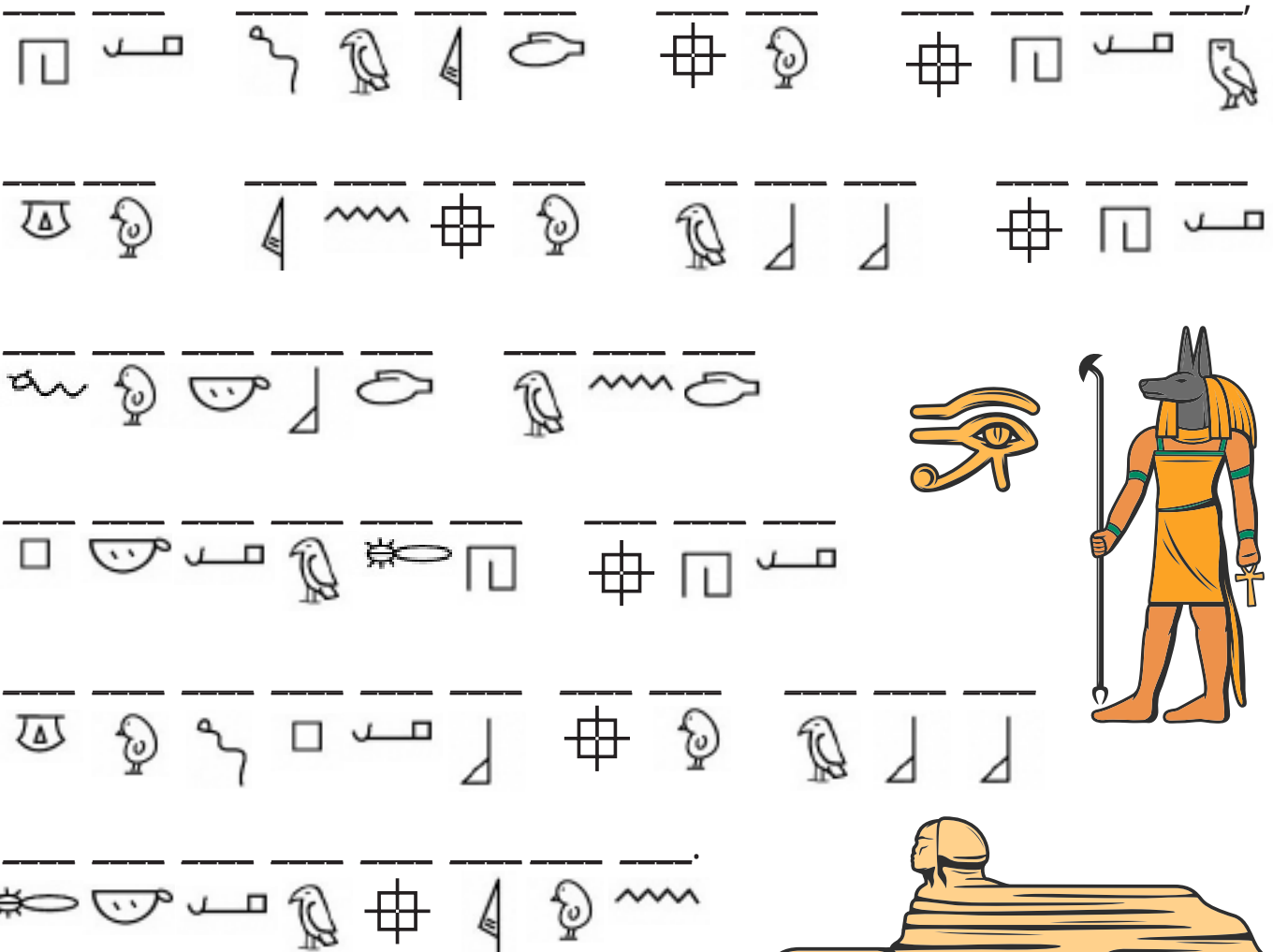
# PUZZLES

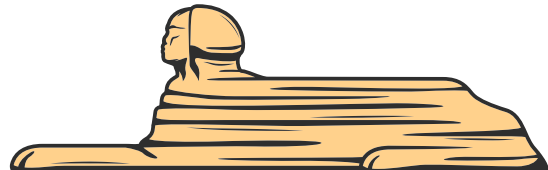
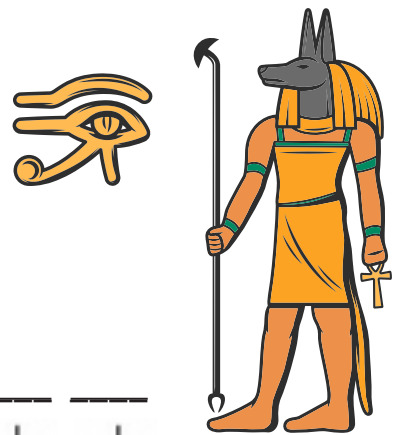
## Hieroglyphics Code

Use the "hieroglyphics" key to find out what Mark 16:15 says.

| KEY   |   |   |   |
|---|---|---|---|
|  A |  E |  L |  C |
|  D |  T |  W |  G |
|  H |  I |  S |  R |
|  M |  N |  O |  P |



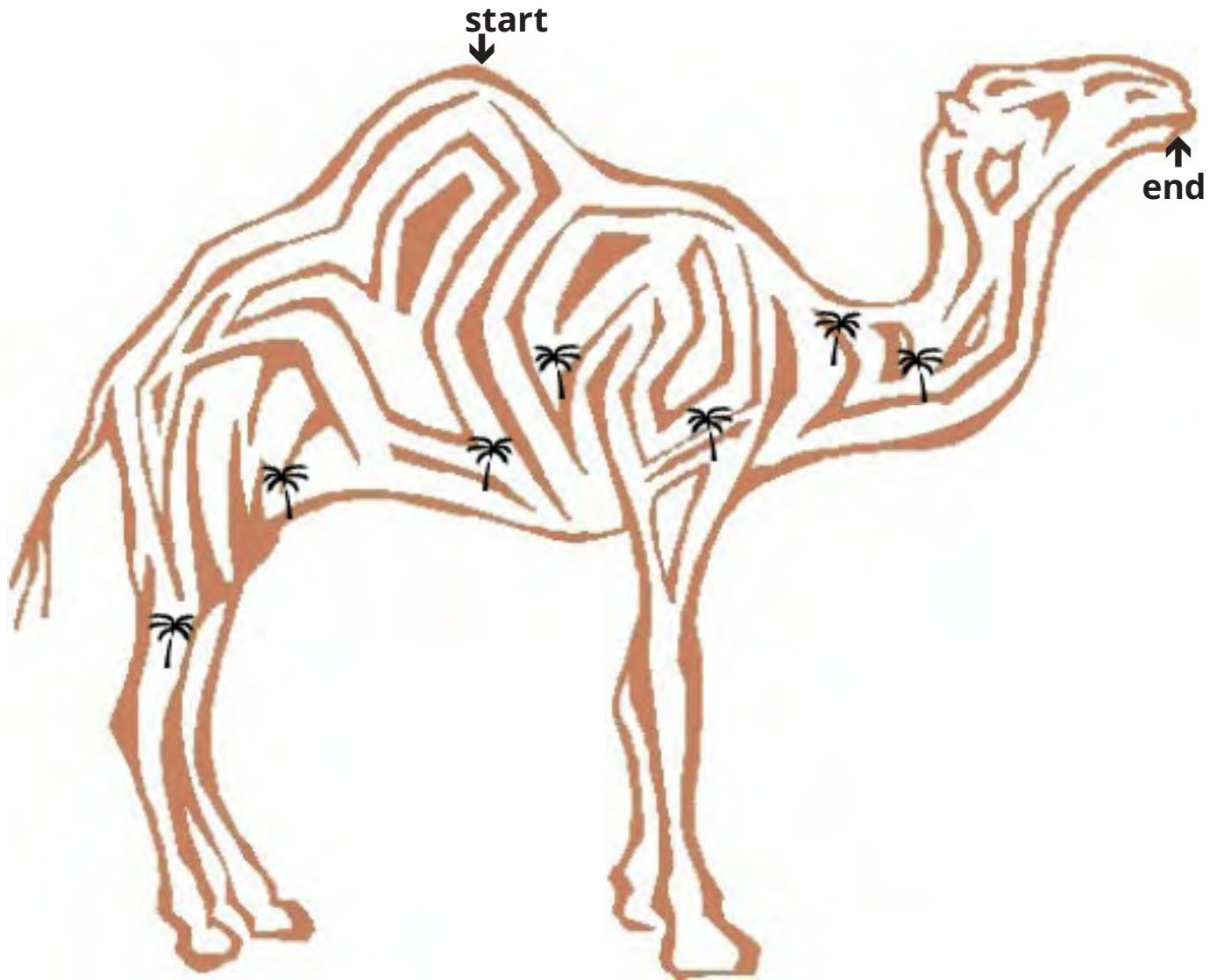




Answer on page 234

# Camel Maze

Complete the camel maze without running into the palm trees or crossing over your path. There may be more than one correct path.

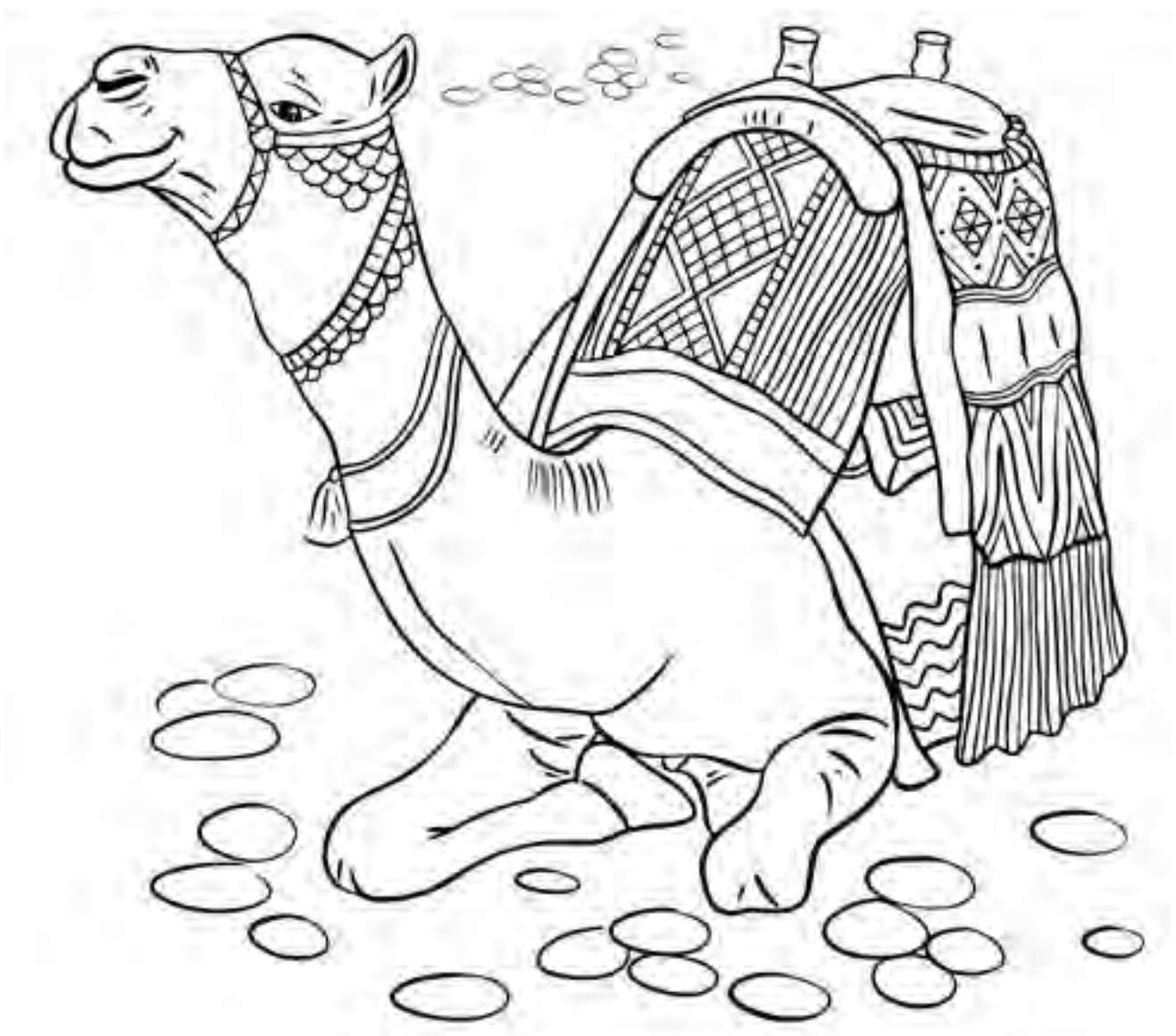
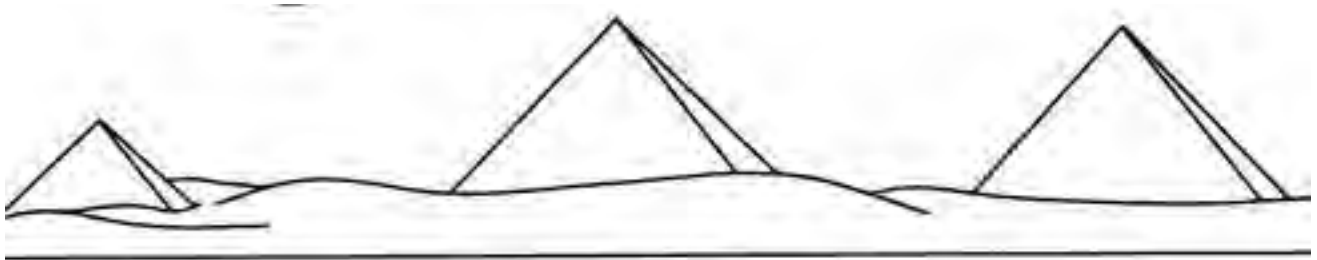


Answer on page 234

# Color the Camel

## Did you know?

- The camel's body has ways of protecting it during sandstorms. They can shut off their nostrils to keep out the sand, and they have two rows of eyelashes and three sets of eyelids to keep sand out of their eyes.
- Camels are as fast as racehorses, going up to 40 mph.
- Camels can drink up to 40 gallons of water at one time.



To learn more fun facts about camels, go to [spana.org/blog/13-fun-facts-about-camels/](https://spana.org/blog/13-fun-facts-about-camels/).



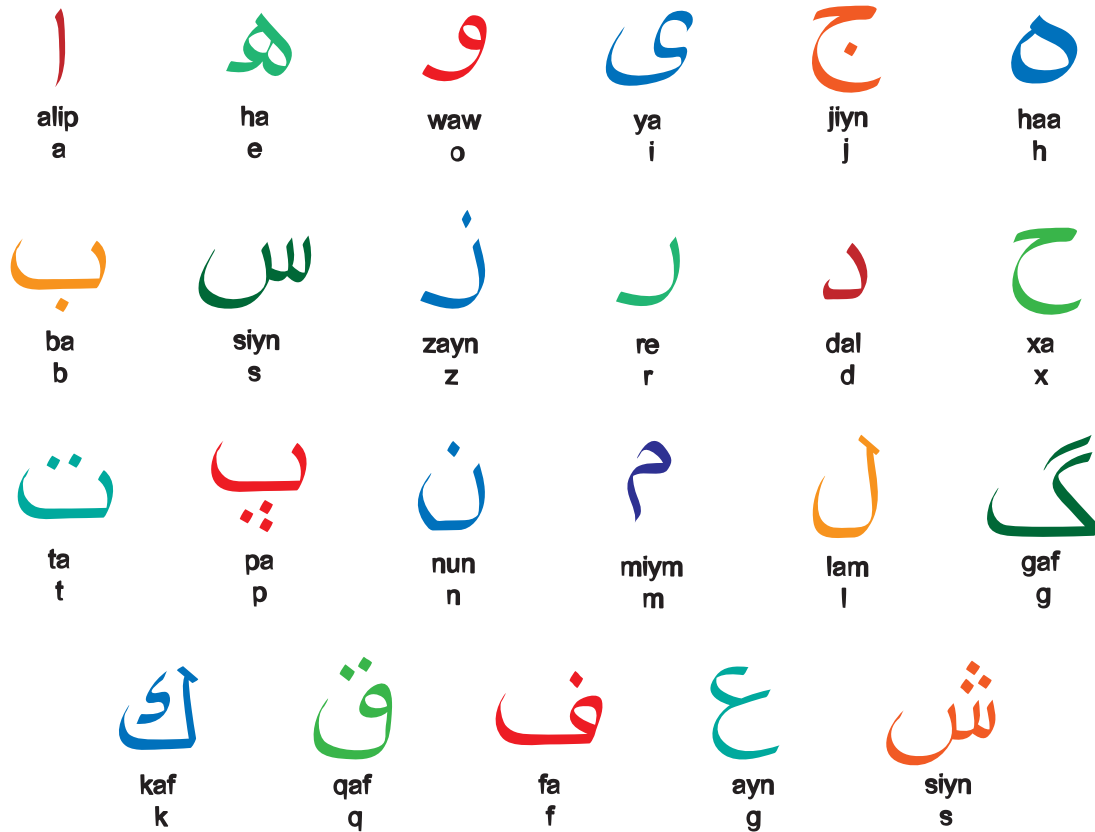
# Practice Writing Arabic

Practice tracing the letters of the Arabic alphabet. Have students try writing some of the letters.

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Follow these steps to print your name:

- Print your name in English. (Ex. Mickey)
- Erase all the vowels. (Ex. Mky, "c" and "k" make the same sound)
- Write it in reverse. Arabic reads right to left, not like our left to right. (Ex. Ykm)
- Look at the chart of Arabic letters. It tells the closest sound the letter makes to a letter sound in English. Try to write the Arabic letter that sounds the most like your letter. Start on the right.

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# ANSWERS TO PUZZLES

## Hieroglyphics Code

From page 230

Mark 16:15: He said to them, "Go into all the world and preach the gospel to all creation."

## Camel Maze

From page 231





Capital city: Cairo  
Main language: Arabic  
Main religion: Muslim

## Did you know?

Fifty ships a day pass through the Suez Canal. It is the shortest route between Europe and the Indian Ocean. It'll take a ship 15 hours to get through the canal.

A sphinx shows the head of a person, perhaps a former king, and the body of a lion.

**The Sinai Peninsula links Africa and Asia.**



Irrigation pipes bring water to Egypt's dry, desert climate — helping farmers grow sugar cane, cotton, dates and olives.



**Sycamore, tamarisk and acacia trees grow in Egypt's deserts.**



Egypt used to be ruled by pharaohs but now has a president and a prime minister.

## TO DO:

Using the "hieroglyphics" code at left, find out what Jesus wants us to be.

**P** Christians in Egypt are sometimes persecuted because they believe in God. Pray they will not give up on God or on telling others about Him.

**f**  
**o**  
**r**  
**Egypt**



Pray for the ministry to children and young adults..

code:

- D ✓
- E ☒
- F ☞
- G ☳
- H ☺
- I 👁
- L ■
- O ●
- R ▲
- T ☸
- W \*\*

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| ☸     | ☺     | ☒     |       |       |
| _____ | _____ | _____ | _____ | _____ |
| ■     | 👁     | ☳     | ☺     | ☸     |
| _____ | _____ | _____ | _____ | _____ |
| ●     | ☞     | ☸     | ☺     | ☒     |
| _____ | _____ | _____ | _____ | _____ |
| **    | ●     | ▲     | ■     | ✓     |

Answer (hold up to a mirror): Use light to bring the word. (Matthew 2:17)

# JORDAN



Capital city: Amman  
Main language: Arabic  
Religion: Islam

## Did you know?

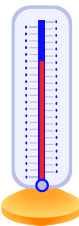
While Jordan is mostly desert, the spring rains bring flowers like tulips, lupins, cyclamens (pictured here), daisies, irises and wild orchids.



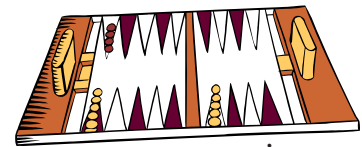
Camels do well in the desert. They have big feet to walk in the sand and two rows of eyelashes that keep the sand out and help with sunglasses. They can go without food for several days and longer without water.



The Jordan River empties into the Dead Sea, which is salty.

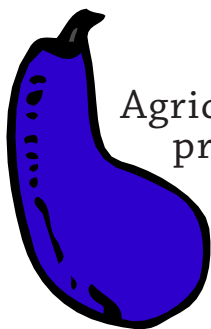


and January is the coolest.



Backgammon is a popular game in Jordan.

August is the hottest month



Agricultural products grown in Jordan include: fruit, tomatoes, melon, figs, cucumbers and eggplant.

## TO DO:

Solve the math equations. Then use the code to learn what God's Word says in Acts 10:42.

$6 - 4$

$1 + 0$

$7 + 2$

$5 + 3$

$3 + 2$

$7 - 1$

$2 - 0$

$7 - 4$

$9 - 2$

$3 + 1$

### math code:

commanded = 1 He = 2  
is = 3 one = 4 testify = 5 that = 6  
the = 7 to = 8 us = 9

Pray for God's peace to reign in Jordan.

P  
r  
a  
y  
f  
o  
r

## Jordan



Pray for the refugee children living in Jordan.

Answer (hold up to a mirror):  
Hfjsf Hf 1e 1e rfu oue . Yqce 10:42  
He coumsunbeq ne fo teqilq

# GLOBAL ADVENTURE RESOURCES



# 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 an official seal and sticker for each station visited, session attended, or task completed.

## Global Adventures

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: \_\_\_\_\_

# MEMORY VERSE ACTIVITIES

## Scripture Art

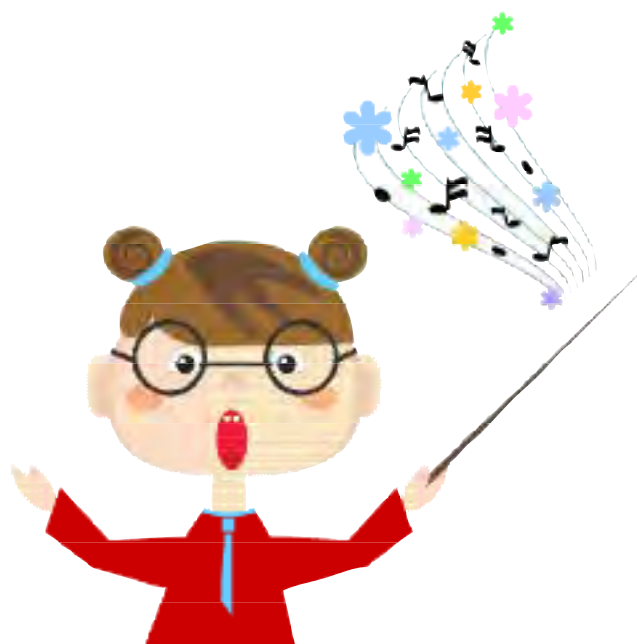


Print your memory verse on a whiteboard or large poster board. Read the verse several times as a class. Then give each child an 11x17 sheet of white paper along with markers, crayons and colored pencils. Invite the children to draw a picture that illustrates the Bible verse. Once they have finished drawing, 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 may 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

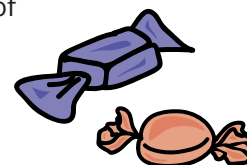


the class. For those children who are more timid, consider having them record their performance or perform it just for you.

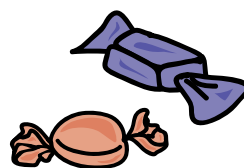
## Musical Memory

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 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.

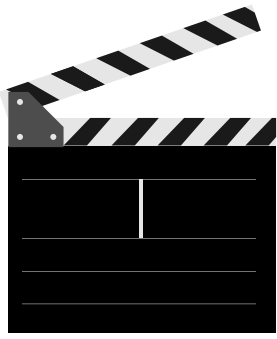
Before you begin to play, explain to the children that you are studying a verse that reminds us of the joy in proclaiming Jesus to the whole world. We are not to keep the good news to ourselves. For that reason, when the game is over and the box is unwrapped, whoever removes the last layer of paper will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



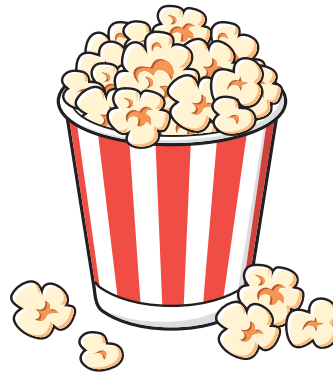
# GOTCHA

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.

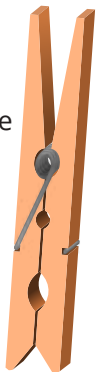
## Popcorn Verse



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

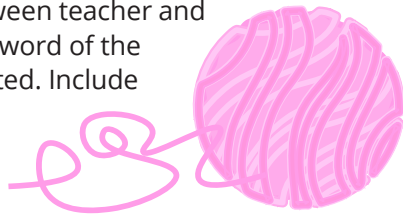
Write each word from the verse on a separate piece of paper. Mix up the papers. String a clothesline and have a clothespin for each piece of paper. Time the children as they attempt to hang the words of the verse on the clothesline in the correct order.



## 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 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 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.*



# Problems Faced by Children Around the World

## Poverty:

- Worldwide, an estimated 333 million children live in extreme poverty. (UNICEF)
- Approximately 719 million people, 9.2% of the world's population, survive on less than \$2.15 a day. (World Vision)
- The COVID-19 pandemic drove an additional 97 million people into extreme poverty. (World Vision)

## Unsafe Water:

- Nearly 2.2 billion people worldwide lack access to clean, safe drinking water. That's about one out of three people. (World Health Organization)
- 97% of the world's water is salty seawater and unsafe to drink.
- Each day, more than 1,000 children under the age of 5 die from diseases spread by unsafe water or lack of basic sanitation and hygiene. (World Health Organization)
- Diarrhea kills children. 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 – 1 million per year. (World Vision)
- Children weakened by all forms of malnutrition often die from preventable and easy-to-treat diseases. (World Vision)
- 30 million children suffer from malnutrition. Chronic malnutrition manifests as significantly reduced height, growth or stunting and affects one-third of all children in developing countries. (World Vision)
- The war in Ukraine has increased global hunger – about 1.7 billion people – due to rising food prices, higher energy costs and growing economic constraints. (World Vision)
- An estimated 45% of deaths of children under 5 years of age are linked to malnutrition. (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)
- In 2023, 117.2 million people were forcibly displaced from their homes, with 43.3 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 3.5 billion people lack access to basic sanitation – toilets and latrines. (United Nations)

## Lack of Education:

- Globally, 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 attend 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.

# World Religions

Photo: Kevin Austin

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 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. There will often 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), they enter 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 attending 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 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.

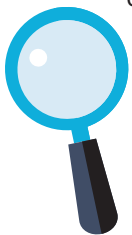
## Tribals or Animists

Tribal people have varied beliefs depending on 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.

Worshiping the many different spirits is done individually or by families. Tribal people usually believe 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 offerings to him, too.

## EXPLORE MORE

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 must 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).

# SUPPLEMENTAL RESOURCES

## Books:

*Christian Heroes: Then and Now Series*, by Janet and Geoff Benge, YWAM Publishing (Missionary Biographical Titles— ages 10 and up)

*Exploring the World with Jesus*, by Free Methodist missionaries (Light & Life Communications) 1995

*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

*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

*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

## Websites:

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)

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### Books:

*African Culture* (Heinemann Library) 2013

*Another Trip Around the World*, by Leland Graham and Traci Brandon (Carson-Dellosa Publishing Co.) 1996

*Heartbeat* (Free Methodist World Missions) 2021-2023 editions

*Missions Alive!* (Free Methodist World Missions) 2010-2022 editions

*Window Kids Recipes of the 10/40 Window a Cookbook for Kids*, KJ Larson, editor (Authentic Publishing, Window International Network Inc.) 2005

*The World Encyclopedia of Flags*, by Alfred Znamierowski (Lorenz Books) 1999

### Websites:

Africa.com  
[africa.com](http://africa.com)

Britannica Kids  
[kids.britannica.com](http://kids.britannica.com)

CIA, The World Fact Book  
[cia.gov/library/publications/the-world-factbook](http://cia.gov/library/publications/the-world-factbook)

Children's Discovery Museum  
[cdm.org](http://cdm.org)

Coffee Blenders  
[www.coffeeblenders.com/blogs/news/7-interesting-costa-rica-coffee-facts?\\_pos=3&\\_sid=3ba52cea1&\\_ss=r](http://www.coffeeblenders.com/blogs/news/7-interesting-costa-rica-coffee-facts?_pos=3&_sid=3ba52cea1&_ss=r)

Cool Kid Facts  
[coolkidfacts.com](http://coolkidfacts.com)

Discovery Education  
[puzzlemaker.discoveryeducation.com/word-search](http://puzzlemaker.discoveryeducation.com/word-search)

Flags of the World  
[crwflags.com/fotw/flags/](http://crwflags.com/fotw/flags/)

Flame Creative Children's Ministry  
[flamecreativekids.blogspot.com](http://flamecreativekids.blogspot.com)

FOOD52  
[food52.com](http://food52.com)

God Venture  
[godventure.co.uk/activities/prayer](http://godventure.co.uk/activities/prayer)

Kids-World-Travel-Guide.com  
[kids-world-travel-guide.com](http://kids-world-travel-guide.com)

KonnectHQ  
[www.konnecthq.com](http://www.konnecthq.com)

Learning Escapes  
[www.learningescapes.net](http://www.learningescapes.net)

Let's Travel to Mexico  
[letstraveltomexico.com](http://letstraveltomexico.com)

Lonely Planet  
[lonelyplanet.com](http://lonelyplanet.com)

Ministry Spark  
[ministryspark.com/creative-ideas-teaching-kids-prayer](http://ministryspark.com/creative-ideas-teaching-kids-prayer)

Multicultural Kid Blogs  
[multiculturalkidblogs.com](http://multiculturalkidblogs.com)

National Geographic Kids  
[kids.nationalgeographic.com](https://kids.nationalgeographic.com)

Ntripping Trips & Stuff  
[ntripping.com](https://ntripping.com)

Spana  
[spana.org/blog/13-fun-facts-about-camels](https://spana.org/blog/13-fun-facts-about-camels)

The Costa Rica News  
[thecostaricanews.com](https://thecostaricanews.com)

The Facts Institute  
[factsinstitute.com](https://factsinstitute.com)

U.S. Catholic  
[uscatholic.org/articles/201905/7-creative-ways-to-encourage-your-kids-to-pray](https://uscatholic.org/articles/201905/7-creative-ways-to-encourage-your-kids-to-pray)

