

Bringing New Focus to Missions

Lessons 1-4

Adult Missions Education 2019-2020



Permission to quote from the following copyrighted version of the Bible is acknowledged with appreciation:

Scripture taken from the Holy Bible, New International Version® (NIV®). Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.® Used by permission. All rights reserved worldwide.

Feather Image in Lesson 2: all-free-download.com

Cover Design: Darryl Bennett

Copyright 2019
Nazarene Publishing House
Printed in the United States of America

Permission is granted to copy any portion of this publication for presentation purposes.

Table of Contents

Let's Get Started!	4
LESSON 1 Guatemala: Where the Past Builds the Future	6
LESSON 2 Mongolia - "Areas Beyond".....	21
LESSON 3 Purposeful Planting: God's Fellow Workers	31
LESSON 4 Sending Servants	44

Let's Get Started!

Welcome to the 2019–2020 *Adult Missions Education*. You may notice changes, but you can be sure the current missions content should appeal to a wide range of ages in your congregation.

New: A Staggered Release of Lessons

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

Launching a New Learning Year

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

The Lessons

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

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

New Video Supplements to the Lessons

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

Additional Ideas to Enrich the Presentation

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

Bringing New Focus to Missions

This year's theme is meant to help bring focus to our mission as a church, and to understand our individual and local church role(s) in carrying out that mission to God's glory. There are "focus" lessons this year on mission areas: old and new. We will meet missionaries: newly sent and retiring. Of course, within these lessons, we focus on our Top 5 Areas of Impact: Prayer, World Evangelism Fund, Alabaster, Engaging Children and Youth, and Links. Participation in each of these areas connects people to the larger Nazarene family. As the group progresses through the lesson content and learning activities, there should be a deeper clarity and an expanding appreciation for NMI and its purpose to "mobilize the church in missions." Both are relevant and imperative to the growth and maturing of the local church, increasing its significant reach around the world. Through stories and scriptures and missions principles, a vivid tapestry is woven with the threads of passion for the lost, sacrificial giving, and joy in serving the eternal purposes of God in missions.

This Year's Authors

For the 2019-2020 *Adult Missions Education* lessons, two wonderful writers present six lessons each:

Debbie Salter Goodwin

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

Cheryl Crouch

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

Throughout the process of bringing these lessons together, we are seeking to 'focus on missions' in order to be better equipped to work together in this great missions enterprise. We really do need each other. Our lives and work are enriched, because together with you, in Jesus' name, we are changing our world.

Lola Brickey
Global NMI Director

1

Guatemala: Where the Past Builds the Future

By Debbie Salter Goodwin

LESSON PURPOSE

To review the highpoints of Nazarene missions in Guatemala as a backdrop to explore how the accomplishments of the past help build the future.

SCRIPTURE: And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus, in order that in the coming ages he might show the incomparable riches of his grace, expressed in his kindness to us in Christ Jesus. (Ephesians 2:6-7 NIV)

FAST FACTS

- The Church of the Nazarene entered Guatemala [gwah-te-MAH-lah] in 1904.
- Guatemala is part of the Nazarene Mesoamerica [me-soh-ah-ME-ree-kah] Region which covers the Caribbean, Mexico, and Central America.
- Guatemala has 16 districts and 759 churches. (2018 statistics)
- There are 94,923 full and fellowship members. (2018 statistics)
- There are 396 ordained elders, 11 ordained deacons, and 326 licensed ministers in Guatemala. (2018 statistics)
- Average Weekly Worship is 59,066. (2018 statistics)
- Alabaster giving has funded approximately 700 projects in Guatemala

LESSON INFORMATION

In the land where Mayans [MIE-uhns] built a civilization that developed a sophisticated writing system and engineering feats we still don't understand, and where early people read the patterns of the sun to track time; there were people who did not know that God had set His heart on bringing them into His family.

The Spanish conquest changed the history of this land. Spain brought its culture, religion, and rule, and it pushed Mayan strands into villages who continued developing their ways and their languages. While it made reaching the people of Guatemala with God's Good News difficult, it was not impossible.

Guatemala is located in Central America south of Mexico, and is about the size of the state of Pennsylvania in the USA and slightly smaller than the country of Bulgaria on the Eurasia Region. The capital is Guatemala City and largest city in Central America. Part of the Mesoamerica Region, it represents one of the oldest mission initiatives in the Church of the Nazarene.

The Pioneers

The Richard Andersons

Before the Church of the Nazarene organized, the Pentecostal Mission of Nashville sent missionaries to Guatemala. Unfortunately, yellow fever was a formidable challenge resulting in the death and return of many first missionaries. In 1904, 21-year-old Richard Anderson with his 19-year-old bride came to Guatemala by way of a challenging five-day oceanic trip. Nephew of one of the original missionaries who had returned when his wife died, Richard never expected things to be easy. After their near-death bouts with yellow fever, the couple moved to Cobán [koh-BAHN], higher in the Alta Verapaz [AHL-tah ver-ah-PAHS] Mountains with better climate. However, they weren't prepared for the poverty they found. It would require a level of compassion only God could give.

Immediately, Richard began traveling by foot to visit people living in rough-made houses or on coffee plantations, often sleeping on someone's porch when he couldn't return home at night.

In 1915, the Pentecostal Mission and the Church of the Nazarene united. The merger embraced the missionary endeavors of the Pentecostal Mission which included the work in Guatemala.

Perhaps the most innovative action was when pioneer missionaries started a print publication, *El Cristiano* [EL kris-tee-AHN-oh] or *The Christian*. It became so important to the ministry that a furloughed missionary brought back printing equipment from the Benson Publishing House in Nashville, as well as an employee to teach printing to the missionaries. The paper was published for 42 years with a reach that often surprised the missionaries. How appropriate that in a land that invented its own printed language, printing became a primary tool of evangelism!

These were building years for the church in Guatemala. They experimented with schools, planted churches and preaching sites. In one year Richard Anderson reported that he had “ridden 1,500 miles horseback, built two churches, preached 105 times ... directed the printing work [publishing] half million pages of gospel literature ... and last ... served the mission as district treasurer.” That’s quite a pastor’s report!

The Russell Birchards

In 1934, the Andersons’ daughter, Margaret, who had married Russell Birchard [BUHR-chuhrd], joined them in Guatemala. Margaret had grown up in the poverty and disease-ridden challenges of Guatemala. When she returned to the States for her education, she planned to go to medical school. Unfortunately, one missing course prevented her acceptance and she settled on nursing instead. Margaret eventually managed Casa de Salud [KAH-sah DAY sah-LOOD] (House of Health) a medical clinic that also cared for in-patients. Margaret kept her emergency suitcase packed and ready for a call in the night to attend someone too ill to be transported.

The Richard Andersons and Russell Birchards hold the longevity record in Guatemala serving 41 and 39 years respectively. Both men died and were buried in the land of their heart’s mission: Guatemala. Both earned the respect of Catholic priests evidenced by the way the priests joined the hundreds that paid tribute to these disciples when they died.

The William Sedats

Another history-changing pioneer endeavor in Guatemala involved translation work for the Pokomchí [poh-kohm-CHEE; also, spelled Poqomchí] language. The Pokomchí Indians are Mayan descendants. Their name means “unnoticed, left out, overlooked, forgotten,” and that’s exactly the way they felt. They live in the Alta Verapaz region of Guatemala where elevations of 4,000-6,000 feet (1,200–1,800 meters) share breath-taking vistas. But their Mayan derived

language isolated them. Even though the Church of the Nazarene had been sending missionaries to Guatemala, their work with this poverty-stricken people was severely limited because they could not communicate. God knows no such barriers and had His own ways of overcoming them.

Elizabeth (Betty) Russling was 12 years old when she knew God called her to missions. After finishing college, she accepted the invitation to go to Guatemala for a year. It was the year that changed her life for there she met William Sedat [se-DAHT], a translator working with the Kekchí [kek-JEE] tribe. When Betty returned, William’s letters drew the two into a lasting relationship which led to marriage.

Elizabeth began actively learning translation theory and eventually the two worked, side by side, in a lifetime partnership in translating. In 1961, William began the first original translating work for the Pokomchí Indians.

Ten years later, William was diagnosed with a brain tumor which cut short his valuable work. After his death, Elizabeth returned to help coordinate the completion of translating the New Testament into Pokomchí and in 1983 the American Bible Society printed its first New Testament in the language of this Mayan tribe.

The translating work continues. 2018 celebrated the release of the whole Bible translated into the Akateko [ah-kah-TAY-koh] language. The Baja [BAH-hah] Verapaz District’s Mayan Literature Committee has partnered with the country’s Ministry of Education to promote reading the Bible in the Mayan languages. Also, the JESUS Film has been translated into Pokomchí.

Meeting Critical Needs

Alabaster

Guatemalans have benefited from Nazarene generosity through Alabaster. The first building that Alabaster funds built was in 1949 in Cobán. Today it houses the Instituto [een-stee-TOO-toh] Biblico [BEEB-lee-koh] Nazareno [nah-sah-RAY-noh], the Nazarene Bible Institute. They have graduated 500 pastors and enrolled 3,000 students since its beginning. Alabaster has supported 700 projects in Guatemala!

Guatemala Widows and Orphans Program

Support from Guatemala and from Nazarenes around the world made it possible to open Hogar del Niño [OH-gahr DEL NEEN-yoh] in 1985 in San Miguel Chicaj [SAHN mee-GEL chee-KAH] in northern Guatemala. This home filled a critical need for children orphaned by Guatemala’s long civil war. At a special ceremony in 2012 to honor these orphaned children, the Guatemalan government celebrated the Church of the Nazarene for its distinctive service to Guatemalan orphans.

The orphanage laid the groundwork for the first children sponsorship program. Today, the Guatemala Widows and Orphans Program has replaced the orphanage so that more receive help from school supplies, medical assistance, to special activities in multiple areas.

Nazarene Compassionate Ministries

Nazarene Compassionate Ministries responded when Volcán de Fuego [vohl-KAHN DAY FWAY-goh] erupted about 25 miles southwest of Guatemala City on 3 June 2018. Perhaps what was most inspiring is that the Guatemala Church was among the responders. They gathered more than five tons of food to send to their desperate neighbors.

100 Years and Counting

In 2004, the Church of the Nazarene in Guatemala celebrated its 100th anniversary. What began as a few scattered worship gatherings have grown to 60,000 Guatemalans who worship on Sunday in over 700 churches. Perhaps the most impressive fact is that Guatemalans pastor most of those churches. What started as a “receiving” field for missionary-driven work has become an indigenous work, as well as a sending work. Guatemalans are now answering God’s call to serve as missionaries in other parts of the world.

The Guatemalan Missional Zone Initiative

One fact is certain; the leaders in Guatemala are not sitting on their growth achievements. They are implementing a plan that will accelerate growth for the future. Cooperating with the Nazarene Bible Institute in Cobán, a specialized church planting institute will accept 12 students. These students will be expected to start one preaching point per month during their course of study. They identify potential sites using a missional zone strategy. Missional Zones are those areas where either the Church of the Nazarene or Christianity has

not reached. Guatemala is the first target country for this emphasis. The goal is that by the time a class from the Institute is ordained there should be 36 new preaching points and at least four new churches.

Guatemala’s General Superintendent

Guatemala made a history-changing contribution to the Church of the Nazarene when Dr. Gustavo [goo-STAH-voh] A. Crocker [KRAH-kuhr] was elected as the 41st general superintendent in 2013. Dr. Crocker was raised in Guatemala and has served the church extensively, including assignments as regional director for Eurasia, administrative director of Nazarene Compassionate Ministries International, and regional coordinator of Nazarene Compassionate Ministries out of Quito [KEE-toh], Ecuador. He has authored books and articles in both Spanish and English. While the Church of the Nazarene has been raising awareness for the global church, Dr. Crocker’s election emphasized our global community in a significant way.

The pioneer work of the first Nazarene missionaries in Guatemala has reaped a successful harvest. But no one believes the work is finished. In the words of then World Mission Director Louie Bustle from his keynote speech at Guatemala’s Centennial, “The history of the Church of the Nazarene in Guatemala is a testimony to God’s faithfulness. It is a legacy of holiness that shows what happens when God’s people are faithful to His call.”

The good news is the church in Guatemala is still faithful.

PRESENTATION IDEAS

Option 1—Guatemala: Then and Now

Prepare

- Recruit three presenters, one for each of the major divisions of the lesson information.
- Print and divide lesson information for each recruit.
- Consider using a picture of a Guatemala flag and/or the national colors of blue and white.

Present

Introduce the lesson on Guatemala using the introductory paragraph from **Lesson Information**. Introduce the **Quick Quiz** (Lesson Handout 1) and ask the first three questions. Instruct the group to make their answer choice by a show of hands.

Following the early questions, introduce the presenters. After each presentation, ask the questions that pertain to what was shared. Close your time with prayer for the leaders and people of your Nazarene family in Guatemala.

Option 2—Divide and Locate (for a group that likes activity)

Prepare

- Be prepared to divide into three groups. Consider duplicating group activities for a large attendance.
- In each group, ask the person whose last name is closest to the beginning of the alphabet to be facilitator. The facilitator reads the instructions as needed and appoints someone to share at least three interesting facts with the whole group.
- Provide a table for each group as well as paper and pen for a recorder.
- For the **Divide and Locate, Group 1: Map It** group, provide **Handout 2** (Guatemala map) and **Handout 3** (facilitator's instructions). Also provide red, green, black, brown, and yellow markers.
- For the **Divide and Locate, Group 2: Match It** group, retrieve **Handout 4** (facilitator instructions and answer code). You will need to cut the statement strips apart. Place the "A" statements in one basket and the completing "B" statements in another basket.
- For the **Divide and Locate, Group 3: Watch It** group, recruit someone with good computer skills who is willing to download the videos, preview them, cue them as necessary, and run them for the group. Provide a copy of **Handout 5** which includes the Facilitator Instructions and links for the videos for the group.

Present

Introduce Guatemala from the first three paragraphs of **Lesson Information**. Explain that you will use three activities to study Guatemala's mission story: **Map It**, **Match It**, or **Watch It**. Then divide into groups. Give groups about 20 minutes to finish their activity. Then bring groups back together and ask each group to share three of the most interesting facts they learned.

- **Group 1: Map It**
Use the map and follow the printed instructions with it from Handouts to add key places and events to the map.
- **Group 2: Match It**
The group will match "A" and "B" statements to create a factual statement about the work of the Church of the Nazarene in Guatemala.
- **Group 3: Watch It**
Use the Facilitator's Instructions for Group 3 (Handout 5). Using the links on the handout, choose which videos you want to watch. Gather facts and impressions and be ready to share insights with the whole group.

Option 3—What Can Guatemala Teach Us? (for a group that likes discussion)

Present key highlights from the opening lesson information as talking points. Then, ask the group to discuss the following questions:

- How would you have met the pioneer challenges of opening the missionary work in Guatemala or any other country?
- How do you respond to poverty where you encounter it? What response helps? What response does not?
- Why was the printed word so important to spreading the gospel in Guatemala?
- What part of the development of the Church of the Nazarene in Guatemala would you have liked to have been a part of and why?
- What do you think of the requirements of the Guatemalan Missional Zone Initiative? What would happen if they were required here?
- Why is it important to raise up Guatemalan pastors for the churches there and in other world areas?
- What place does the past have in the future of any church, district, or region?
- What do you think the Guatemalan Church of the Nazarene would say about our churches and commitment to discipleship?
- How has electing general superintendents from different world areas helped us emphasize our global community?
- Read the Ephesians 2:6-7. How does that verse bring the past and future together for this lesson? for your local church?

ACT ON IT (practical ideas for personal involvement)

- What do you know about your local church history? What past stories might inspire people to participate in what God wants to do through your faith community? If you have any charter or long-time members, consider inviting them in the future for an informal chat. Make it about using the past to build the future.
- Be sure you have checked the Nazarene Missions International Prayer Mobilization Line for any prayer requests coming from Guatemala. Take time to pray for Guatemala, her church leaders, your Nazarene family there, and any of the people or churches you studied in today's lesson.
- Use the story of Alabaster's first building in Guatemala as an opportunity to hand out Alabaster boxes.
- Provide information for individuals, families, or the whole group who might consider sponsoring a child through Nazarene Compassionate Ministries: Child Sponsorship (www.ncm.org).

RECIPES

A favorite of Rachel Crocker, wife of General Superintendent Gustavo Crocker, is Guatemalan Churrasco [choo-RAHS-koh] served with Chirmol [CHER-mohl]. Consider serving it on small plates with Black Beans Sofrito [soh-FREE-toh] for a tasting treat.

Churrasco, *Grilled, marinated steak*

Ingredients:

- 1 bunch fresh parsley, chopped (about 1 cup [40 grams])
- 1/2-3/4 cups (118-177 milliliters) olive oil
- 1/4 cup (59 milliliters) fresh lime juice
- 6 cloves garlic, chopped
- 1/2 teaspoon (2.5 grams) salt
- 1/2 teaspoon (2 grams) black pepper
- 2 to 2-1/2 pounds (.9-1.1 kilograms) beef skirt steak

Preparation:

1. In a blender or food processor, combine all ingredients except steak; pulse until smooth. Reserve 1/2 cup (118 milliliters) of marinade; cover and set aside until serving time.
2. Place steak in a shallow dish and pour remaining marinade over top. Cover and marinate in the refrigerator at least 2 hours or overnight.
3. Remove steak from marinade, discarding excess marinade, and place steak in a grill pan over medium-high heat. Cook 3 to 4 minutes per side on a grill pan or outdoor grill. Test for doneness. Slice cross grain.
4. Stir the reserved marinade. Drizzle over steak or serve with Guatemalan chirmol salsa and serve immediately.

RECIPES (continued)

Chirmol (means charred) Guatemalan Salsa

Yields 4 cups (226 grams)

Ingredients:

- 3 cups (600 grams) tomatoes, charred
- 1/3 cup (50 grams) red onion
- 1 tablespoon (1 gram) cilantro
- 2 teaspoons (1.6 grams) mint
- 1 teaspoon lime (5 milliliter) juice

Preparation:

1. Char tomatoes over an open flame.
2. Roughly chop the onions, cilantro and mint.
3. In a bowl, combine tomatoes, cilantro, mint and onions.
4. Add lime juice and stir until blended. Serve with Churrasco.

Black Beans Sofrito

Sofrito is a basic sauce used in Spanish, Portuguese, Italian, and Latin American cooking. It is a combination of aromatic ingredients sautéed in olive oil.

Serves 4-6

Ingredients:

- 1 tablespoon (15 milliliters) extra-virgin olive oil
- 1 medium onion, finely chopped
- 3-4 cloves garlic, minced
- 2 medium bell peppers (any color) finely diced
- 3 1/2-4 cups (820-950 milliliters) cooked black beans (1 1/2 cup [302 grams] raw or two 15-16-ounce [445-475-milliliters] cans, drained, rinsed)
- 1 large firm, ripe tomato, finely diced
- 1 teaspoon (2.5 gram) ground cumin.
- 1/2 teaspoon (1 gram) dried oregano
- Juice of 1/2 lemon or lime, to taste
- Salt and fresh ground pepper to taste
- 1/4 cup (20 grams) chopped cilantro or parsley

Preparation:

1. Heat the oil in a large skillet. Add onion and sauté over medium heat until translucent.
2. Add garlic, green and red peppers and continue to sauté until they are soft and onion is golden.
3. Add remaining ingredients except the last two, along with 1/2 cup (120 milliliters) water. Bring to simmer.
4. Mash a small amount of the black beans with the back of a wooden spoon, just enough to make a thick sauce begin to form. Simmer gently over low heat, covered, for 10 minutes.
5. Season with salt and pepper. Stir in cilantro or parsley.

RESOURCES (“handy helps” for the leader)

- **Articles**

- “Guatemalan Nazarenes Celebrate Centennial.” *Holiness Today*. Posted: November/December 2004. www.bit.ly/Guatemalan-Centennial
- Pottenger, Gina Grate. “Training supplies church planters for regional growth.” *Engage* magazine. Posted: 6 January 2013 www.bit.ly/guatemalan-initiative. Provides information about the Guatemalan Missional Zone Initiative.
- Church of the Nazarene Mesoamerica Region. “Guatemalan government honors Church of the Nazarene.” *Go Ye—Serve the World: Sharing Christ Glocally* Posted: 19 September 2012. www.bit.ly/Guatemala-honors-Church.

- **Websites**

- Mesoamerica Region page on the Church of the Nazarene website: www.nazarene.org/mesoamerica.
- Mesoamerica Regional website: www.mesoamericaregion.org. Text available in both Spanish and English. Find current news about Nazarenes in Guatemala on this regional site.
- Child Sponsorship page of the NCM website: <http://cs.ncm.org>. Find information on child sponsorship on this site.

- **Videos**

- **2019-2020 NMI Video: “Focus-Guatemala”** — www.nazarene.org/nmi/curriculum
- Handout 5 features links to videos about Guatemala pertaining to the history of the Church of the Nazarene, Alabaster, and one about a church of 1,500 and its church-planting mission.
- Interview with 94-year old Eunice Bryant, missionary to Guatemala 1950-1962 as she remembers her call from God and His empowerment. Begin at 25 seconds and stop at 5:27 or before. www.bit.ly/Eunice-Bryant

(Handout 1—Option 1)

Then and Now: Quick Quiz

Introduction

1. Guatemala is part of which region of the Church of the Nazarene?
 - a. Central America Region
 - b. Mesoamerica Region*
2. What is the capital of Guatemala?
 - a. Cobán
 - b. Guatemala City
3. Guatemala is slight smaller than
 - a. Brazil
 - b. Bulgaria

Pioneers

4. Who were the predecessors of 70% of the Guatemala people?
 - a. Mayans
 - b. Incas
5. When did the Church of the Nazarene enter Guatemala?
 - a. 1908
 - b. 1904
6. *El Cristiano* was a
 - a. self-published paper used as an evangelistic tool.
 - b. radio program that shared conversion stories.
7. Original translation by Nazarenes Betty and William Sedat were for
 - a. Pokomchí people
 - b. Comanche people

Critical Needs

8. How is the first Alabaster building in Guatemala used today?
 - a. Training facility for pastors and ministry leaders
 - b. Elementary school
9. What recent disaster mobilized Guatemalans to help through Compassionate Ministries?
 - a. Volcán de Fuego
 - b. Hurricane Miguel
10. Hogar del Niño was
 - a. a hospital for newborns
 - b. an orphanage for children

100 Years and Counting

11. How many Churches of the Nazarene are in Guatemala?
 - a. 700
 - b. 500
12. In the present day, Guatemala has become
 - a. desperate for more missionaries.
 - b. determined to send more missionaries.
13. Enrollees in the Guatemalan Missional Zone Initiative must commit to
 - a. maintaining a 3.0 grade point average.
 - b. starting one preaching point per month during their study.
14. Who is the first Nazarene general superintendent from Guatemala?
 - a. Dr. Gustavo Crocker
 - b. Dr. Filimão Chambo
15. How long has Nazarene Missions been in Guatemala?
 - a. Almost 75 years.
 - b. More than 100 years.

(Handout 1—Option 1)
Then and Now: Quick Quiz
Answer Code for Then and Now

Introduction

1. Guatemala is part of which region of the Church of the Nazarene?
 - a. Central America Region
 - b. Mesoamerica Region***
2. What is the capital of Guatemala?
 - a. Cobán
 - b. Guatemala City**
3. Guatemala is slight smaller than
 - a. Brazil
 - b. Bulgaria**

Pioneers

4. Who were the predecessors of 70% of the Guatemala people?
 - a. Mayans**
 - b. Incas
5. When did the Church of the Nazarene enter Guatemala?
 - a. 1908
 - b. 1904**
6. El Cristiano was a
 - a. self-published paper used as an evangelistic tool.**
 - b. radio program that shared conversion stories.
7. Original translation by Nazarenes Betty and William Sedat were for
 - a. Pokomchí people**
 - b. Comanche people

Critical Needs

8. How is the first Alabaster building in Guatemala used today?
 - a. Training facility for pastors and ministry leaders**
 - b. Elementary school
9. What recent disaster mobilized Guatemalans to help through Compassionate Ministries?
 - a. Volcán de Fuego**
 - b. Hurricane Miguel
10. Hogar del Niño was
 - a. a hospital for newborns
 - b. an orphanage for children**

100 Years and Counting

11. How many Churches of the Nazarene are in Guatemala?
 - a. 700**
 - b. 500
12. In the present day, Guatemala has become
 - a. desperate for more missionaries.
 - b. determined to send more missionaries.**
13. Enrollees in the Guatemalan Missional Zone Initiative must commit to
 - a. maintaining a 3.0 grade point average.
 - b. starting one preaching point per month during their study.**
14. Who is the first Nazarene general superintendent from Guatemala?
 - a. Dr. Gustavo Crocker**
 - b. Dr. Filimão Chambo
15. How long has Nazarene Missions been in Guatemala?
 - a. Almost 75 years.
 - b. More than 100 years.**

ANSWERS IN BOLD TYPE

(Handout 2—Option 2)
Divide and Locate—Group 1: Map It
Map of Guatemala



(Handout 3—Option 2)

Divide and Locate—Group 1: Map It

Facilitator Instructions

Use the map (Handout 2) and follow the instructions below to add key places and events on the map.

Optional: Ask someone to Google how far it is between your town and the capital city of Guatemala. Consider including how long it is by plane from the closest major airport. Write this information at the top of the map.

1. Draw a red star around the capital of Guatemala.
2. Draw a green circle around Puerto Barrios [PWAIR-toh BAH-ree-ohs]. This is where the first missionaries arrived by boat.
3. Draw a black arrow from Puerto Barrios to Cobán [koh-BAHN], where the first missionaries moved to escape yellow fever.
4. Place a black capital “P” within the department (state/province) of Alta Verapaz [AHL-tah verah-PAHS]. The Pokomchí [poh-kohm-CHEE] people live in the mountains here. William and Betty Sedat were missionaries who translated the Bible in this language in the 1970’s.
5. Place a large capital “A” next to the city of Cobán. The first building built by Alabaster funds in Guatemala is here. It is the Instituto [een-stee-TOO-toh] Biblico [BEEB-lee-koh] Nazareno [nah-sah-RAY-noh] (Nazarene Bible Institute) for pastoral and ministry leader training.
6. Locate the three departments (states/provinces) of Chimaltenango [chee-mahl-tee-NAHN-goh], Sacatepéquez [sah-kah-tay-PAY-kahs], and Escuintla [es-KWEENT-lah]. Draw a mountain (/ \) with a brown marker where all three departments converge. This is the location of Volcán de Fuego [vohl-KAHN DAY FWAY-goh], the volcano that erupted in 2018 and mobilized Guatemalan Nazarene Compassionate Ministries to help.
7. Locate San Miguel Chicaj [SAHN mee-GEL chee-KAH] in the Baja Verapraz [BAH-hah vay-rah-PAHS] Department (state/province) of Guatemala. Draw a stick figure child and write the name Hogar del Niño [OH-gahr DEL NEEN-yoh] to represent the Nazarene orphanage started there in 1985 to care for children orphaned by the civil war. The Guatemalan government honored the Guatemalan Church of the Nazarene in 2012 for their work with the orphanage.
8. Write “100” next to Guatemala City where Guatemala celebrated 100 years of Nazarene missionary involvement in 2004.

Choose 3 facts to share with the whole group.

(Handout 4a—Option 2)
Divide and Locate—Group 2: Match It
Facilitator Instructions

Engage the group to put “A” and “B” statements together to make or identify a fact about Nazarene missions in Guatemala. Use the Answer Code to check statements.

The “A” statements are the first part of the match. Cut them apart, mix them up, and place them in a basket.

A) In the early 1900’s, pioneer missionaries faced multiple challenges ...

A) The first missionaries who began the work in Guatemala for the Church of the Nazarene ...

A) The 1904 date for beginning Nazarene missions in Guatemala precedes the date the denomination organized because ...

A) Richard Anderson was related to missionary Russell Birchard because...

A) Early missionaries enlarged their evangelistic reach in Guatemala by ...

A) William and Betty Sedat labored untiringly to translate the Mayan-based language ...

A) The first building built with Alabaster funds in 1949 is still standing as ...

A) In 2013, the Nazarene General Assembly in Indianapolis, Indiana, made history by ...

A) In 2018, the Volcán de Fuego erupted 25 miles from Guatemala City and ...

(Handout 4b—Option 2)
Divide and Locate—Group 2: Match It
Facilitator Instructions

The “B” statements are the second half of the sentence. Cut them apart, mix them up, and place them in a separate basket.

B) including yellow fever that resulted in the death of many early missionaries.

B) came from the Pentecostal Mission in Nashville, Tennessee.

B) the Church of the Nazarene recognized missionaries and their work when they joined the new denomination.

B) Russell’s wife was the Andersons’ daughter. Both families hold the record for serving in Guatemala the longest: Andersons, 41 years; Birchards, 39.

B) publishing El Christiano for 42 years.

B) of the Pokomchí people who had never been able to read the Bible in their own language.

B) Instituto Biblico Nazareno located in Cobán for the training of pastors and ministry leaders.

B) electing Gustavo Crocker, a Guatemalan, who lived and served in his native Guatemala, as well as in other countries.

B) Guatemalans gathered and delivered five tons of food and supplies as a part of Compassionate Ministries.

(Handout 4c—Option 2)

Divide and Locate—Group 2: Match It

Facilitator Instructions

Answer Code for Match It

- In the early 1900's, pioneer missionaries faced multiple challenges ... including yellow fever that resulted in the death of many early missionaries.
- The first missionaries who began the work in Guatemala for the Church of the Nazarene ... came from the Pentecostal Mission in Nashville, Tennessee.
- The 1904 date for beginning Nazarene missions in Guatemala precedes the date the denomination organized because ... the Church of the Nazarene recognized missionaries and their work when they joined the new denomination.
- Missionary Richard Anderson was related to missionary Russell Birchard because ... Russell's wife was the Andersons' daughter. Both families hold the record for serving in Guatemala the longest: Andersons, 41 years; Birchards, 39.
- Early missionaries enlarged their evangelistic reach in Guatemala by ... publishing *El Cristiano* for 42 years.
- William and Betty Sedat labored untiringly to translate the Mayan-based language ... of the Pokomchí people who had never been able to read the Bible in their own language.
- The first building built with Alabaster funds in 1949 is still standing as ... Instituto Biblico Nazareno located in Cobán for the training of pastors and ministry leaders.
- In 2013, the Nazarene General Assembly in Indianapolis, Indiana, made history by ... electing Gustavo Crocker, a Guatemalan, who lived and served in his native Guatemala, as well as in other countries.
- In 2018, the Volcán de Fuego erupted 25 miles from Guatemala City and ... Guatemalans gathered and delivered five tons of food and supplies as a part of Compassionate Ministries.

(Handout 5—Option 2)

Divide and Locate—Group 3: Watch It

Facilitator Instructions

Work with your video assistant who will cue the videos for your viewing. After the group has viewed a video, use the coordinating questions to discuss their impressions. When you've watched all the videos, make a list of a couple of your impressions and/or facts per video to share in the larger group.

1. Historia [ee-STOH-ree-ah] de [DAY] la [LAH] Iglesia [ee-GLAY-see-ah] (History of the Church)

This Spanish narrated video was prepared for the 93rd anniversary of the Church of the Nazarene in Guatemala. It shows early pictures of Richard Anderson and his family. Consider showing only a brief segment, from 58 seconds through 3:13. Optional: If you know someone who speaks Spanish, invite them to render a simple translation and show as much of the video as time allows.

www.bit.ly/Guatemala93

- What is your impression of the surroundings the Andersons lived in?
- How do you think the Anderson children feel about being in Guatemala?
- What are your impressions of the Guatemala people?

2. The First Alabaster Building in Guatemala

This video describes the ongoing ministry ripples that started with the first building that Alabaster funds built. It has English captions and is about 4 minutes long.

www.bit.ly/Guatemala-1st-Alabaster

- What is the message that the speaker wants you to understand?
- What surprises you about this building?
- What is your impression of the students?

3. Sharing the Gospel for Generations

This video tells how the San [SAHN] Juan [HWAHN] Chamelco [chah-MEL-koh] Church of the Nazarene in Guatemala started with a few believers who endured persecution and has become a church of 1,500 with a church-planting mission. The video is about 5 minutes with English captions.

www.bit.ly/sharing-gospel-generations

- What place did persecution play in the growth of this church?
- How would you have responded to the treatment they received?
- How would you apply the pastor's statement: "So the church is not planning to stay with what has been done; instead it is thinking of all that has to be done to further the glory of God ... for the blessing of new generations?"

Choose 3 facts or impressions to share with the whole group.

2

Mongolia – “Areas Beyond”

By Cheryl Crouch

LESSON PURPOSE

To learn about ministry in an area which, while a new field for the Church of the Nazarene, has an old and richly unique cultural heritage.

SCRIPTURE: And I won’t brag about work done by others. If I did, I would be bragging more than I should. As your faith continues to grow, I hope that my work among you will greatly increase. Then I will be able to preach the good news in the areas beyond you. I don’t want to brag about work already done in someone else’s territory. (2 Corinthians 10:15–16, NIRV)

FAST FACTS

- Mongolia [mahn-GOHL-yuh] is one of the most sparsely populated nations in the world, with only 5 people per square mile (2 people per square kilometer), according to the United Nations.
- Genghis Khan [JEHN-guhs KAHN] (born A.D. 1162) united most of the Mongol clans; his grandson Kublai Khan [KOO-bluh KAHN] established the first Pony Express-style postal services in Mongolia.
- Many Mongolians still live in *gers/gairs* [GAIRS]. Also known as “yurts” [YUHRTS], these portable dwellings were traditionally used by nomads in the steppes of Central Asia.
- Between 30 and 40 percent of the population is nomadic.
- The traditional “Long Song” is a Mongolian classical form of singing in which each syllable is extended. A Long Song of 4 minutes may contain only ten words! Other songs may last up to 3 hours.

LESSON INFORMATION

1. Fascinating culture

Mongolia’s unusual climate and rich history contribute to its unique culture. The country, bordered on the south by China and on the north by Russia, contains the “world’s coldest capital.” Ulaanbaatar [oo-lahn-BAH-tohr] (also spelled Ulan Bator) can reach -40 degrees on both the Fahrenheit and Celsius scales! The frigid temperatures and nomadic lifestyle (30-40 percent of the population is still nomadic) influence everything from housing to diet to music styles.

Many still live in *gers/gairs*, or yurts, which are portable, dome-shaped buildings made of felt. Because vegetables are difficult to grow in the cold and on the move, the Mongolian diet relies heavily on meat and dairy. A special type of music, “throat singing,” evolved among nomadic horseback riders. The singer sings two notes at once by using his throat and nose.

The country, with nationals descended from Mongol clans, is sparsely populated. Genghis Khan, born in Mongolia A.D. 1162, is credited with uniting most of

the Mongol clans. In 1206, he was named Genghis Khan, meaning “King of the Oceans” or “Universal King.”

How beautiful that the Church of the Nazarene now has an opportunity to introduce Mongolians to the King above All Kings! According to Barnabas Fund research, in 1989 the country only had four Christians. Many times, that number (35 at the time of this writing) are currently worshipping in the “First Yurt of the Nazarene”!

Kublai Khan, the grandson of Genghis Khan, established the first Pony Express-style postal services in Mongolia about 1,000 years ago. Correspondence was carried by horse; and urgent messages—to which a feather was attached—were carried hundreds of miles a day on horseback nonstop. The Mongolian horse post remained in operation until 1949.

Although they are not on horseback, Nazarene missionaries carry an urgent message across Mongolia:

There is hope! The King above All Kings offers salvation.

This country, while rich in culture, struggles financially. Some 29.6 percent of the population in Mongolia lives on less than US \$1.90 a day (International Poverty Line). Copper, coal, and gold are important reserves; and mining is a vital part of the economy. Surprisingly, it takes approximately 1.3 tons of coal to keep one family in a yurt, or ger, warm for one month during the coldest part of winter.

2. Missionaries from various world areas

This new field for the Church of the Nazarene reflects several beautiful trends in Nazarene missions. North America is not the only “sending” field! Sunny and Lisa Um [OOM], from South Korea, were the first official missionaries sent by the Church of the Nazarene (in 2012) to Mongolia. Establishing one church in the remote country of Mongolia was not enough for Sunny. Discussing the success of the first congregation, Sunny commented, “Praise the Lord. Now I am looking for [another] village where there is no church.” These servants of God, like the Apostle Paul, truly desire to serve in “areas beyond.” Joshua and Christina Cho [CHOH], also from South Korea, joined the Ums in 2013. How beautiful that South Korea, a “new field” for the Church of the Nazarene in 1948, is now a sending nation.

Chris and Courtney Troutman of the United States arrived in Ulaanbaatar, also in 2013, as volunteer missionaries. Books and articles speak of the self-absorption of the next generation, but many Nazarene young people have mission hearts. In fact, more young people desire to serve as missionaries than the church can currently fund! As recent graduates of Southern Nazarene University in Oklahoma, USA, Chris and Courtney represent this new wave of young people who are so anxious to get to the mission field they are willing to raise their own support.

Reggie [REJ-ee], a native of Ulaanbaatar, felt led to study Bible and theology. She learned that the Philippines had many theological schools and, in a bold move, went to Manila. Once there, she enrolled in school to improve her English. She researched various seminaries and was impressed with Asia-Pacific Nazarene Theological Seminary (APNTS). After a year of English study, she enrolled at APNTS and earned her Master of Divinity degree in 2015. Reggie represents many Nazarene national workers who, thanks to more than 50 Nazarene educational institutions around the world, are well-educated and able to minister effectively within their own language and culture. The global church recognizes the value of local leaders and celebrates when God calls them!

3. Creative methods of outreach

It is fitting that in a country as unique as Mongolia, missionaries would use creative methods of outreach. The Ums used children’s church, garage sales, and a well to draw people to the First Yurt of the Nazarene. The Chos added compassionate ministry projects, taught language classes, and even had a Work & Witness team build a basketball court for the local young people. Courtney Troutman teaches English classes, while Chris uses music to connect with Mongolians.

Missionaries have long understood the importance of people having access to scripture in their “heart language.” Similarly, Chris and others now realize the importance of people worshipping in their “heart culture.” Instead of translating Western hymns, Chris is helping Mongolian Christians develop worship based on their own rich musical heritage.

Reggie runs a lively community center in an economically deprived area on the outskirts of the capital. The center offers classes, a gathering place, and a greenhouse. Neighbors enjoy gardening classes and grow vegetables.

It is interesting to note that many of the creative approaches used in Mongolia are being used in the US, Canada, and other world areas. Opportunities to build community and connect relationally are effective in all cultures. What a great reminder that we are more alike than different!

Of course, prayer, Bible studies, small groups, and worship services are a vital part of each ministry. In Mongolia, less than 3 percent of the population are Christian. The majority are Buddhist, striving for freedom from the cycle of death and rebirth, while many others practice no religion and live without hope of an eternity spent with God. Nazarene missionaries care for the whole person—physically, intellectually, and especially spiritually. The truth of the gospel sets missions apart from other organizations that simply offer physical aid or education. While it is good to support humanitarian efforts, it is vital that as Christians we continue to support missions.

PRESENTATION IDEAS

Option 1—A Whole New World

Prepare

- Read the lesson information section.
- Review and make copies of “Areas Beyond” handout.
- If you prepare a PowerPoint, consider including pictures of: Mongolian countryside, a yurt, traditional dress (do a search on the Internet), and “First Yurt of the Nazarene,” along with Nazarene missionaries serving in Mongolia. For a great cultural experience, show a portion of this “throat singing” video: www.bit.ly/throat-singing.
- Ask volunteers to read the “Fast Facts” and excerpts from the lesson information section.
- If your church has used any of the methods mentioned in the lesson (children’s outreach, garage sales, basketball, etc.) for local outreach, consider asking leaders of those ministries to share. It will help your congregation feel more connected to those ministries in Mongolia

Present

- Distribute the handout “Areas Beyond” and/or show your PowerPoint.
- Ask your assistants to present the Fast Facts and lesson information, followed by anyone you invited to share about outreach methods.

Option 2—Pony Express (for a group that likes activity)

Prepare

- Make a copy of the Fast Facts and lesson information section. Cut apart between each section. Next, cut on the dashed lines, resulting in six sections of material to be shared.
- Make copies of “Areas Beyond” handout.
- Consider recruiting less mobile participants to be “mail couriers” (you will need six) who will remain stationary, reading to each group that comes to them.
- Set up six “relay stations.” These can be tables with chairs, areas in the sanctuary, or Sunday School rooms. Let the “mail couriers” know where they will be stationed and which material they will share.

Present

- Divide your audience into one to six groups (depending on attendance) and give each person an “Areas Beyond” sheet. Next, read the following before groups go to their first stations:
Kublai Khan established the first Pony Express-style postal services in Mongolia about 1,000 years ago. Correspondence was carried by horse, and urgent messages—to which a feather was attached—were carried hundreds of miles a day. The Mongolian horse post, with fixed relay stations, remained in operation until 1949.
Today, we have a chance to participate in an inverted Pony Express! Our mail couriers will remain at the relay stations, and we’ll go to them to receive messages about the work of the Church of the Nazarene in Mongolia. Fill out your notes as you go!
- Make sure everyone knows which direction to travel in, assign each group to a starting point, and begin!
- After all groups have visited all six stations, gather and close in prayer.
- **Bonus points:** For an over-the-top, unforgettable lesson, consider adding a sensory experience (such as food samples, PowerPoint, video, and activities) to each station.

Option 3—Something New from Someplace Old (for a group that likes discussion)

Prepare

- Read the lesson information and the questions (below, in the “Presentation Instructions” section).
- Review and make copies of the “Areas Beyond” fill-in-the-blank handout to help listeners stay engaged.

Present

- Open with the following question: **What do you know about Mongolia?** Transition with: **Hopefully, today you’ll learn something new about Mongolia and the work of the Church of the Nazarene in this fascinating country.**
- Distribute “Areas Beyond” and/or show your PowerPoint.
- Ask your assistants to present the Fast Facts and lesson information.
- After Fast Facts, ask: **Which Fast Fact did you find most interesting?**
- Go over the Option 3 Discussion Questions for each section in the Lesson Information - found at the end of the lesson.

ACT ON IT (practical ideas for personal involvement)

- Giving Challenge: Copy the Giving Challenge handout. Cut cards apart. Invite attendees to glue a penny to the card and put it in a spot where they will see it often. Commit to collecting the money for the World Evangelism Fund at the end of the month.
- Pray: Pray that the work in Mongolia will continue to grow and for the Church of the Nazarene as it reaches into “areas beyond.”
- Share: Give each attendee a feather. (Packs of feathers are available at most craft stores or copy and cut out the feather image found at the end of the lesson.) In the Mongolian post, the feather signified an urgent message. Let the feathers remind each person of the urgency of sharing the message of the gospel, both at home and across the globe.

RESOURCES (“handy helps” for the leader)

• Articles

- Bartholomew, Jill. “66 Interesting Facts about Mongolia.” Posted 22 November 2016. *FactRetriever.com*. Accessed July 2018. www.factretriever.com/mongolia-facts.
- Denton, Bryan. “Burning Coal for Survival in the World’s Coldest Capital.” Posted 15 March 2018. *The New York Times*. Accessed 29 July 2018. www.bit.ly/nyt-mongolia-coal.
- Gammill, Richard. “Nazarene Work in Mongolia Officially Recognized by Denomination.” Posted 25 September 2017. www.bit.ly/mongolia-work-recognized.
- Hane, Dave. “First Yurt of the Nazarene - Mongolia.” Posted 8 March 2016. *magazine*. www.bit.ly/first-yurt.
- Pottenger, Gina Grate. “Korean Nazarenes Pioneer Work in Mongolia.” Posted 13 March 2013. www.bit.ly/koreans-mongolia.
- Staff, Editorial. “67 Informative Facts About Mongolia.” Posted 31 December 2013. *The Fact File*. Accessed July 29, 2018. www.thefactfile.org/mongolia-facts

• Video

- **2019-2020 NMI Video: “Focus-Mongolia”** – www.nazarene.org/nmi/curriculum
- “Throat Singing” (also known as “Khöömei [KOO-may] Singing”) – perhaps use a portion of this 10-minute video: www.bit.ly/throat-singing.

RECIPES

Mongolian Milk Tea

Note: Many agree milk tea is an “acquired taste” – more like a hot breakfast cereal than a drink.

Ingredients:

- 1/4 cup (50 grams) millet
- 1 1/2 tablespoons (21.5 grams) butter
- 1 teaspoon (5 grams) flour
- 2 cups (.5 liter) water
- 2 cups (.5 liter) milk
- 2 tea bags (green tea)
- pinch of salt

Preparation:

1. In a medium saucepan, add the millet, butter, and flour. Toast over medium heat until the millet and butter are golden brown.
2. Add two cups (.5 liter) of water and the tea. Allow to simmer for about 5 minutes, then remove the tea bags.
3. Add the milk, and simmer for 5-10 minutes more, or until the millet is soft. Season to taste with salt.
4. Pour into individual mugs or bowls, putting a bit of millet into each.

Khuushuur [KU-shur] – Хүүшүүр [KU-shub]: Large filled pockets, fried

Note: This is a simplified version of Courtney Troutman’s favorite Mongolian recipe, which she notes is “something Mongolians eat a lot in the summer.”

Ingredients:

- 2 cups (450 grams) hamburger meat or ground mutton
- 1/4 cup (40 grams) minced onion
- 2 tablespoons (8.5 grams) garlic
- Prepared pie dough
- Pinch of salt
- Pinch of pepper
- Pinch of caraway
- Oil for browning of pockets (Optional)

Preparation:

1. Mix ingredients for the filling thoroughly.
2. In a large skillet, cook meat, onion, and seasonings until meat is cooked through.
3. Cut pie dough into section to make pockets.
4. Put about 2 tablespoons (8.5 grams) of meat mixture on each piece of dough, pinching edges together to make sealed “pockets.”
5. Heat oil in a large skillet.
6. Carefully fry a few pockets at a time, turning as needed, until dough is golden brown. For a healthier alternative, bake meat pies instead of frying them.

Option 3

Discussion Questions

After “Fascinating culture” in the Lesson Information ask:

- How would your life be different if you lived:
... in a place that reached -40 degrees on both the Fahrenheit and Celsius scales?
...on less than \$1.90 per day?
- What aspects of Mongolian culture surprised you?

After “Missionaries from various world areas” in the Lesson Information ask:

- What are some positive aspects of Nazarene missionaries coming from different world areas?
- What do you think of Nazarene young people who are willing to raise their own support in order to get to the mission field? How can we support them, in addition to offering funds?
- What unique strengths do national workers have to offer?

After “Creative methods of outreach” in the Lesson Information ask:

- Did any of the creative outreach methods used in Mongolia surprise you?
- Would any of these methods work in our own community?
- How is the work of the Church of the Nazarene different from the work of humanitarian organizations?

Areas Beyond Handout

Mongolia is one of the most sparsely populated nations _____, with only 5 people per square mile (2 people per square kilometer).

Genghis Khan (born A.D. 1162) united most of the Mongol clans; his grandson _____ established the first Pony Express-style postal services in Mongolia.

Between 30 and 40 percent of the population is _____.

The traditional “Long Song” is a Mongolian classical form of singing in which each syllable is extended. A Long Song of 4 minutes may contain only _____ words! Other songs may last up to _____.

Mongolia contains the “world’s _____ capital.”

Many still live in gers/gairs, or _____, which are portable, dome-shaped buildings made of felt.

In 1989, the country only had _____ Christians. Many times, that number (_____) are currently worshipping in the “First Yurt of the Nazarene”!

Sunny and Lisa Um, the first official missionaries sent by the Church of the Nazarene (in 2012) to Mongolia, are from _____.

Recent Southern Nazarene University graduates Chris and Courtney Troutman represent young people so anxious to get to the mission field they are willing to raise _____ support.

Reggie is a native of _____.

Note 3 creative methods of outreach used in Mongolia:

Areas Beyond—KEY Handout

Mongolia is one of the most sparsely populated nations in the world, with only 5 people per square mile (2 people per square kilometer).

Genghis Khan (born A.D. 1162) united most of the Mongol clans; his grandson Kublai Khan established the first Pony Express-style postal services in Mongolia.

Between 30 and 40 percent of the population is nomadic.

The traditional “Long Song” is a Mongolian classical form of singing in which each syllable is extended. A Long Song of 4 minutes may contain only 10 words! Other songs may last up to 3 hours.

Mongolia contains the “world’s coldest capital.”

Many still live in gers/gairs, or yurts, which are portable, dome-shaped buildings made of felt.

In 1989, the country only had 4 Christians. Many times, that number (35) are currently worshipping in the “First Yurt of the Nazarene”!

Sunny and Lisa Um, the first official missionaries sent by the Church of the Nazarene (in 2012) to Mongolia, are from South Korea.

Recent Southern Nazarene University graduates Chris and Courtney Troutman represent young people so anxious to get to the mission field they are willing to raise their own support.

Reggie is a native of Ulaanbaatar.

Note 3 creative methods of outreach used in Mongolia:

Examples: Garage Sales, Greenhouse, Basketball, Music, Community Center, Language Classes, Children’s Church, a Well, Compassionate Ministries

Giving Challenge Handout

Glue a “copper” penny (or another coin)
to this card as a reminder to pray.

29.6 percent of the population of Mongolia, where copper mining is a vital part of the economy, lives on less than US \$1.90 a day.



Consider setting aside \$1.90 per day this month for the World Evangelism Fund, so that Nazarene missionaries may continue to reach “areas beyond.”

29.6 percent of the population of Mongolia, where copper mining is a vital part of the economy, lives on less than US \$1.90 a day.



Consider setting aside \$1.90 per day this month for the World Evangelism Fund, so that Nazarene missionaries may continue to reach “areas beyond.”

29.6 percent of the population of Mongolia, where copper mining is a vital part of the economy, lives on less than US \$1.90 a day.



Consider setting aside \$1.90 per day this month for the World Evangelism Fund, so that Nazarene missionaries may continue to reach “areas beyond.”



3

Purposeful Planting: God's Fellow Workers *By Debbie Salter Goodwin*

LESSON PURPOSE

Review how missional principles and partnerships in North America and from around the world increase the reach and efficiency of starting new churches.

SCRIPTURE: The man who plants and the man who waters have one purpose, and each will be rewarded according to their own labor. For we are co-workers in God's service. (1 Corinthians 3:8-9a)

FAST FACTS

- 15,501 churches report involvement in a compassionate ministry. This has more than doubled since 2010.
- 146,988 New Nazarenes
- 1,251 New Churches started
- 10,970 Work & Witness team members
- More than 35,000 people received aid through Nazarene disaster response efforts in 2018–2019.
- The Church of the Nazarene planted 5,000 churches from 1908-1960. In the next 50 years, statistics still reported the same total because the number of closed churches equaled the number of planted churches.

—Statistics from Nazarene Research Services, Work & Witness Office, Nazarene Compassionate Ministries, and Evangelism and New Church Development Ministries.

LESSON INFORMATION

Jesus set the mission and the geographical reach. He told us to go into all the world and make disciples. The methods change, evolve, and return; but what the mission is and where we take it remains the same. It's clear that what works in one culture might not work in another or what worked in one generation isn't as successful in another. The key is to change the method without changing the mission or message and without losing people in the process.

This lesson will explore the partnerships and initiatives that lead to new churches both here and in other world areas. Use any teaching option that helps you review a start-up story and draw out principles as you look at methods.

Partnerships Promote Connections

Khunjar [KOON-jahr] from Myanmar [MYAHN-mahr] found that a partnership helped her answer God's call to ministry even when she found herself in a new country. After graduating from a Bible college in her hometown in Myanmar, her family found it necessary to immigrate to Thailand for work. They were part of

a mass exit from Myanmar for economic, safety, or religious reasons. Nazarene missionaries, Bill and Mill Kwon, lived in Bangkok while serving in Myanmar. They met Khunjar and recognized her heart for ministry. They connected her with volunteers ministering to a growing population of Myanmar migrant workers. Khunjar applied for and received a Nazarene minister's district license and started a house church that grew rapidly. Eventually, the district rented a three-story building to meet the need.

But that's not the end of the story. Southeast Asia Nazarene Bible College with its main campus in Bangkok saw the opportunity for mission. They started a Myanmar ministerial course of study for Myanmar students so that the Church of the Nazarene could meet the worship and discipleship needs of so many Myanmar people relocating to Thailand.

Indianapolis and a Myanmar Partnership

Statistics report that as many as 15,000 Myanmar people have located around Indianapolis, Indiana, USA. Zozum [ZOH-zoom] was one of those immigrants.

He was struggling to lead a congregation and heard about The Point Church of the Nazarene near him. He met with Steve Rhoades, who was the pastor then. Rev. Rhoades connected Zozum with the closer South Side Church of the Nazarene where Pastor Zozum was offered a place to meet. When the Myanmar congregation had a place to grow, they did. In addition, the two worshipping communities merged their ministry to children and youth, as well as celebrating community through joint baptism services and potlucks. It is a partnership that enriches both congregations.

When Bigger Isn't the Answer

Jimmy De Gouveia [DE goh-VE-yah] thought he knew everything he needed to know to grow a church. He had already grown his church in Guatemala significantly. It gave him and his wife confidence when they answered God's call to return to his home country of Venezuela in 2006 to plant a church.

However, in the first year, his church only grew from 12 to 30. Not what Jimmy expected, and he contemplated resigning. That's when he heard God speak. "Jimmy, I'm more interested in your personal growth than church growth."

A new vision grew in De Gouveia, maybe you could even call it a brainstorm because God had certainly changed De Gouveia's mind about the purpose of church growth. Instead of putting all his energy into growing one, large church, Jimmy trained five couples to pastor four new church plants (or pilot cells). Collectively, these new missions have 400 people attending. Jimmy De Gouveia learned that bigger must always include reach when your goal is missional.

A Netherlands New Start

Kerk [KERK] van de Nazarener [VAHN DE naz-ah-RAY-ner] organized in 1980 in Dordrecht, [DOR drekt] Netherlands. Today it is a 600-member church looking to extend its missional reach. A group came together, prayed and fasted for three days, and agreed to establish an outreach based on two priorities: volunteer service to the community and a traditionally organized Sunday worship with a socialization time. When the group identified their focus neighborhood, they started with a service project to pick up litter. Then, they organized a neighborhood barbecue. What better way to connect a group of people!

The Kruispunt [KROO-is-poont] Reeland Kerk van de Nazarener (Crossroads Reeland Church of the Nazarene) started with 30-40 adults. One partnership that has encouraged their growth is the Alpha course. Alpha is a 10-week introduction to faith through discussion and study for anyone. Natascha [nah-TAH-shah] Kleton [KLAY-ten] van Gils [GILZ] is an example of someone who attended the Alpha sessions. What

she started because of curiosity led her to recognize her desire for a personal relationship with Jesus. Eventually, her husband and son started coming as well.

With this success Kruispunt, the church wants to plant a second church. They already know the neighborhood and have identified the pastor. While they may try some new strategies to meet the new neighborhood, one factor won't change. They will welcome people just the way they are, because that's how God received them.

A Kansas City New Start

"Evangelism is more about passion than personality," Mark Bane says. He's the new director of Evangelism and Church Development for the USA/Canada Region of the Church of the Nazarene. He believes that God knows how to reach people using all personality types. He teaches nothing that he isn't willing to do himself. That's why he is involved in planting a church in downtown Kansas City.

He trains people to develop intentional relationships. He encourages people to start conversations with people they don't know to see whether they can build a connection. In his first deployment for the Kansas City new start, he sent teams of two, armed with two McDonald's gift cards and two business cards about the church plant. The teams had two goals: ask if they could pray for their new acquaintance about something and get their contact information so they could notify them about the launch of their new church. The ten teams came back with 19 contacts, surprised that it wasn't as hard as they thought it might be.

"If we don't plant churches, we won't have a future," Mark says. And not just one kind of church. He believes we need "every kind of church for every kind of people for every kind of place." They can't be about reproducing a model.

The statistics demonstrate that we haven't planted as many churches in North America as in other international areas. He offers several reasons. North America doesn't seem to be as desperate to make disciples as other parts of the world. Our affluence distracts us, and can keep people busy with things that don't make it easy to make church plants a priority.

And there's no substitute for prayer. Mark asks people to find out where pre-Christians gather and go there. Sit and pray for the people you see. That's the first step in cultivating an intentional relationship that God can use. Then, when you have a reason to connect with someone, ask to see them again. Don't talk to them. Listen. Hear their story and make weekly contact.

The Total Life Church (TLC) new start in Kansas City organized in 2018 at the District Assembly with 45 worshippers. They reported all budgets paid and celebrated five professions of faith. It's not about

growth; it's about people coming to Christ, and that takes relationships. For that reason, each team member in the new start commits to pray one hour a week for God's direction and give one hour a week connecting with people they've never met to see what God wants to do with the encounter. As called disciple-makers, the intention of every relationship should be about making disciples. That's what Jesus' commission was all about.

Another Urban Initiative

Reach 77 is an urban initiative that evolved when Lauren and Kourtney Seaman moved to the Chicago area and began to sense that the Holy Spirit was inviting them to something deeper. Lauren remembers hearing his uncle, General Superintendent Paul Cunningham, say, "We'll not save our cities until we get a missionary vision for the cities."

With the backing of district leadership, five couples intentionally moved to different neighborhoods of the 77 surrounding Chicago. They worked their regular jobs, looked for ways to connect to people, and offered home gatherings on Sunday nights.

One partnership the Seamans found valuable was with Heartland Alliance. Heartland is "one of the world's leading anti-poverty organizations" working

with U.S. communities to serve the homeless, poverty-stricken, and a variety of other victims. The Seamans worked with Heartland to share temporary housing for individuals in need. That's how they met an Ethiopian woman who came to live with them for a time. Soon, the woman started attending the Sunday evening gatherings and became a part of not only the Seaman family but the family of God as well. She has moved into her own apartment, enjoys a good job, and continues to grow as a disciple.

Reach 77 hasn't evolved without challenges over the last seven years. Four of the five couples have found it necessary to move away. While Lauren understands the challenges of urban ministry, he also knows that the God who called him is faithful. For now, the Seamans will keep their Chicago zip code.

PRESENTATION IDEAS

Option 1—Planting to Grow

Prepare

- Recruit a presenter for each of the stories.
- Find the petal template from **Handouts**. Cut six petals. Write a planting or partnering principle on it.
- Place a large poster on an easel or use a magnet board. This is where each presenter will add a petal to create a flower in full bloom to illustrate what it takes to plant a church. Find which petal coordinates with which story on the Sample Flower from **Handouts**.

Present

Ask each presenter to be prepared to share the stories from today's lesson. After sharing each story, the presenter will affix a petal on a poster board using tape or on a magnet board with magnets. By the end of all presentations, you should have a flower in full bloom. See page 38 for example.

Use the following questions to draw out important applications for ministry in your local church.

- What were the partnerships that opened doors to ministry?
- What is an intentional relationship, and what does it have to do with church planting or church growth?
- What are some examples of partnerships in your local church/district?
- What ideas might work for your church?

Option 2—An Interview with Mark Bane (for a group that likes activity)

Prepare

- Make two copies of the handout, “An Interview with Mark Bane.”
- Recruit two people to re-enact this interview, using their scripts.
- Be prepared to divide into three groups after the interview.
- Print a copy of the “Group Questions” Handout for each group.
- Have a pen and paper for each group to record notes.

Present

Use information from the introduction as you begin today’s lesson. Then set up the staged interview as a way to hear the heart of the Nazarene Director of Evangelism and Church Development for USA/Canada, Mark Bane. After the interview, divide into groups of not more than 12 to discuss the interview using the “Group Questions” Handout. Ask each group to choose a recorder who will note any ideas that might be used by the local church. Allow about 10 minutes for group discussion. Then, bring the group together to hear any ideas that surfaced. Consider choosing one idea to put into action. Be sure to go through church leadership, where appropriate.

Option 3—Partners for Growth (for a group that likes discussion)

After sharing brief synopses of the stories of church planting in different parts of the world, as well as reviewing the “Interview with Mark Bane” (director of Evangelism and Church Development, USA/Canada) for valuable ideas and principles; ask the following questions:

- What partnerships opened doors to ministry that an invitation to church might not have achieved?
- Is there an immigrant population in your neighborhood? How could you create a partnership?
- Where do pre-Christians gather in your neighborhood, especially around the church? Where do the moms gather? Where do the kids play? How can you develop intentional conversations there?
- What are three major problems in your church’s neighborhood? Call a city official as part of your research. What practical steps could your church/group take to address one of them? When could you start?
- What are other examples of outreach that have an evangelistic purpose?
- How did church planters connect with their neighborhoods before trying to invite them to church?
- What are the pros and cons of using pilot cell organization as a way to grow?
- How could small groups be a way of using pilot cell organization for making new disciples?
- How does multiplying leaders increase growth? What plan does your church use to multiply leadership?
- How might expectations of growing bigger impede rather than increase growth? How does it help?
- What do you see as an obstacle that God might want to use as an opportunity for making new disciples?
- Look at the Fast Facts statistics. Why do you think there are more new churches planted in international areas than in North America?
- How does your culture make it hard to connect with people?

ACT ON IT (practical ideas for personal involvement)

- How could your group participate in a partnership that could open doors to relationships? Join a city clean-up day as a group? Work with your neighborhood school in some way? Invite a community group to use your church and offer them refreshments?
- Drive or walk around the neighborhood surrounding your church. Where do you see people meeting and doing things together? Is there a way to offer something to them: ice water on a hot day, a story time for kids, etc?
- Do you know where the newest church plants are on your district? Talk about ways you could encourage them, from writing a note to volunteering to help in some specific way.

RESOURCES (“handy helps” for the leader)

- **Websites**

- The website for Evangelism and Church Development has a lot of information that connects with this lesson:
 - USA/Canada: www.usacanadaregion.org
 - An online church planter assessment: www.usacanadaregion.org/church-planter-assessment
 - Latest information about upcoming training events for church planters: www.usacanadaregion.org/newstart-archives
 - Information about developing intentional conversations: www.usacanadaregion.org/ministries/evangelism-ministries
 - Africa: www.africanazarene.org/evangelism-church-development (This has quite a bit about JESUS Film Harvest Partners on it, but it incorporates other evangelism tools as well.)
 - Eurasia: www.eurasiaregion.org/literature/power-of-one
 - Mesoamerica: www.mesoamericaregion.org/en/evangelism
 - South America: www.samnaz.org/en/ministries/evangelism

- **Videos**

- **2019-2020 NMI Video: “Focus-Purposeful Planting”**— www.nazarene.org/nmi/curriculum
- *We Cannot Stay Silent* is a video that tells how a Brazilian pastor planted a church using the JESUS Film for families in the neighborhood. Length: 3 minutes. www.bit.ly/We-Cannot-Stay-Silent
- *The Collective Gathering* is a movement of leaders working together to find their place in God’s mission in the world. This video provides responses from students and leaders about participating in this initiative. Length: 4 minutes, 33 seconds. www.bit.ly/The-Collective-Gathering

- **Books**

- Sullivan, Bill. *Ten Steps to Breaking the 200 Barrier* (a downloadable book available on the USA/Canada Region’s website: www.bit.ly/Breaking-200-Barrier).
- Dorsey, Jim, editor. *Missional Hearts: Best Practices for Effective Evangelism*, (a downloadable book available on the USA/Canada Region’s website: www.bit.ly/Missional-Hearts). Offers ideas for creative evangelism from a number of sources.

- **Articles**

- Ardrey, Thea. “Becoming (un)Comfortable with Cross-Cultural Evangelism” *Grace & Peace*. www.bit.ly/uncomfortable-cross-cultural.
- Stone, Bryan. “How Do New Churches Get Started?” *Grace & Peace*. Posted 5 October 2010. www.bit.ly/How-do-new.

RECIPES

Keeping with the lesson's planting theme, consider the following ideas for making a "Dirt Cake" or arranging fruit and vegetables to look like flowers.

Dirt Cake

There are several recipes for "Dirt Cake," a crushed cream-filled chocolate sandwich cookie crust with a pudding-whipped topping mix layer covered with whipped topping mix and sprinkled with crumbled Oreo™ cookies. You can make it in a 9 x 13-inch pan, several loaf pans, or individual flower pots. You can decorate with gummy worms or use real or organic flowers. (Hint: insert a real flower into a straw and stick the flower into the "dirt.") www.bit.ly/dirtcake-recipe

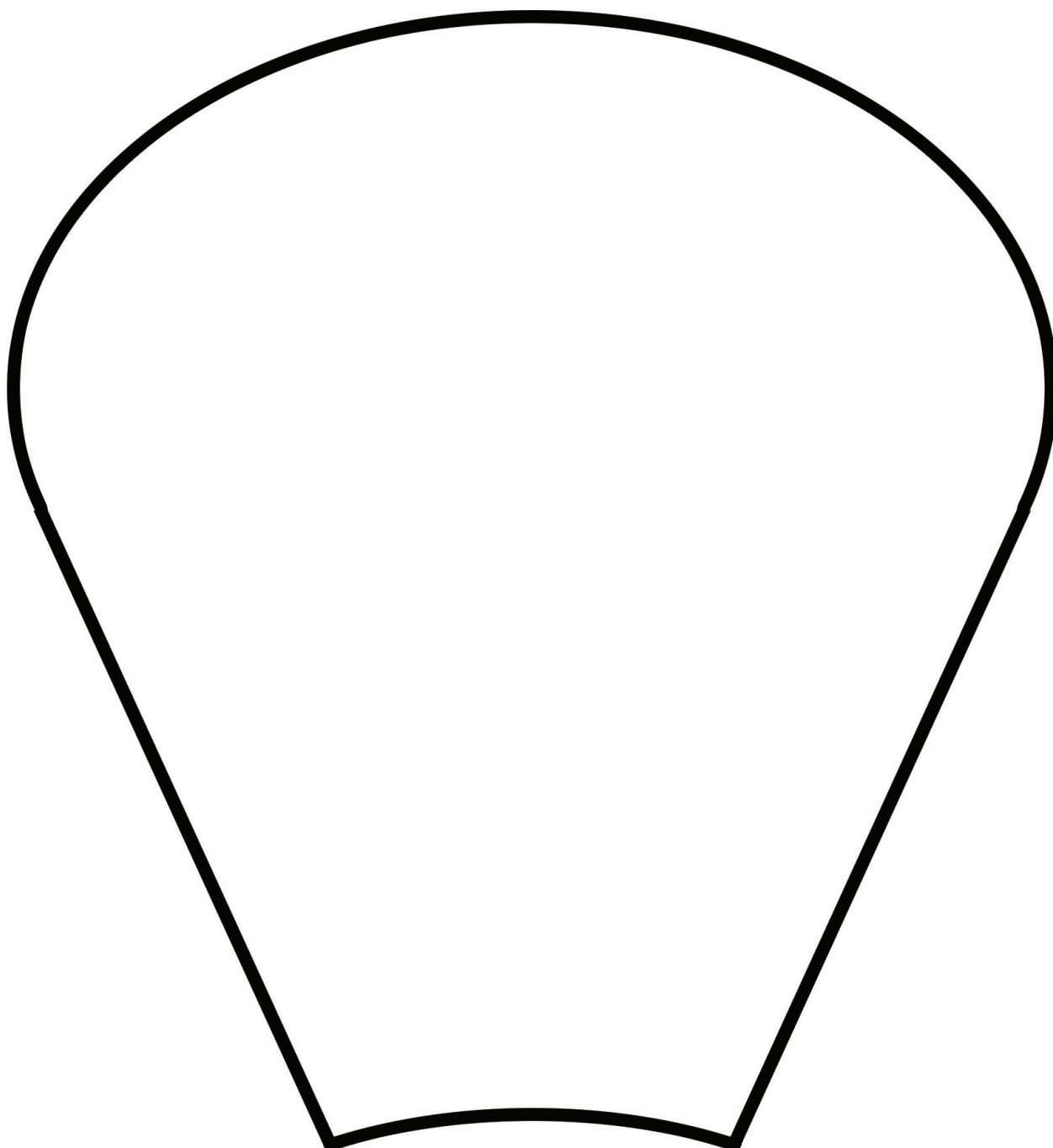
Floral Arrangements Using Fruit and Vegetables

This link shares ideas for sweet and savory possibilities.
www.bit.ly/food-flower-arrangements

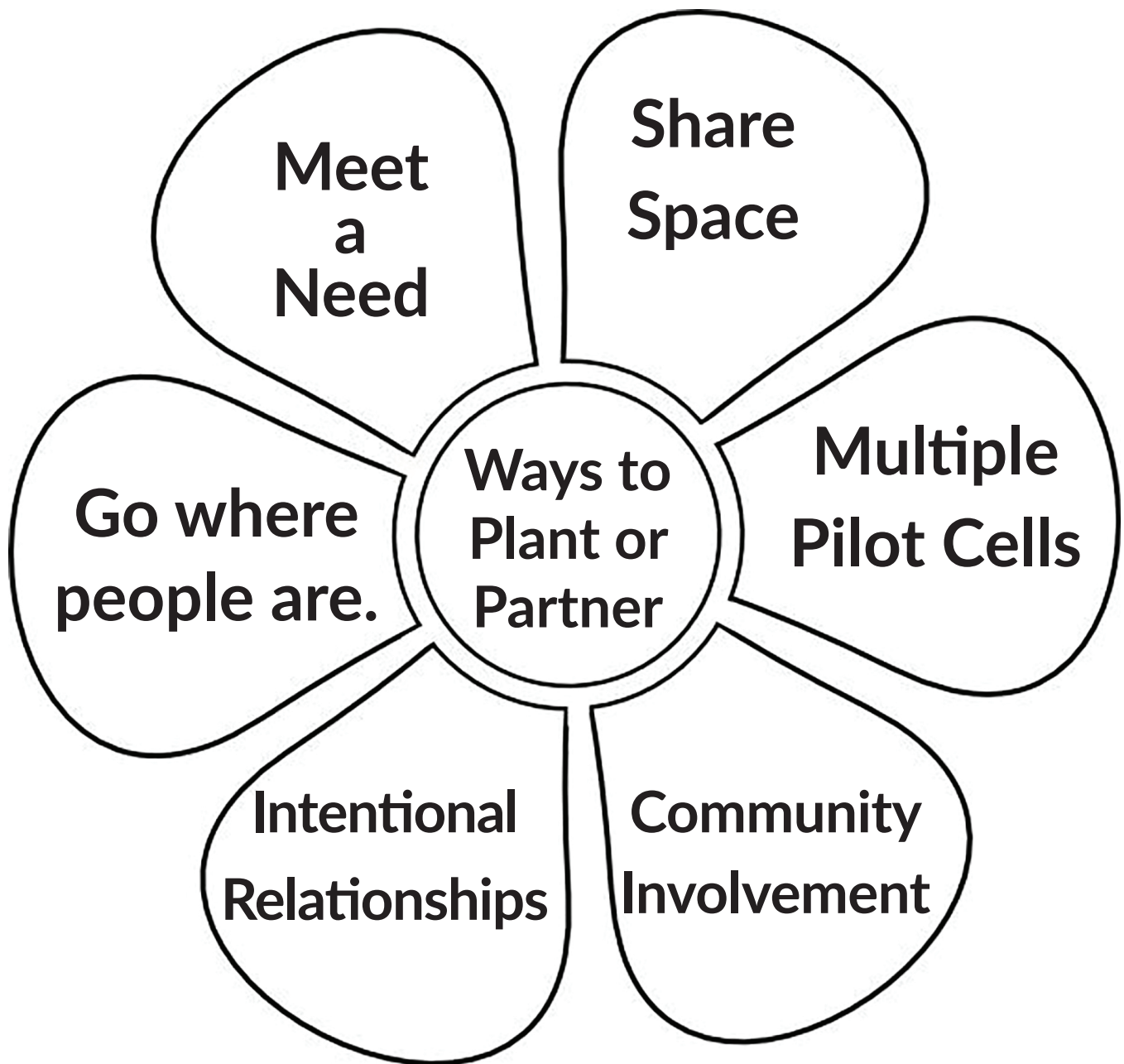
Planting to Grow Handout

Instructions:

Cut out 6 of these petals, using any color you want. Write a planting or partnering principle that connects with stories from the lesson material. (See sample flower, next page.) Give each story presenter the petal that connects with their story. After their presentation, they attach the petal on a poster board where you already attached a yellow circle in the center with the title "Ways to Plant or Partner." Use double-sided tape to attach the petals to make a flower.



Sample Flower for “Planting to Grow”



Petals and the Stories They Represent

“Partnerships Promote Connections” – Meet a Need

“Indianapolis and a Myanmar Partnership” – Share Space

“When Bigger Isn’t the Answer” – Multiple Pilot Cells

“A Netherlands New Start” – Community Involvement

“A Kansas City New Start” – Intentional Relationships

“Another Urban Initiative” – Go Where the People Are

An Interview with Mark Bane

Handout

From an Actual Phone Interview

Instructions:

While this is a staged interview, it should have a sense of reality. Avoid using an artificial reporter-style with a catchy name. Instead, let the interviewer be a real person from your group using a real name and demonstrating a genuine interest in finding out what makes a church plant successful. The person who portrays Mark Bane should be able to deliver answers from a place of passion and commitment. It will probably be helpful to rehearse it at least once to find the right rhythm and tone.

Characters:

Interviewer

Mark Bane, director of Evangelism and Church Development, USA/Canada

Props

None necessary. However, two chairs might make the conversation between the two more natural.

[After the lesson leader introduces this interview feature, both participants take their places in front of the group.]

Interviewer: I am excited to introduce our special guest today. It is Mark Bane who has a passion for his responsibility for the Church of the Nazarene. Tell us what that job is and where you are located.

Mark Bane: I am the director of Evangelism and New Church Development for USA/Canada. I work out of our Global Ministry Center located in Lenexa, Kansas.

Interviewer: And just for the record, what were you doing before you accepted this position?

Mark Bane: I served as district superintendent for the Joplin District.

Interviewer: Let's dive right in. What have you found encourages success in a church plant?

Mark Bane: The first thing I recommend is to go through a three-day assessment we make available. We have found that without this assessment, 60 percent of those who start new churches don't succeed. With the assessment, the success rate goes up to 90 percent.

I also believe that, from the very beginning, there should be prayer. Pray to find God's direction, God's location, and God's leaders to assist you.

Interviewer: When you visit new church plants, what are some things you notice that tell you whether the church plant is on its way to a successful beginning or not?

Mark Bane: The first thing is whether there are new Christians and pre-Christians coming to Christ. I look to see that discipleship training is in place and that resources are coming in because people understand the importance of stewardship. There also has to be an infrastructure in place.

Interviewer: How does a church plant get pre-Christians to come? Do they just put out a marketing campaign?

Mark Bane: No. I teach in my workshops across the country about the importance of *intentional relationships*. An intentional relationship is one for which you make time.

In church planting, ask those participating in a church plant team to commit to an hour of prayer a week, asking God to lead them in developing relationships with people. I ask them to spend one hour every week connecting with people they've never met, preferably pre-Christians. I suggest that they find out where pre-Christians gather and show up there and pray for the people you see.

Interviewer: I understand that you are planting a church in Kansas City using these methods.

Mark Bane: That's right. Before we even had a launch date, I sent out teams of two who were to find someone who would talk to them. They were to ask [the people] if they could pray for them about something and ask to get contact information so they could send them information about the start of their church. Ten teams came back with 19 contacts, surprised that it wasn't as hard as they thought.

Interviewer: How is that plant doing today?

Mark Bane: We officially organized at the 2018 Kansas City District Assembly averaging 45 in worship, meeting our budgets, and reporting five professions of faith.

Interviewer: So you met the key milestones you talk about in church planting?

Mark Bane: Yes. To move from being a startup to organizing requires that you have achieved a self-supporting and self-sustaining status with finances. You are self-governing and self-propagating. In other words, the church can stand on its own.

Interviewer: How would you articulate your goal as director of this important department?

Mark Bane: I have set a goal of encouraging 203 church plants in urban cores by the year 2023. I found out that 203 cities in North America have 250,000 people or more. That qualifies them as having an urban core. Those areas constitute 70 percent of the people in North America. It only makes sense to plant churches where the most people are.

Interviewer: Statistics tell us that North America is far behind international areas in church planting. How do you explain that?

Mark Bane: I don't think we are as desperate about making disciples as people are in other parts of the world. Our attention is diverted because of our affluence. We just don't have as many needs. And we've stopped talking about it. It's not a central part of our conversations. Also, we don't measure it. The founder of Pizza Hut said, "Inspect what you expect." We're not expecting churches to plant churches because it's not part of the way we measure growth in our churches. Thankfully, it's beginning to change, because if we don't plant churches, we don't have a future.

Interviewer: That's a scary thought.

Mark Bane: Yes, it is. Did you know that from 1908 to 1960 we planted 5,000 churches [in North America]? But during the next 50 years, we still showed 5,000 churches. It means we closed as many churches as we opened. In 2010, we started emphasizing church planting, and it is beginning to change. We need a new sense of desperation.

Interviewer: What model works best for church planting?

Mark Bane: We cannot focus on one model for high impact. We can't just plant home churches or urban churches. We need to plant every kind of church for every kind of people for every kind of place. We need contemporary churches and traditional churches and sports churches and cowboy churches if we're going to reach the world!

Interviewer: What do you think is the most common misunderstanding about what it takes to be involved with a new church plant?

Mark Bane: I think people believe that it is only people who have the gift of evangelism that are supposed to bring people to Christ. Evangelism is more about passion than personality. When Jesus commissioned His disciples, He didn't just tell the extroverts and ones with the gift of evangelism to go into all the world and make disciples. The commission was for everyone because the empowerment from God is available for everyone. And it's not just about reaching people like yourself. I'm as different from the people I'm reaching in Kansas City as Jesus was different from me when He reached me.

Interviewer: Would you agree that there is no way to separate church planting from evangelism?

Mark Bane: I absolutely agree. Until we all take responsibility for our part of the Great Commission, intentionally pray for and connect with pre-Christians, all within God's empowerment, the church will find it easier to maintain than grow.

Interviewer: You've given us all a lot to think about as it applies to our mission in our local church. I think we should start by praying about it. Would you lead us?

Mark Bane: It would be my privilege. Let's pray.

God, You are the all-inclusive, searching Shepherd.

You know where there are people who are ready to hear You, who live, work, go to school, where we do the same. Send all of us here today on a prayer mission to pray our way through our days so that we are always ready to sense Your nudge that might turn into a timely interaction.

Make us as desperate as You are to find someone struggling in this world because they do not know You as Rock and Anchor and Life-Giver. Make us tired of our own complacency and ready to do something about it. We ask for the same empowerment You gave Your disciples and are confident in Your willingness to give it. Remind us that age, experience, knowledge, or spiritual gifts aren't as important as being willing to do whatever You say. Keep us willing and ready. We pray this in the name of Jesus who saved us so we can bring others to Him.

Amen.

Interviewer: Thank you, Mark. We appreciate your time with us today and wish you safe travels and productive work.

[Both stand and return to their seats. The lesson leader returns to lead the group.]

Group Questions Handout

Use after "Interview with Mark Bane"

- What did you think about Mark's concept of *intentional relationships*? How could you develop that in your neighborhood?
- Why do you think the Church of the Nazarene in North America isn't planting as many churches as in other areas around the world? (See Fast Facts for statistics.) Do you agree or disagree with Mark's assessment of why this might be happening? What do you think might be the reason(s)?
- What did Mark mean when he said, "Evangelism is more about passion than personality?" Do you agree or disagree?
- What do you know about new church plants on your district?
- Based on what you heard Mark say, what are some things you could do in your local church to move from maintenance to an empowerment to live out the Great Commission?

4

Sending Servants

By Cheryl Crouch

LESSON PURPOSE

To understand, through specific missionary families' examples, preparation for service and what is involved in "leaving home" in obedience to God's call. To help congregations know how to be a helpful sending church.

SCRIPTURE: If I rise on the wings of the dawn, if I settle on the far side of the sea, even there your hand will guide me, your right hand will hold me fast. (Psalm 139:9-10)

FAST FACTS

- The number of current, active missionaries on the field is fluid since people are coming and going throughout the year.
- In 2018, there were 118 *new* Nazarene missionaries and 680 total Nazarene missionaries.
- Nazarene missionaries serve in 162 world areas.
- Missionaries come from 59 countries, and volunteer missionaries are from 24 countries. [Clarification from Global Missions: Missionaries coming from 59 countries are not only commissioned missionaries but all deployed types (commissioned, specialized, associate, and regional) except volunteers.]
- There are 333 Nazarene missionary kids.
- There are 9 nationalities represented on the missionary team for the West Africa Field.
- There are 4 nationalities represented on the missionary team for Papua New Guinea.

LESSON INFORMATION

Introduction

The face of missions is changing, and change can cause confusion. Are people still called to serve in other countries and cultures? Do we, the sending church, still have a part to play? This lesson will help attendees understand that God is still calling and those being called still need the support of a sending church.

The Call - What does it look like?

Why would a couple living "the American dream" quit their jobs, sell their home and possessions, and leave beloved extended family to move to the other side of the world? God's call is the answer.

Often, missionaries hear God's call as children. Stephanie (Harris) Miller walked the church aisle at the age of 12 and told her pastor she wanted to be a missionary. The fulfillment of that call, however, came years later – after she and her husband, Justin, had successful careers (Justin as an IT engineer, Stephanie

as a Chaplain) and their daughter was attending a great school near their lovely home in the suburbs.

Until they went to Taiwan to adopt their daughter, the couple had never traveled overseas. Yet when God nudged them from their comfort zones, they began considering missions service. Their first step was to fill out an Exploring Missions Form (EMF) with the Church of the Nazarene. Not long afterward, they found themselves serving literally on the other side of the world, in a nation they had hardly heard of.

For other couples, sometimes each of them has a clear call from God – but those calls are not the same. By the time Jeremy Height [HIET] graduated from high school, he felt God calling him into urban ministry. Then he met Reetu [REE-too], who felt a clear call to cross-cultural missions.

Happily, their service in West Africa (first in Senegal [SE-nee-gahl], and then in Accra [uh-KRAH], Ghana [GAH-nah]) allowed each of them to be faithful to God's

unique call! Reetu served as the Finance Coordinator for the Africa West Field and Jeremy served as the Partnership Coordinator. Their roles allowed them to be involved in ministry in the city of Accra while at the same time supporting the work of Nazarene pastors and churches across West Africa.

The Call - How is it different?

As the world is becoming more and more “flat” through globalization, cross-cultural ministry is happening across the street as well as on different continents. Realizing this trend, some comment that “all Christians are missionaries.” If this statement is true, how is a traditional missionary’s call unique?

Jeremy explained that the difference has to do with the dominant surrounding culture. For example, in Senegal, Jeremy was an English-speaking, American, Christian in a French-speaking, West African, Muslim nation. Overseas, he must cross multiple cultural barriers to connect with the majority culture rather than crossing similar barriers to connect with people of a minority culture.

For the Millers, who left a comfortable home and strong careers to serve in Kudjip [KOOD-jip], Papua [PAH-pwah] New Guinea [GI-nee], “every single thing is different.” The lack of stores and good roads make daily life challenging. Struggling to speak a new language means simple communication can be difficult. On a deeper level, cultural differences which emphasize a system of “payback,” retribution that can be deadly, are a challenge to understand and overcome.

Going – The Cost

The Heights described their transition to the international mission field as an emotional roller coaster. The first step was concluding their jobs, packing up, and traveling across the US doing deputation services. Next, they moved (with their baby boy, Zane [ZAYN]) to Senegal. The excitement about joining the Church in West Africa and the joy in their new friendships was frequently offset by the difficulty of culture shock and missing friends and family in the US. The timing was especially difficult, as they moved to West Africa three weeks before Christmas. They celebrated the holidays in a new culture with the handful of friends that they had made.

Sometimes the difficulties of navigating a new culture and new language result in humorous situations. Once after a long day hosting a Work & Witness team in Senegal, Jeremy stopped by his family’s favorite local shop to buy shwarmas [shuh-WAHR-muh] (sandwiches

made from shaved, roasted meat) for a late dinner. As Jeremy started to order, the cashier asked a question. Being very new in French studies, Jeremy thought she was asking where his son (Zane) was. He started to say in broken French (with hand motions) that Zane was at home where his mother was giving him a bath. She looked very confused, so Jeremy used even larger hand motions to try to communicate running water, soap, and bathing a baby. The cashier finally said, “You want one hamburger...or two hamburgers?” Jeremy realized he still had a long way to go in language studies!

For the Millers, going to Papua New Guinea meant reducing their possessions by 90%. They had a yard sale and sold everything they owned except for some heirlooms and pictures. They stood in their empty house that had been full of things just months before. They were allowed two suitcases each (six total for their family of three). Stephanie commented, “There’s something freeing about that. I realized how much stuff we had accumulated and how much we really didn’t NEED. But at the same time, I felt lost. Like everything that had defined me was gone.”

The Millers continually questioned their decision. Because they are close to their families, the departure was especially hard for them and for those they left behind. Concern for their young daughter was also a factor. Was it right to deny her a “traditional” upbringing? Would she get an adequate education?

Justin and Stephanie have found that God has provided and continues to provide for them and their daughter. In place of a traditional childhood, she has a vibrant picture of her parents living out God’s call...even when it’s hard. And God repeatedly makes it plain He led them to this place at this time.

Going – The Rewards

Often, when people think of missionaries, they think of sacrifice. But there are rich rewards involved in missions service as well. A church leader in India once told Jeremy that the beauty of the global church is that together we help each other grasp a little bit more of God’s unfathomable being than we can ever grasp alone. He said, “You can help me see glimpses of God through your culture, and I can do the same thing for you. Together, our understanding of God grows.” Serving with the Church in West Africa helped the Heights learn more about our loving Savior.

Justin shared about repairing a sonogram machine for the Kudjip Nazarene Hospital. He thought, “How many lives have been saved because of this ultrasound machine? How many more will be saved? How many of

these people will be open to Jesus because they have been healed in His name?” The full impact of answering God’s call to the mission field hit him. He shared, “I don’t work in giant data centers anymore. I don’t design multi-million-dollar systems anymore. I no longer spend my time trying to figure out how to replicate petabytes of data across the country. My new job is much cooler.”

He added, “It is not that God was not working at home. It is that I had become blind to it in laboring to build a comfortable and insulated life.”

Sending

Does the sending church still have a role to play as missionaries prepare, go, and serve? Missionaries would answer, “Absolutely!”

The Heights enjoyed getting to know people in many congregations as they traveled the US for deputation services. The relationships formed and strengthened during those times fortified them for the changes to come. Deputation services also allowed the Heights to raise needed funds for the field and garner vital prayer support. Make hosting missionaries well an important part of your church calendar!

Thankfully, being part of a connected church means the relationship between the sending church and the missionary continues while the missionary is on the field. For Jeremy and Reetu, they especially appreciated the support offered by their Links district. Jeremy noted, “The occasional email, letter, or Facebook message from our Nazarene brothers and sisters has been one of the greatest on-going encouragements for our family. It is nice to be reminded that people are praying for us and that they haven’t forgotten about us even though we are on the other side of the Earth!” Be sure you continue in communication with your Links missionaries, keeping the connection alive.

Stephanie noted, “Missionaries are real people who cry, doubt themselves and their skills, wrestle with their decisions, and make mistakes. They are also living, breathing testaments to grace and forgiveness.” Her words should encourage us to pray meaningful, specific prayers for those who have answered the call to cross-cultural missions. Prayer is the most powerful connection we have with those serving far from us, and the most effective tool for supporting their ministry.

PRESENTATION IDEAS

Option 1—Unpacking Missions

Prepare

Choose a suitcase and “pack” it with items which relate to the lesson points: for example, a phone (God’s call), a baby doll or child’s toy (missionary kids), a Christmas ornament (holidays in a new country), a smaller suitcase (two suitcases per person limit), an envelope (communication with the sending church), prayer journal (prayer for missionaries). Attach a number to each item to help you remember in what order to take them out.

Present

Open with: **Tonight we are going to “unpack” missions – what it means to go, and what it means to send.**

As you pull items from the suitcase, invite volunteers to read the corresponding sections of the lesson information.

Option 2—Help Missions Soar (for a group that likes activity)

Prepare

Have one copy of the airplane template per participant.

Present

Read: **There will be three presentations of material. After each presentation you will have an opportunity to respond, so you'll want to pay attention.**

Have a volunteer read "The Call." Next, say: **This section is about God's call. The word 'call' makes me think of phones. Do you remember the old game, "Telephone"? We're going to play a version of that game in response to this part of the lesson. Who would like to begin by sharing what you thought was most interesting? Instead of sharing it with the whole group, whisper it to the person next to you, who will whisper it to the next person, and so on. No talking in a regular voice or repeating allowed! Just do the best you can to repeat what you hear.**

When the last person gets the message, have him or her say it out loud. Hopefully, it will have changed as it passed along. Say: **Did the message change? Was it hard to hear? hard to understand? Let's use this experience as a reminder to pray for those struggling to hear, understand, and respond to God's call.** (Note: If the message doesn't change, just laugh and compliment the group on their communication skills!)

Have a volunteer read "Going." Next, say: **This section is about missionaries leaving home and traveling to the field. These days, many missionaries travel by air.**

Hand out one copy of the Airplane Handout per person. Say: **On your paper, write something that stood out to you from this section. Then fold your sheet into a paper airplane and send it soaring!** After all the planes have flown, invite each person to find a plane – not his or her own – and unfold it to see what stood out to someone else.

Have a volunteer read "Sending." Next, say: **This section is about the sending church. Get in groups of 3 to 5 and agree on an important message from this section. Then choose a representative and "send" him or her to another group to share your message.** For an extra challenge, share your message in a different "language" – by drawing it or acting it out!

Option 3—Partners for Growth (for a group that likes discussion)

Prepare

Read through the Fast Facts, Lesson Information, and questions (below).

Present

Open with the following question: **Do you believe we are a strong “sending” church? Why, or why not?**

Transition with, **Today we’re going to talk about God’s call, going, and sending.**

Ask your assistants to present the Fast Facts and lesson information.

After Fast Facts ask:

Which fast fact did you find most interesting?

After “The Call” ask:

Do you believe God still calls people?

Have you ever experienced a clear call from God, or do you know someone who has?

How do Christians discern God’s call?

After “Going” ask:

What challenges have the Heights and Millers faced in cross-cultural ministry? What are some rewards they have enjoyed?

Have you ever participated in cross-cultural ministry? If so, what were some difficulties? What were some rewards?

After “Sending” ask:

How does the sending church play a role in missions?

From the Handout, The Markers of a “Sending” Church, consider whether your church is a “Sending” church, or what steps you might take to become one.

Do you believe the sending church is an important part of world missions? Why, or why not?

ACT ON IT (practical ideas for personal involvement)

See handout, “Ten Great Ways to Love Your Missionaries”

- Pray: On the Africa West Field in 2018, there were approximately 4 Nazarene churches for every 1 Nazarene pastor. While we praise God for this multiplication of churches, we pray for the Holy Spirit to continue to raise up more women and men who are called into the ministry. Also, pray for Nazarene Theological Institute (NTI) leaders and teachers who are training the next generations of church leaders in West Africa.
- Pray: In Papua New Guinea, poverty and lack of medical care is intense. Pray for the many missionaries serving in various capacities at Kudjip Nazarene Hospital as they strive to offer physical and spiritual healing.
- Pray for current, specific needs of your Links missionaries.
- Communicate: Write notes, cards, emails, or Facebook messages to your Links missionaries, or other missionaries with whom your church has connections. Missionaries say written words are often the best encouragement they receive.
- Give: Check with your Links missionaries or missionaries from your church or district. Are there package restrictions? If not, gather items and send a specific, thoughtful care package. Be aware that shipping packages can be expensive, and can also cause hardship for the missionaries by way of Customs and Duty charges. Think of small, light-weight items, and even consider online options.
- Give: Consider taking an offering for the World Evangelism Fund, which provides the basis for missions work around the world.
- Give: Find out about a specific need for your Links missionaries or missionaries from your church or district. Adopt this need as a project, praying and raising funds for it.

RESOURCES (“handy helps” for the leader)

- **Websites**
 - Africa Web Page: www.africanazarene.org
 - Asia-Pacific Web Page: www.asiapacificnazarene.org
 - Global Missions Web Page: www.nazarene.org/globalmission
 - Rogers, Mark. “10 Ways to Encourage a Missionary.” Posted 6 January 2010. TGC. www.bit.ly/encourage-missionary
 - “Church of the Nazarene.” Research Services | Church of the Nazarene. 2018. Accessed April 30, 2018. www.nazarene.org/research-services
- **Blogs**
 - Miller, Stephanie. “Confessions.” Posted 5 September 2018. Miller Plus One. Accessed 23 January 2019. www.bit.ly/miller-blog-confessions

RECIPES

Jollof Rice

Note: Jollof [juh-LAWF] Rice is a favorite African dish for the Heights.

Ingredients:

- 3–4 cups (585–780 grams) basmati [bahz-MAH-tee] rice
- 8 fluid ounces (236.59 milliliters) olive oil
- 2–3 tablespoons (31.25–46.88 grams) tomato puree
- 3 onions, chopped
- 2 (10-14 ounces; 283.5–396.89 grams) cans plum tomatoes
- 2 cloves of garlic
- Small piece of ginger
- 4 chili peppers
- 1 chicken, beef, or vegetable stock cube
- Pinch of mixed herbs to taste
- 1 bay leaf
- Salt to taste

Preparation:

1. In a blender or food processor, blend the ginger, garlic, chilies, canned tomatoes, and two of the onions. Set aside.
2. Heat oil and fry the remaining chopped onion till soft and golden brown. Add tomato puree and cook for 3–4 minutes.
3. Add the blended tomato and onion mixture and cook until the oil is visible at the top.
4. Add the stock, bay leaf, and mixed herbs.
5. Add the rice to the sauce, stirring it to keep it from sticking to the bottom.
6. Add 2 cups of water to the rice and sauce mix and stir. Add salt and cook till the water is almost evaporated.
7. Cover and simmer on low heat till the rice is fully cooked.

3-2-1 Dip

Note: This dish was a Height favorite for entertaining in the US, before they left for Africa.

Ingredients:

- 3 blocks (24 ounces [675 grams] total) cream cheese
- 2 pounds (907 grams) ground sausage, cooked and drained
- 1 can (10 ounces; 280 grams) canned tomatoes with green chilies

Preparation:

Place ingredients in slow cooker and turn to “high.” Stir occasionally until cream cheese melts. Ready in 30 minutes to one hour. Serve with chips.

Ten Great Ways to Love Your Missionaries Handout

1. Pray for them – for energy, strength, wisdom, and perseverance.
2. Pray for their ministries – that they will serve effectively.
3. Pray for their families – both those with them and those they've left in order to serve.
4. Pray for friendships – for people who will speak life and encouragement.
5. Write to them – whether via email, Facebook, or snail mail.
6. Ask questions – care about them and about their work.
7. Support – give financially to the World Evangelism Fund and, as you are able, to specific missionaries and specific projects.
8. Send care packages – if missionaries are able to receive them (check first!), send missed items from home.
9. Send gift cards – often missionaries can order what they need!
10. Host them – give them opportunities to share when they come home!

The Markers of a “Sending” Church - by John Haines

Handout

- **Praying for God to call.** This also implies that those who preach and teach in the local church will faithfully speak of God’s call to ministry and missions, and speak into the lives of those who are seeking to respond.
- **Open hearts and minds to see and support God’s call on the young.** This implies that those of a more mature generation within the church are active in their support of those who are beginning to express interest and response to God’s call into service. It requires a positive belief that God can call “anyone” and that sometimes His grace is actively engaging an unlikely candidate for ministry. When He does, how does the church respond? For every expressed desire to serve God in ministry and missions, there must be positive support, prayer, and encouragement.
- **Practical engagement in the formation for ministry and missions.** This means that at the local level, those who express a call upon their lives will be encouraged to learn the “inner spirit” of ministry, having to do with the “being” of the minister. Pastors and those leading ministries must be examples to the young of a life in Christlike formation.
- **Providing opportunities to practice ministry and missions.** Beyond the “being” of the ministry, opportunities for skill development must be provided. The local church and those who lead ministries in that context need to set up platforms for ministry and allow the ‘called’ to practice ministry to and among real people. This requires discipleship and mentorship and must be intentional.
- **Support of the called in their preparation.** When the “called” determine to go and prepare for ministry and missions, that time of preparation “is” ministry and missions. It is not simply a time before, it is a time when learning is primary and application is confirming. This may mean that the local church sends financial support from time to time to their student in preparation; it may mean opening opportunities for ministry in the local context whenever their student comes home on breaks from study, and those ministries are paid for to help supplement the student’s educational expenses.
- **Maintaining contact with the called while in preparation.** One of the biggest challenges facing students who go away to study is that contact with their local church is lost. Students begin to feel as if they are forgotten, abandoned, no longer important: “out of sight, out of mind”, as they say. Students need regular cards and notes of encouragement to keep them reminded of the context from which they come and the purposes for which they have gone to be prepared.
- **Participating in “sending” the called out in ministry and missions.** There should be no point along the line from initial call to deployment into ministry or missions that the “called” does not feel the connection with his/her own congregation. Attendance that supports the called at a district assembly or graduation or other event designed to “send out” the called, by those who have faithfully supported the called from the beginning, is a must.
- **Supporting the sent in prayer and with financial resources to carry out the work.** Life on the mission field or in the early days of ministry, while exciting and filled with great expectations, can also be a very lonely time, marked with many unexpected challenges and considerable

self-doubt. The local church has a great opportunity to speak into the ministry/missions life of their called ones, by continuing faithful in prayer, sending notes of encouragement, and remembering that it costs a lot to “set up” for ministry in many places around the world, and income will be limited. So, from time to time, collect a special offering that says to your called ones, “We are still with you on the journey...you are not alone!”

- **Supporting the family of the called and sent**, particularly those who are left “alone” without the continuing “normal” relationship of family supporting family. Often, the family of the called is in need of support too. Emotional support. They have given their son/daughter to ministry and missions, and since there is now a distance between them and their son/daughter, the local church family can help to ease their sense of loss and distance. Remember, it is not only the called who makes a sacrifice for ministry and missions, but his/her family too.
- **Providing the occasional call or exchange that keeps the sent “connected”** to the local church and family. Plan appropriate times of the year: birthdays, anniversaries, major holidays, to call or facilitate connection. Your voice, over the phone or computer, can bring a sense of comfort and connection that may well sustain the called at a critical time.
- **Welcoming the sent one home**, from time to time, to speak and share what God is doing in their lives and on the field of service. Home assignments are great opportunities to welcome your called ones home, to share their life’s journey since your last connection. Remember, every testimony of God’s activity in their lives, and of responses to God’s Word and work in the lives of those they serve, are shared. Your called ones have not gone alone or been alone, and their victories on the field are expressions of God’s extending your hands and feet and voices through them to people and places you do not know. We are partners together with God in missions!
- **Committed to intentionally nurture the “engagement” of the church** in all of these aspects. Missions is not a program or an addendum of church life...it is the life of the church, enacted for God’s glory and the good of all people who have yet to know and love Him. Engagement in missions needs to be intentional and all-embracing, and that engagement should radically change the lives of all who participate in it.
- **Maintaining, possibly through missions education, the DNA of a “sending church” for the generations.** There are too many churches who doubt their spiritual influence in the world. This need not be. In any given generation, there are countless opportunities for the church to significantly impact communities and contexts, both locally and globally, with the living presence of holiness. Once a church has established itself as a “sending” church, it is hard to be less than that ever again. The legacy of many local churches is the lived-out missions life of its young people who heard God’s call, responded to it, and were supported in it by the people of God in that local community. Any church can be a “sending” church. Every church should be a “sending” church!

Through many of these markers it is possible to see the great value of Nazarene Missions International’s commitment to Links: connecting missionaries with local congregations around the world. Possibly, you will say, “our church has never ‘sent’ a missionary.” But, you could Link with a missionary and pick up the markers effectively to support the lives of those sent by other congregations. Sending and supporting are shared efforts across the wide reach of the church over time. Do your part, and be amazed at how it changes you! Again, any church can be a “sending” church, and every church should be a “sending” church!

Airplane Handout

What was most interesting to you about missionaries "going"? Write it on the back of this sheet. Then use this template or your own idea to create an airplane. (Fold on the lines in numerical order in the directions of the arrows.) Send it soaring!

