



DiscipleLand

Missions Education

Level 4, Quarter B—Powerful Messengers

Integrate these World-missions concepts into your **DiscipleLand** lesson. Introduce your children to one missions truth each lesson.

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4B—Missions Education

The Dream Team

Teacher Intro—Missiology—*the study of missions*—is a relatively new academic discipline. Missionary roles and purposes provide plenty of fascinating insights into God’s global Kingdom advances. The previous quarter gave kids a sweeping overview of God’s missional activity through eighteen centuries. This quarter we’ll look at the lives of missionary pioneers in the last 200 years to see how present missiology has taken shape.

Even now, pioneer missionary work continues to expand God’s kingdom in exciting ways. Your children will examine modern missionaries and see how God has a role for each of them. The study of today’s missions fields is not primarily an academic pursuit—it’s the stuff of great adventure!

Lesson 1—The Race Is On! part 1

Have any of you ever been in a relay race? Encourage responses. **Who can tell us what a relay race is? Each team has four runners. The first runner races to a point where the second one is ready to receive the baton. He or she then runs to the third runner and passes the baton. The third runs to the fourth, and that last runner finishes the race.**

God’s work in missions over the last 200 years looks a lot like a relay race. Draw a curved line on the first third of the board. At the left end, write “1792” and at the other end, write “1910.” Over the top of the curve, write “William Carey.” **We call the first lap of the missions race the “First Era.” An era is a time period with a definite beginning and end. What are these beginning and ending points?** Encourage responses. **That’s right—1792 and 1910. Who is the “runner?”** (William Carey.)

In a relay race, the next runner getting the baton starts running before he or she receives it. Draw a second curve, starting it on the last third of the first line and extending it past. Label the beginning point “1865,” the end point “1980,” and write “Hudson Taylor” over this second arc. **Missions history runs in the same manner. What are the beginning and ending points of this era?** (1865 and 1980.) **And who is the runner?** (Hudson Taylor.)

Draw a third arc in the same manner as the second. Label the two ends “1934” and “Now.” Over the top of the arc write three names: “Cameron Townsend,” “Donald McGavran,” “Ralph Winter.” Ask children to name the dates of the third era and the major runners.

This is a quick overview of what modern missions history looks like. There were many missionaries before this first era, Point to 1792. and there were many faithful men and women serving God in missions than just these few we’ll be learning about. Next time, we’ll take a closer look at the major runners in each era. Ask for volunteers to research the five runners mentioned above and bring back their findings the next time you meet.

Pray: Thank God for the lives and work of these great missionary pioneers.

Lesson 2—The Race Is On! part 2

Supplies: world map, 8” x 11 ½” cards (write each the name of a missionary: William Carey, Hudson Taylor, Cameron Townsend, Donald McGavran, Ralph Winter)

Let’s see how quickly we can get these five missionaries in proper order. Hand out the five cards (not in consecutive order)—one each to students—and ask them to arrange themselves facing the rest of the class with the earliest on their right to the latest on their left.

After the kids have successfully lined up, say the names aloud together. Thank your volunteers, and place the name cards on a wall or board for the duration of the quarter.

Let’s find out where the countries these missionaries served in are found on a world map. Ask for volunteers to find the countries on a world map and point them out to the class. (Carey—India; Taylor—China; Townsend—Central America; McGavran—India; Winter—Guatemala.)

Lead a discussion allowing children to share what they already know about these missionary heroes. Point out that William Carey lived about the time of the American Revolution. Hudson Taylor lived during the American Civil War. Ralph Winter is the only missionary still alive. He founded the U.S. Center for World Mission in Pasadena, CA.

Next time we meet, we will see what all of this has to do with a new field of learning. You will be enrolled in this school of learning—each of you will receive a title and work toward a degree. You’ll become “ologists.”

Pray: Ask God to continue His great work began by these missionary heroes—to reach people with Jesus’ message.

Lesson 3—Who Wants to Be an Ologist?

Supplies: dictionary, notecards

Before class, prepare game cards. Write “ology” on one card and “ologist” on another. On additional cards, write prefixes that turn ology/ologist into words—Bi; Physi; Ge; Meteor; Hemat; Ornith; Ichthy. (Add any others you like. Be sure the dictionary you use includes the words from the game.)

Let’s play a word game. Hold up the *ology* card. Pass out the prefix cards to volunteers. Let children bring their prefix cards up one at a time and place them in front of the *ology* card. Say each word created and ask for meanings. If no one knows, have someone look it up in the dictionary. **Who can tell us what the term, “ology,” means?** (The study of...) **So what would “ologist” mean?** (One who studies.) Let students change the *ology* words into *ologist* words. Hold up a final card which reads “Missi” and place it in front of *ology*. **What does this word mean?** Encourage responses. **Right—the study of missions. This is a fairly new school of learning. Missiology is the name for what we’re doing together. That means that each one of you is now a missiologist. Congratulations!** Let children make name badges for themselves that say “[Name], Missiologist” on them.

We’ll study together topics that have to do with missiology—what missions is all about, what new things have developed, how these developments can be traced back to the “runners” we talked about, and what may yet be coming.

Pray: Ask God to help your children apply themselves to the study of missions, so they will understand how important missions is in God’s kingdom plan.

Lesson 4—Missiology 101

Supplies: unlined paper with “MISSIONS” boldly printed in the middle of each sheet, pad of sticky notes, world map

Welcome, fellow missiologists! Who remembers what the word, missiology, means and why I called you missiologists? Encourage responses.

I have an assignment for you. Group kids into twos and threes. **List as many things as you can that are associated with missions or missionaries.** Hand out a sheet of paper to each group. Give children a couple of minutes to make their list.

Let’s see how many different things we’ve thought of. Starting with one group, have kids read an item off their list. Any other group that has that or a similar item should cross it off its list. Write the item on a sticky note and have a volunteer stick the note anywhere on the world map. Continue until all the non-repeated subjects on the kids’ lists have been stuck to the map.

Wow! We have a lot of topics for study up here, don’t we? Missiology includes many different topics. Don’t worry. Point to the map. We won’t be studying *everything* up here, but we will learn a lot about how God is using missions to carry out His master plan.

Pray: Thank God for the many things He is doing all over the world to bring people into His Kingdom.

Lesson 5—It Takes a Team

Supplies: Bible, equal lengths of yarn

Welcome, fellow missiologists. Today, we're going to talk about a common idea that takes on a special meaning in missions work.

What is your favorite sport that is played between teams? Encourage responses. Can you imagine one very strong person pitted against an entire team in a football or basketball game? Some missionaries go to their fields of service alone, but most missionaries go out in teams. Sometimes the team starts out as a family group. That was the case with William Carey who sailed to India more than 200 years ago. Who made up his team? Encourage responses. Right—his family. William's wife, his wife's sister, and his children went with him. From the beginning of his missionary career, William taught that missionaries should set up Christian communities (teams) in the fields that they went to, even before the people they lived among became Christians.

Hudson Taylor went to China for the first time all by himself. But, when he arrived, he joined a team of missionaries who were already there. Both Hudson and William also had team members who never even left their homes. Can you guess who these might be? Encourage responses. People who sent money and who prayed for the missionaries were part of their teams. Are any of you on a missionary team right now? Let children tell about missionaries they or their families support and/or pray for.

Ask a volunteer to read Ecclesiastes 4:9-12. Let's see if this works. Hold out a single length of yarn. Invite a strong child to take the other end and pull until it breaks. Who knows how to make braids? Let a volunteer take the three strands of yarn and braid them. Then invite the first child to pull on the braided piece with you. It is unlikely that it will break. This is one way to demonstrate what a team is.

Families who go to the mission field make up a team. Prayer and financial supporters make up parts of their teams to keep them on the mission field. Some teams go for just a short time. We call this "short-term missions." Some teams form for a special purpose that God has called them to do, like doctors who work in a clinic or teachers who start a new school. Teams are a vital to doing God's work in missions.

Pray: Thank God that missionaries have each other for support and encouragement. Ask Him to bless the teams that your children are a part of.

Lesson 6—Undercover Agents?

Supplies: a passport

When William Carey went to India over 200 years ago with his family, he did something that people now consider a new kind of teamwork. India did not welcome missionaries, so he and his family landed in India in the dark of night, using a small rowboat that the ship's captain let them use.

Now, in our time, many places in our world have also stopped welcoming missionaries. Show kids the passport. When people travel internationally, they need passports that prove they are citizens of their country. The rest of the pages show that they have permission to travel through certain countries. Show pages. We call these permissions, "visas."

In many countries, the government will not issue you a "missionary" visa. Those countries do not allow people to enter who declare they are Christian missionaries. Let students handle the passport.

How do you suppose people enter these countries in order to share the love of Jesus? Encourage responses. They find other reasons to enter, and then they secretly tell others about Jesus. We'll learn more about this later. Some mission agencies help messengers of the Gospel go where they are not welcome. One of these agencies is called *Frontiers*. Ask a volunteer to will look up the *Frontiers* website (frontiers.org) and report back next time.

Pray: Thank God that He knows how to put people together in teams in order to advance His Kingdom even in unfriendly places where they are not welcome.

Lesson 7—Tentmakers

Supplies: Bibles, picture of a tent

Good day, fellow missiologists! Last time we talked about the fact that many governments in the world today will not allow Christian missionaries to enter their countries. We call these countries “closed.” This is not really a new thing. William Carey first went to India without official permission. He sort of “snuck in” while the government wasn’t looking. Because of this, William couldn’t receive support money from anyone back home. While in India, he worked for a living at a job.

Does anyone know what William did? Encourage responses. He was the foreman of an indigo dye plant. He supervised the Indian workers who dyed long strips of cloth a deep, deep blue. Later, he also taught at an Indian university.

Much earlier, the apostle Paul did a similar thing. Hold up picture of a tent. Ask volunteers to read Acts 18:2-3, Acts 20:34, and 1 Corinthians 4:12a. What did Paul do to make money? (He made tents.) Because of Paul, we use the term “tentmaker” missionaries. Hudson Taylor was a tentmaker. He sold Scripture portions in villages and sometimes did medical work. Cameron Townsend started out selling Bibles in Spanish.

Nowadays, we missiologists use a new term—“business-as-mission.” Write these words on a board. Today, some mission agencies help prospective missionaries gain the skills and financial backing to establish businesses in closed countries. These businesses give jobs to the local people and allow Christians a chance to learn the people’s language and culture. They find natural, friendship bridges to share Jesus’ Good News.

Do you know any tentmaker or business-as-mission missionaries? Encourage responses. Perhaps, someday, God will lead you to a closed part of the world as a tentmaker, or as one who establishes a business in order to spread the Gospel.

Pray: Ask God to bless people who risk their safety and even their lives, going where they are not welcome to serve Him.

Lesson 8—Issues of Culture

Supplies: your country’s flag or a picture of it

Okay, missiologists—our topic today is culture. When we talk about “[your country] culture” what do you think we mean? Encourage responses. Here’s one example: How about saluting our country’s flag? Show flag or picture of flag. If you salute your country’s flag, what does this show about you? You may believe it pleases God to honor your country, or you may do it because your parents and teachers have told you that this is a sign of respect.

What people really believe in their hearts, what is really important to people, what people value, how people listen to and learn from their elders—all of these things are examples of culture.

A missionary tries to understand three cultures to be effective among his or her chosen people group. What might these be? Write answers on the board that come close to: 1) Bible culture, 2) his or her own cultural values and 3) the culture of those he or she wants to reach.

The first two are important because: 1) God’s standard for all culture is the Bible. We must understand Bible culture in order to teach Bible truth to others. 2) God does not intend that we make people just like us in order for them to become Christians. 3) If the missionary hopes to become accepted, someone who belongs, he or she needs to become less and less an outsider.

All cultures reflect God’s values, though not perfectly. All cultures have good parts and bad parts—even our own!

Hudson Taylor is an example of a missionary who sought to understand the culture God sent him to. Even though he was severely criticized by his fellow missionaries, he started to dress the way Chinese men dressed, rather than the way Englishmen dressed.

William Carey learned several languages of the people around him in India so he could better communicate with them. He also worked very hard to abolish some evil practices of India’s culture. He worked to stop the practice of burning the widow of a dead man on his funeral pyre (fire). He also worked to stop people from leaving unwanted babies out in the jungle to die.

Next time we’ll learn how cultures can form barriers to the spread of the Gospel.

Pray: Ask God to help missionaries understand all three cultures so they may be good representatives of Jesus Christ.

Lesson 9—Barriers

Supplies: frozen waffles, toaster, syrup, paper plates, plastic forks

Hello, missiologists! Today we're learning about barriers. Someone once said that spreading the Gospel is not so much like spreading syrup on pancakes, but like syrup on waffles. Demonstrate with a toasted waffle and syrup. Just because the syrup is poured over these hollows in the corner, doesn't necessarily mean it will spread out evenly. The raised parts of the waffle slow down the spread of the syrup.

What are some barriers to the spread of Jesus' message? Write children's suggestions on the board. (Language differences, cultural differences, geography, political barriers, wars and catastrophes.)

Can someone suggest a barrier that had to be overcome in the lives of any of our missionary heroes? Encourage responses. **How about Cameron Townsend? He discovered that the people he was trying to sell Spanish Bibles to didn't read Spanish well. Spanish wasn't the language they knew best, their heart language. So rather than trying to teach these people another language, he put forward the idea that the Bible should be translated into the people's language. His way of going over the language barrier was not accepted at first by many missionaries. But now, a large mission agency Cameron founded is focused on Bible translation today. Does any know the name of this agency?** (Wycliffe Bible Translators.)

If you wish, serve toasted waffles and syrup to your kids.

Pray: Thank God for helping missionaries cross the many barriers to spreading the Good News. Pray for missionaries who are working now to cross other barriers.

Lesson 10—Crossing Barriers

Supplies: two small glass bowls, two dinner plates, marbles

Last week we discussed barriers in the way of telling others the Gospel. Today we'll look at why missionaries need to get the job done anyway.

Another way to think about how the Good News spreads out can be seen in this example. Place the two bowls on their plates. Place marbles on both plates around the bowls. While taking marbles from one of the plates and placing them into the bowl, say **This bowl represents a church. People respond to the witness of Christians and the work of the Holy Spirit and become believers.** Steadily move marbles from the plate into the bowl. **The church** (the marbles in the bowl) **grows.** Point to the second plate/bowl/marbles. **Here is another group of people without a church. There are no Christians among them. How is a church to get started here?** Encourage responses. **Christians from somewhere else come and share the Gospel so that a church can begin and grow in this second place.** Illustrate this by taking marbles from the first bowl (the church) and putting them among the second plate of marbles (the unreached people group). As you are talking, move marbles from the second plate into the second bowl. **Missionaries are needed to cross the barriers that exist in order to see a church begin.**

What are some of these barriers? (Language differences, cultural differences, geography, political barriers, wars and catastrophes, etc.) **Christians who focus on barriers and the ways we can past them are missiologists concerned with what we call, "Frontier Missions." We'll learn more about this later. For now, let's pray that God will speed the day when a church can be planted in every place that is waiting behind a barrier.**

Pray: Ask God to bless the work of those who are seeking to breakdown barriers to reach people who have never had a chance to hear about Jesus' love and forgiveness.

Lesson 11—Technology

Supplies: newsletters or magazine articles that illustrate the use of technology in missions, notecards, with the website address of agencies that are characterized by modern technology: maf.org; Wycliffe.org; gospelrecordings.org; inspirationalfilms.org; mercyships.org; hcjb.org; etc.

If William Carey could see how quickly we travel from one place to another, what would he have thought of his six month, dangerous ocean voyage from England to India? Now it only takes one day to fly from London to India! If Hudson Taylor could see the fine clinics and hospitals all over China today, he might have been discouraged with the simple medical training he had to offer the Chinese. We live in a very different world. What are some other technologies that have been invented in just the last 100 years? List responses on the board. **Which ones are especially prominent in missionary work?** Erase those not appropriate to missionary work. Add any new suggestions.

Hand around any articles you were able to bring in. Ask for volunteers to take a notecard and visit the mission agency website to better understand their use of technology.

Christians living among people—this is still the best way to share the Good News about Jesus and help God transform lives. But very often, these days, technology can open doors for believers to come in and demonstrate the Jesus' love. Can you think of any examples of this? Encourage responses.

Pray: Thank God for continually providing new and creative ways for believers to proclaim the message of His Kingdom.

Lesson 12—To Boldly Go

Supplies: Bibles, certificates of completion

We've made it to the end of the course—Missiology 101! Today, we'll consider the role of explorers. Who can tell me where this phrase comes from: "To boldly go where no one has gone before"? That's right—it's from the Star Trek series. Write this phrase across the top of the board in quotation marks and follow it by the name, "Ralph Winter." It is also a great summary of what missionaries do.

Ralph Winter Point to or hold up his card. **is a modern, well-known missiologist. Some years ago, he spoke at an international gathering of missions leaders and brought to their attention that there were frontiers to missions, too. Places where no one had gone with the Gospel. The reasons for this were many. We know there are barriers to the Gospel. But, when Dr. Winter spoke nearly 30 years ago, there were also the added barriers of ignorance and apathy.** Write these on the board. **Sadly, these barriers still exist.**

The good news is that more and more people are hearing God speak to them about groups of people who have not yet heard the Gospel message. Many of these missionaries are from lands that were considered mission fields when our missionary heroes lived. William Carey and Donald McGavran Point to or hold up their cards. **would rejoice with the number of people from India who are spreading out all over the world and are carrying the Gospel message with them. Hudson Taylor** Point to or hold up his card. **would find it hard to believe how fast the Chinese church is growing in numbers and missionary action. Cameron Townsend** Point to or hold up his card. **would thank God for the news that Mexico and Brazil are sending missionaries to the Muslim peoples.**

We live in a very exciting time when God is extending the frontiers of missions. He is finding many different ways to get the message of His love to people who are in spiritual bondage. These people don't yet know about Jesus' love and forgiveness. But we know that Christians *will* reach every last people group when they obey God and go ... *where no one has gone before.* You could be one of those who reaches the final frontier!

One thing we know for sure about missiology is how it will end. Have volunteers read Revelation 5:9-10 and 7:9-10. Explain that this will be the end of the pioneer missionary movement. Pass out your certificates of completion.

Pray: Thank God for sending people into the whole to tell others who have never heard the Good News. Ask Him to speak to the children's hearts if He is calling them to become a missionary for Him.

Certificate of Completion

Awarded to

on _____
Month Day Year

for faithfully completing

MISSIOLOGY 101

presented by _____
Signature

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