



# Heroes with a Mission: Missionaries around the World



Created by Ashley Creech, Tiffany Rustad,  
and Summer Schleifer





## An Integrated Unit

Compiled by: Ashley Creech, Tiffany Rustad, & Summer Schleifer  
Based upon the theme: Heroes

### Unit Overview

The Pathways theme of this unit is Heroes. The concept that we have chosen to emphasize is being a hero at home and abroad. The students will define and gain an understanding of what it means to be a hero, how they can recognize everyday heroes around them, and ways they can be heroes to someone else.

Under the overarching theme of heroes, this unit is designed to take an in-depth look at missionaries, introduce past and present missionaries to students, as well as help students be missionaries to those around them.

Integrated into the unit are the following subjects: Art, Bible, Math, Music, Physical Education, Science, Social Studies, Reading, and Writing.

### Grade Level

This unit has been planned for grades 1-8 with specific modifications for the different grade levels and certain activities for combined grades. Activities for lower and upper grades are specified.

### Length of Unit

This integrated unit has been created to last for four weeks. Depending upon how you choose to integrate this into your classroom, you may be able to continue several of the activities for longer.

### Student Objectives/Outcomes

The overall objectives for the unit are for students to explain what a missionary does, differentiate between missionaries and other types of heroes, compare biblical and missionary heroes, evaluate what needs missionaries have for their ministries, and reflect on how they can be mission-minded heroes in their own communities.

The motto for this unit is: "A hero is someone who has given his or her life to something bigger than oneself." - Joseph Campbell

### Social Studies



In groups, students will adopt missionaries in other countries, write to them, and learn about their country and experiences. Students will also learn about the culture and customs of other countries, as well as global issues occurring in those countries.





## Art



Students will create dioramas to represent the location of a missionary. They will create a banner, illustrate books, use their artistic skills to make a diorama, and use art to experience the Prayer Room.

## Bible



The students will study the lives of specific Bible characters and identify the traits that make them heroes. The worships we have prepared can be split into two or more days depending upon how long your worship time is. Throughout the unit, there will be a focus on learning about missionaries and how they have impacted the spread of the gospel around the world.

## Math



The students apply mathematical concepts to determine distance, measure time, and compare currency rates from the various countries. This will help students recognize the sacrifices of and influences on missionaries. They will also use mathematical knowledge to cook and prepare food.

## Music



Students will learn a song about missionaries and learn songs from other countries where missionaries are serving.

## Physical Education



Students will learn games from other countries and play the Missionary Traits Game.

## Science



Students will research the topography, climate, and animals of the countries chosen to create a diorama. This will help them see the environment surrounding different missionaries.

## Reading/Language Arts



Throughout the unit there will be various reading and writing projects for students. The projects will be introduced and a reoccurring icon will signify additions to the projects.



Along with this unit, we have included a selection of stories relating to the mission life and the lives of many missionaries. These stories are resources to supplement teaching, as well as resources for students to use in research and presentations.





## Suggested Websites List

- Adventist Frontier Missions: Information about missionaries and mission projects around the world  
[www.afmonline.org/missionaries/index.php?type=FTM](http://www.afmonline.org/missionaries/index.php?type=FTM)
- Adventist Missions: Mission stories and missionary blogs  
[www.adventistmission.org/index.php](http://www.adventistmission.org/index.php)
- Global Incidents Map: Map showing conflicts and disasters around the world  
[www.globalincidentmap.com](http://www.globalincidentmap.com)
- Google Earth: Technology to "zoom in" on a geographical location  
<http://earth.google.com/>
- Gospel Ministries International: David Gates volunteer-based organization  
<http://gospelministry.org/>
- Spotlight on Orphans: Information about how to sponsor an orphan  
[www.spotlightonorphan.org](http://www.spotlightonorphan.org)
- Hearth to Hearth: Information about African orphans and missions  
[www.hearthtohearth.org](http://www.hearthtohearth.org)
- Christian Record Services: Information about outreach to and missions for the blind  
[www.christianrecord.org](http://www.christianrecord.org)
- Fulfilling Christ's Great Commission: Quotes from missionaries  
<http://home.snu.edu/~HCULBERT/slogans.htm>
- NAMB: Information about missionaries in the U.S.A  
<http://sub.namb.net/beonmission/missionaries/>
- The Mission Station: Information, statistics, and facts about world missions  
[www.missionaries.org/](http://www.missionaries.org/)
- Wholesome Words: Biographies of missionaries  
[www.wholesomewords.org/missions/bioindex.html](http://www.wholesomewords.org/missions/bioindex.html)
- ADRA: Adventist Disaster Relief Agency includes information about ways to aid after disasters and has information about disasters around the world  
[www.adra.org](http://www.adra.org)





## Book List

This book about Gladys Aylward is the text that accompanies the assignments for this unit. If you choose to read a different book or want additional books for your students, the following books are suggested:

Wellman, S. (1998). *Gladys Aylward: For the Children of China*. Uhrichsville, OH: Barbour Publishing, Inc.

### Additional Suggested Books:

*A Soldier for Jesus* - Patricia Maxwell. 1981 - Pacific Press Publishing Association (PP). This book is about J. N. Andrews, the first Adventist missionary.



*Adventures of KADO* - Alice Mertie Underhill - 5/6 Gr.

*Alice, an Adventist Girl* - Sandy Zaugg - 4 books - 2005 - 3 Grade (Gr.) - From Hong Kong.

*Anna Stahl of the Andes* - Barbara Westphal - Pacific Publishing Association, 1960.

*Bells of the Blue Pagoda* - Jean Cochran—Copyright © 2008, Kessinger Publishing, 300 pages. Available at Amazon.com



*China Doctor* - Raymond Moore—Copyright © 1961, Harper & Brothers, Available at Amazon.com

*Curse of the Cannibals* - Virgil E. Robinson - Teach Services - John Patton

*Curse of the Voodoo Gods* - Joyce Rochal—Copyright © 1959, Southern Publishing Association (SPA), Available at Amazon.com

*Diamondola* - Mildred Olson—Copyright © 2003, TEACH Services, Inc., 192 pages, Available at Amazon.com--Readers will be captivated by Diamondola's courage, faith, and sacrifice, which was attended by endless miracles. During the dying days of the Ottoman Empire. 13 year-old Diamondola began her mission. At the risk of life, she preached the gospel in Turkey, Yugoslavia and Greece. A lively and dramatic account of the beginnings of Adventist evangelism in Greece, Turkey, and Yugoslavia. Description taken from TEACH Services, Inc.

*Dookie, Sookie, and Big Mo* - Alice Mertie Underhill - 5-6 Gr. - 1961 - India



*For the Love of China* - Herbert Ford (PP) - 1971 - Denton E. & Florence Rebok



*Going with God* - Yvonne Davy - 1959 - 6-8 Gr. - Central/Southern Africa

*Here I am, Lord: Send Someone Else* - Curt DeWitt— Copyright © 2007, Review & Herald Publishing, 156 pages, Available at Amazon.com--You'll read about adventures that never should have happened had he had his way. But, he followed God despite what he thought and ended up living a life he never expected. Description taken from Review & Herald Publishing.

*In Letters of Gold* - Andrew G. Stewart - 1973 - South Seas

*Into the Jungle* - James H. Zachary, Jr. - Teach Services

*Island of Forgotten Men* - Thomas A. Davis - 1967 (RH) - Story of Gottfried Oosterwal in New Guinea

*Jeanie Goes to the Mission Field* - Wilma Ross Westphal - Review and Herald Publishing Association (RH) - 1966 - Bob and Jeanie Weston - Columbia

*John Nevins Andrews: Flame for the Lord (or Prince of Scholars)* - Virgil Robinson (RH) 1975

*Life in a Floating City* - Albert L. Hendrickson (SPA) - 1964 Stanley and Genevieve Sargeant (China)



*Light The Paper Lantern* - Ruth Wheeler - 1967 - Merrit and Wilma Warren

*Lotus Blossom Returns* - Sandy Zaugg— Copyright © 2005, Pacific Press Publishing Association, 191 pages, Available at Amazon.com--The remarkable story of a young missionary's determination to return to her beloved China - despite war, emergency plane landings, heartbreak, floods, and seemingly "impossible" challenges. Description taken from Pacific Press Publishing Association.

*Magnificent Missionary* - Robinson—Copyright © 1969 (SPA), Available at Amazon.com

*Mary Andrews, Companion of Sorrows* - Carolyn Byers. 1983 (RH). This story is about the daughter of J. N. Andrews.

*Mighty Mary* - Virgil E. Robinson - 1973 - 6<sup>th</sup> to 8<sup>th</sup> Gr. - From West Africa





*Mission: Africa: A Light Look at a Once-Dark Continent* - Bob Prouty, (PP) 1984 - Zaire, Africa

*Mississippi Girl* - Anna Knight - 1952, (SPA) - First Black lady missionary.

*Narcissa & Marcus Whitman: Martyrs on the Oregon Trail* - Ann West Williams—  
Copyright © 1954, Association Press, Available at Amazon.com

*No More Alphabet Soup* - Nancy Beck Irland - 1983 - 5-6 Gr. - From the country of Ceylon, now Sri Lanka



*Pioneers Together* - Josephine Cunnington Edwards (SPA) - 1967 - Roy F. and Myrtie Cottrell (China)

*Stories from Beyond the Edge: Going Where Christ Is Not Known* - Sarah Coleman Kelnhofer, editor - 2001 (RH) - A compilation of stories taken from *Adventist Frontier Missions* about missionaries around the world.

*Tamate: Peacemaker of New Guinea* - Keith Moxon - (RH) 1960 - James Chalmers - From New Guinea

*The Enchanted Pillowcase* - Josephine Cunnington Edwards—Copyright © 2005, TEACH Services, Inc., 214 pages, Available at Amazon.com--This is a timeless collection of true-to-life missionary stories for all ages. These exciting adventures are perfect for reading for a rainy day, Sabbath afternoon or as a bedtime story. Both children and parents alike will be taken into the mission field first-hand by the written word to be both entertained and encouraged by stories of character, faith and learning. Description taken from TEACH Services, Inc.

*The Judsons of Burma* - Virgil E. Robinson—Copyright © 1966, Review & Herald Publishing Association, 94 pages, Available at Amazon.com

*The Making of a Missionary* - Martha Montgomery Odom (RH) - 1985 - Oliver Montgomery - South America

*The Restless Missionary* - Virgil E. Robinson - Teach Services - Joseph Wolff

*These Fords Still Run* - Barbara Westphal (PP) -1962 - Orley and Lillian Ford - South America. Available at Amazon.com.





*Treasure of the Haunted Pagoda* - Eric B. Hare—Copyright © 2005, TEACH Services, Inc., 238 pages, Available at Amazon.com--Years and years ago a little five-year-old boy knelt at his mother's knee and repeated this little prayer, phrase by phrase, after her: "And, dear Lord, when I grow up, may I be a missionary - at the four corners of the earth - preaching the gospel - for Jesus' sake. Amen." *Treasure From the Haunted Pagoda*, tells the marvelous way in which God prepared the "special place," where that little boy, when he grew to manhood, could serve Him best. It is true from



the beginning to, and even the superstitious tales of the devil-worshippers are narrated as nearly as possible, word for word, the way they were told. Throughout these pages you can trace again and again the blow for blow given by the forces of evil and the forces of righteousness in the great Christian battle, the controversy between Christ and Satan. Description taken from TEACH Services, Inc.

*You Never Can Tell When You May Meet A Leopard* - Goldie M. Down (RH) - 1980 - Harry Skinner - Burma

### Series:

Front Line (Global Mission): Various Countries - Fern Babcock, etc.  
Review & Herald 1994

Heroes of the Faith: Barbour Publishing, Inc.

[www.barbourbooks.com](http://www.barbourbooks.com)



### Websites:

[www.infbooks.com](http://www.infbooks.com) (Teach Services - reprints many old SDA books) Great for both new and used SDA books and classics.

[www.amazon.com](http://www.amazon.com) Amazon is a great place to buy new and used books of all kinds.





## Lesson 1

### What Is a Hero?

**Description:** This lesson introduces the concept of what it means to be a mission-minded hero. The class will read and discuss a story, play a game to reinforce the characteristics of a hero, and create a banner that portrays the motto for this unit. This lesson is designed to immerse the students in the concept/topic. For this reason the teacher needs to plan for this lesson to cover one to two hours. The lesson includes activities for Social Studies, Bible, Art, and Language Arts.

#### Objectives

1. The students will identify the characteristics of heroes.
2. The students will evaluate worldly versus Christian heroes.

#### Materials

- Uncle Arthur's Storytime Volume One
- Flip chart or SMARTBoard\* (The SMARTBoard is an interactive whiteboard. It has a touch sensitive surface that controls a computer.)
- Paper for a banner
- Paint and/or markers/crayons
- Glitter and other art supplies
- Scissors

#### Lesson

Tell the students that "We are going to be learning about heroes." As you read aloud the story "How Johnny Got Wet," ask them to think about who was a hero in the story.

Ask students, "Who was a hero?" and "Why was he or she a hero?" Have the students Think-Pair-Share about who their heroes are and why these people are their heroes. Call on three or four students to share who their hero is and why.



#### Discussion



After listening to the names of some of the students' heroes, bring up the fact that some people may be heroes to the world, but that, as Christians, we have a different perspective of what makes a hero. Using a SMARTBoard, draw a Venn diagram so that the class can compare and contrast these two views of heroes.

Ask the students to come up with descriptive words/characteristics that describe good heroes and write these ideas down on a new SMARTBoard page.





Bring up the point that part of what made Johnny a hero was the fact that he liked to help others. Similarly, missionaries are heroes because they put others before themselves and serve others as Jesus served. Briefly tell them that during this month the class will be adopting missionaries in other countries, writing to them, learning about what they do, and discovering what life is like for them.

### The Missionary Traits Game



- Students sit in a circle, with the teacher at the beginning of the circle and the student to the right of the teacher at the end of the circle.
- Each student picks a characteristic of a hero that they will make up a motion/action to represent (Example: flexing your bicep for the characteristic "strong"), and shows the rest of the class this motion/action for his/her hero trait.
- After all the students are familiar with each others' motions/actions, then the teacher will start a practice round. Each round begins with the teacher making his/her own motion followed by that of a student's motion. Then that student does his/her motion followed by another student's motion, etc., within a preset amount of time (Example: five seconds to pass it on).
- If a student messes up, he/she must move to the end of the circle. The goal of the game is to keep moving around the circle until the student is at the beginning of the circle.
- Do a practice round or two (none of the students get sent to the end) before beginning the game.



Click here to watch an instructional video on how to play "The Missionary Traits Game."

### Art and Literacy Activity



Introduce the Joseph Campbell quote that is the motto for this unit ("A hero is someone who has given his or her life to something bigger than oneself."). Divide the students into two groups consisting of the older students and the younger students. The older students at this point will use the quote to make a banner to hang on the wall. Use paint or markers to make a colorful banner that is big enough for all of the older students to be involved. The younger students can use crayons or markers to create their own pictures of what heroes are. These pictures will hang under the banner on the wall.

Maxwell, Arthur S. (1989). *Uncle Arthur's Storytime*, Volume One. Washington, D.C.: Family Media, Inc



## Lesson 2

### Missionary or Hero: What's the difference?

#### Description

This lesson is designed to help students analyze and evaluate the differences between a missionary and a hero. Additionally, the students will begin to practice looking for heroes within the classroom, will recognize the power of prayer, and will start reading a book about Gladys Aylward.

#### Objectives

1. Students will differentiate between a missionary and a hero.
2. Students will identify acts of heroism within the classroom.
3. Students will explore the power of prayer.

#### Materials

- Butcher paper or SMART Board
- Box or Jar
- Art supplies
- Book for read-aloud
- Music for "Missionary Band" & Musical instruments
- Prayer verse sheet
- Gladys Aylward book & assignment

#### Lesson

##### Music



Introduce "Missionary Band" theme song to students. If available, provide simple instruments for student to accompany song. "Missionary Band" by Mary Irene McLean and A. F. Meyers is from *Happy Songs for Boys and Girls*, song 91, published by the Review & Herald, copyright 1952. The following website has the lyrics for the song:

[www.hymns.me.uk/we-are-but-a-band-of-children-hymn-lyrics.htm](http://www.hymns.me.uk/we-are-but-a-band-of-children-hymn-lyrics.htm)

##### Reading



Introduce book about Gladys Aylward. Tie in what you have just learned about missionaries to introduce book. At the end of this lesson is a list of assignments for the chapters. Feel free to divide the chapters over the length of this unit in a way that is suitable for you and your classroom.



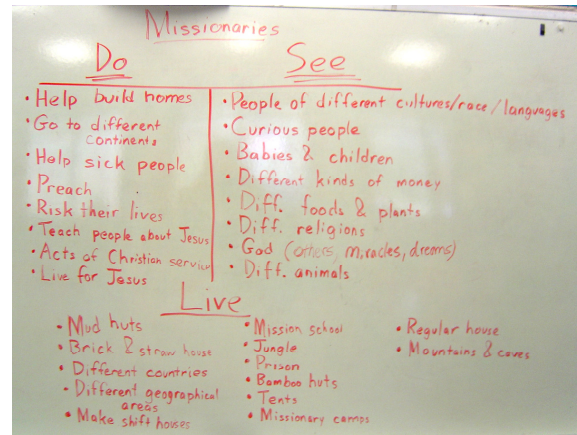


## Discussion



Do a T-chart with students about missionaries and what makes a missionary.

- Use markers and butcher paper to create the T-chart (or SMARTBoard).
- Label the categories on the chart as the following:
  - "What do missionaries do?"
  - "What do missionaries see?"
  - "Where do missionaries live?"
- Ask students for ideas and write their ideas on the paper.
- Try to come up with several ideas for each category and involve all students.



Have students compare heroes and missionaries based on what they have learned. Bring out the chart from yesterday for students to reference, as well as the chart just created.

- Use Think-Pair-Share. Ask students to talk about how heroes and missionaries are the same as and different from each other.
- After students have talked to each other, have them share their ideas with the class. Record students' ideas on a piece of butcher paper. Make sure students grasp the concept that not all heroes are missionaries, but that all missionaries are heroes. (If you have covered subsets in math, visually represent that missionaries are a subset of heroes to reinforce the concept.)
- Keep the chart you have created and hang it on the wall for students to reference.

## Hero Moments



Introduce *Hero Moments* box/jar to students. This box is for students to nominate other classmates who have been heroes. Have students decorate the box or jar, either using paint, decoupage, wrapping paper, or other art supplies to make the box or jar festive. Create a lid that allows notes to be dropped in but prevents removing the notes. Place some pretty paper beside the box or jar for students to use throughout the day. Students will write down the name of the classmate who was a hero and the heroic act. Set aside a special time during the week for the class to share the heroic moments.

Examples: One student notices a classmate who doesn't understand the assignment and goes over to help him/her. A student notices a classmate who is picking up trash without being asked.





## Prayer Verses Book



Due to the fact that prayer is such a powerful tool for missionaries, emphasis will be placed upon it throughout this unit. Talk with students about why they think prayer is important for missionaries and in their own lives.

On the following page is a list of prayer verses and verses talking about prayer. Give students the list and let them choose a few verses, depending on the size of your class. Each student will write the verse and illustrate or decorate it. Students can either do this on the computer or they can use markers, color pencils, crayons, stencils, etc.

When students finish the book, possibly on the next day, the teacher can compile all the verses in a class prayer verses book. Have a special place in the class where this book can be easily accessed by students. You may wish to read a verse at special times during the day: before school starts, at prayer time, at the end of the day before closing prayer, etc.



### Prayer Verses



<ul style="list-style-type: none"> <li>• 2 Chronicles 7:14</li> <li>• Psalms 5:3</li> <li>• Psalms 34:17</li> <li>• Psalms 37:5</li> <li>• Psalms 50:15</li> <li>• Psalms 55:17</li> <li>• Psalms 62:8</li> <li>• Psalms 66:18-20</li> <li>• Psalms 91:15,16</li> <li>• Psalms 145:18</li> <li>• Proverbs 15:8</li> </ul>	<ul style="list-style-type: none"> <li>• Isaiah 65:24</li> <li>• Jeremiah 29:12</li> <li>• Jeremiah 33:3</li> <li>• Jonah 2:7</li> <li>• Matthew 5:44</li> <li>• Matthew 6:9-13</li> <li>• Matthew 7:7</li> <li>• Matthew 18:19</li> <li>• Matthew 21:22</li> <li>• Matthew 26:41</li> <li>• Luke 18:1</li> </ul>	<ul style="list-style-type: none"> <li>• Acts 6:4</li> <li>• Romans 8:26</li> <li>• Ephesians 6:18</li> <li>• Philippians 4:6</li> <li>• Colossians 4:2</li> <li>• Hebrews 4:16</li> <li>• James 1:5, 6</li> <li>• James 5:14-16</li> <li>• 1 Peter 3:12</li> <li>• 1 John 5:14</li> </ul>
---	---	--



## Gladys Aylward Book Assignments

**Wellman, S. (1998). *Gladys Aylward: For the Children of China*. Uhrichsville, OH: Barbour Publishing, Inc.**

### Chapter 1



Discussion questions:

Why was Gladys unhappy to be assigned to helping the elderly missionaries from China? Gladys thinks about how God's plans can be complicated. How have God's plans in the lives of other missionaries or Bible characters been complicated? What should we do when we are unsure of God's plans in our lives?

### Chapter 2<sup>1</sup>



Assignment:

Using an atlas and a map of England, mark the journey that Gladys went on from Highbury to Bristol.

### Chapter 3



Discussion questions:

How would you feel if you were in Gladys' place in the Youngusband's household? Would you be able to be humble and "unseen"? How would you react if the other servants teased you? In what ways did Gladys' repeated phrase, "Use me," help her attitude as a servant and as a representative of God? Would you be willing to work so hard to raise money in order to serve? Why?

### Chapter 4



Assignment:

Gladys traveled through Germany and Russia on her way to China. She was asked a number of questions while in Germany and noticed the Communist way of life in Russia. Investigate the political systems of Germany and Russia at this time. In what ways were they similar? In what ways were they different? How did each compare with what Gladys would have known in England? How might knowledge of these political systems aid missionaries in these countries during Gladys' time? Write a one-page paper discussing these questions.

---

<sup>1</sup> This chapter includes the mention of prostitutes. Depending on your community and students, you may want to eliminate this particular part of the chapter when reading.



## Chapter 5



### Assignment:

Gladys learns that The Great Wall of China is fifteen hundred miles long. Find out how tall and wide the Wall is. Then, using your knowledge of ratios from math class, draw an illustration of it that is to scale. Research the history of the Wall, and, on your illustration, write down why the Wall was important to the Chinese people.

## Chapter 6



### Discussion questions:

Ask the class to summarize what occurred during the Boxer Rebellion. Why were the Christians persecuted? Does the Boxer Rebellion remind you of any other events in history? What would you have done if you were a Christian living in the province of Shansi during the Boxer Rebellion? What can we learn from the Christians' brave stand?

## Chapter 7



### Assignment:

Gladys had to get used to the customs of China, which were very different from what she was used to in England. Have you ever been in a place that had a different culture than yours? Write a one-page essay describing these differences, how you dealt with them, and how this experience made you feel.

## Chapter 8



### Discussion questions:

Ask the class to describe the custom of foot binding. What were the harms of this custom? Why did Gladys think it was "beneath her" to help end this practice? How should we approach tasks that we don't think are worthy of us? How did Jesus deal with small tasks?

## Chapter 9



### Assignment:

In this chapter, Gladys' Christianity is on trial as the Chinese officials decide whether to put her in jail or not. If you were on trial for being a Christian, would there be enough evidence to convict you? On a piece of paper, make two columns. Label one column "Prosecution" and the other "Defense." List the evidence that supports you being a Christian under the "Prosecution" column, and list areas of your life that might seem un-Christian under the "Defense" column. Before you begin this assignment, pray that God will open your eyes to the areas in your life in which you are properly representing Him, but also to areas in your life that need His help.



## Chapter 10



### Assignment:

Gladys learns a lot about Confucianism in this chapter, but she believes that it isn't as meaningful as Judaism or Christianity. Research the basic teachings of Confucianism, Judaism, and Christianity. Using the knowledge you have gained, create a poster or another visual representation that compares and contrasts these three schools of thought.

## Chapter 11



### Discussion questions:

Throughout this chapter, Gladys and her friends encounter many dangers. As a class, list some of the dangers that were faced. In groups, have the students discuss what they would do if they were in similar situations. As a class, pray for missionaries who may be encountering these same types of dangers today.

## Chapter 12<sup>2</sup>



### Assignment:

Gladys is respected for all that she's done to help the Chinese and for showing "the power of love." Write a letter to a local hero whom you admire who demonstrates "the power of love" to you. Suggestions: a parent, a pastor, a teacher, a friend, a community leader, etc. Help the students address envelopes and mail these letters to their heroes.

## Chapter 13



### Assignment:

In this chapter, General Ley says, "The force of evil in the world has never been more threatening than it is now." Do you agree or disagree with his statement? Do you think that the world is worse off now than it was during Gladys' day? Split the class up into two groups and debate this topic. Remind them to think of facts to support their side and not just opinions.

---

<sup>2</sup> This chapter involves the discussion of rape. Depending on your community and students, you may wish to eliminate this particular section while reading.





## Chapter 14



### Discussion questions:

Due to sickness, Gladys had no memory of one whole year of her life! Figure out how many months, weeks, days, hours, and minutes she lost during this time, then reflect on the things you've done over the past year. What would your attitude be if you couldn't remember any of these times? What do you think about how Gladys acted when she was awake and well? Do you think she was foolish to keep working so hard, or do you think it was a brave way for her to have acted? Also, do you agree or disagree with her decision not to marry Colonel Linnan?

## Chapter 15 and 16

### Project:

Gladys' life is so extraordinary that the BBC did a production about her, and Twentieth-Century Fox bought the movie rights for her life story. However, she became angry that Hollywood didn't accurately represent her life. In groups of four or five, have the students create a skit demonstrating Gladys' life truthfully. Each group should pick a different part of the story. Have them write their own script, but encourage them to keep the skit at around ten minutes in length.



If possible, obtain a copy of 20<sup>th</sup> Century Fox's *The Inn of the Sixth Happiness* and watch the movie as a class. Preview the movie to make sure that the movie is appropriate for your community and students. If you locate parts that you think might be considered objectionable, decide if you can fast forward through these sections. Here are some discussion questions to ask after watching the movie with your class. Feel free to add questions and allot time for the students to answer and to ask their own questions.



Discussion questions for movie: What parts of the movie are accurate? What parts are inaccurate? Why do you think Gladys was embarrassed by the attention the movie brought her and angry at the misrepresentations?



## Lesson 3

### Meet the Missionaries

#### Description

In this lesson, the students will discover Bible heroes who could be described as missionaries. They will also begin to contact missionaries outside of the U.S.

#### Objectives

1. Students will identify Bible characters with mission-minded hearts.
2. Students will determine which country they would like to focus on.
3. Students will begin contacting missionaries.

#### Materials

- Bibles
- White board or SMART Board
- Computer and internet access
- Paper
- Pencils
- Mission websites worksheet (below)

#### Lesson

##### Worship - Go and teach all nations



Read Matthew 28:19. Discuss how missionaries fulfill the great commission by going to other countries. Talk about people in the Bible who left their homes, some willingly and others without a choice, and served others. Discuss some of the following characters and the impact they had on those around them. Have students think of other biblical people who also left their homes and made a difference. Write their suggestions on the board and discuss them.

Little Maid (2 Kings 5:1-16): Her story shows that God can use you to serve away from home, no matter what your age. If you were in her place, would you have wanted your master to be healed? Why?

Elisha (1 Kings 19:19-21): This story exemplifies how God calls people to serve Him. Do you think his family supported his decision to follow Elijah? How would it feel to leave your family in order to follow God, even if your family wasn't supporting you?

Ruth (Ruth 1:6-22): What was the motivation that caused her to leave her home? Why didn't Orpah make the same decision?

Abraham (Gen. 12:1-5): Do you think you could leave your home to follow God's leading like Abraham, even when you don't know where God is taking you?





Daniel (Dan. 1, 2, & 6): What qualities made him rise to the top in a culture that was so different from his own?

Joseph (Gen. 37:23-38; 39:1): How would this story have been different if Joseph had been resentful towards his brothers and those around him? What would have happened if he had not chosen to surrender his life to God?

Shadrach, Meshach, and Abednego (Dan. 1 & 3): These three are always mentioned together, often along with Daniel. What do you think caused them to keep serving God even though Daniel got more credit than they did?

### Contact a Missionary Project



Throughout this unit, students will stay in contact with the missionary that they choose and contact today. (Students in grades 5-8 can do this project individually, while students in grades 1-4 should be paired with an older student.) Have students choose a missionary from the lists of missionaries on the following website (Make sure it says "email us" on the missionary's webpage.):

[www.afmonline.org/missionaries/index.php?type=FTM](http://www.afmonline.org/missionaries/index.php?type=FTM)

The students may choose their missionary from any of the following categories: student missionaries, career missionaries, short-term missionaries, and missionaries in training. Once students have chosen a missionary, they should use the website to complete the missionary worksheet on the following page. When the students have finished their worksheet, they may email their missionaries and ask them some questions. In their email, the students should include the following four elements:

1. The student's name and the school he/she attends
2. The reason for contacting the missionary—mainly a school project that will be about a month long
3. Questions the student may want to ask about life in the mission field
4. A request for specific things in the missionaries' life that the student can pray about

Depending on the age of the students, the teacher may want to review their emails before they are sent. Any part of this assignment that is not completed today may be finished tomorrow.



### **Continuing:**

Gladys Aylward book and assignments  
Hero Moments box





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

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

## Missionary Worksheet



1. What is the name of the missionary or missionaries you have chosen?
2. In which country do they serve?
3. What mission work are they doing?
4. How long have they served in that country?
5. What is something you learned about the country they serve in?
6. What are some foods you recognize? What are some foods you do not recognize?
7. What are two things you learned about the people in that country?
8. What are some questions you would like to ask your missionary or missionaries?





## Lesson 4

### Missionaries Here and There

#### Description

In this lesson, students will finish choosing a country and a missionary if they haven't already. Those who have finished can mark their missionaries on the world map and start reading the blogs of missionaries in other countries.

#### Objectives

1. Students will evaluate what mission life is like through missionary blogs.
2. Students will share their discoveries about mission life orally.

#### Materials

- Computer and internet access
- Large World Map (post on a wall)
- Stickers or post-it notes for labeling map

#### Lesson



Review the purpose of yesterday's activities, and have those students who have not completed choosing and contacting a missionary finish this part of the project today. Those who are done need to mark their missionaries on the world map by writing their names, their chosen missionaries' names, and the countries of choice on stickers or small pieces of paper to put on the world map.

#### Blog/Story



When students have finished the previous activities, they may go to the website listed below and find one or two blogs or mission stories from their chosen countries (or area of the world). Students will read these blogs or stories to a younger student and discuss any problems the missionaries are facing, how God has been working in their lives, and a specific prayer need for which they want to pray. At the end of the story and discussion, the students should pray for the missionary and the prayer need. The students will share with the whole class what they have learned, discussed, and prayed for.

[www.adventistmission.org](http://www.adventistmission.org) (Visit the mission stories or blogs.)

#### **Continuing:**

Contact your missionary  
Gladys Aylward book and assignments  
Hero Moments box





## Lesson 5

### Experiencing the Power of Prayer

#### Description

In this lesson, students will create a prayer corner/room in which they will be able to experience prayer through hands-on activities.

#### Objectives

1. Students will create a prayer room.
2. Students will create prayer journals.

#### Materials

- Computer and internet access
- Wall coverings/area lighting for prayer room
- Materials for various prayer room experiences
- Prayer journals
- Art supplies for decorating cover of journals
- Prayer room ideas list (**below**)

#### Lesson



Begin the lesson by reviewing some of the verses in the **Prayer Verses Book** made on Day 2. The teacher can read the verses and show the book to the students from the front of the class, or the book can be passed around to the students and volunteers can read a few of the verses.



Sing "Whisper a Prayer" with the students. The first verse is as follows:

Whisper a prayer in the morning,  
Whisper a prayer at noon,  
Whisper a prayer in the evening  
To keep your heart in tune.

Possible other verses include:

- God answers prayer in the morning . . .
- Jesus may come in the morning . . .

#### Contact a Missionary



Students should write their missionaries and ask them what they think about the quote "A hero is someone who has given his or her life to something bigger than oneself." Do the missionaries agree or disagree with this quote? Also tell students to add any questions or answer any questions their missionary might have had for them.





## Prayer Room



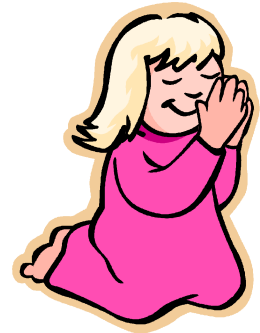
*The prayer room idea is to give students another way to experience prayer. This project will need to be adapted to fit the space in your school. The goal is to make a place where students can go to spend time with God. Therefore, dim lighting, black wall coverings, etc. should be used to create a reverent, holy atmosphere. There should be enough activities that a number of students can do the activities, and the activities should change at least once a week.*

Let the students know that they will be creating a prayer room, wall, or one or more corners today. Discuss how there are many ways to voice our concerns and praises to God and that you will be experiencing prayer in more tangible ways.



Depending on the number of students, it may be a good idea to divide the class into groups for creating each prayer activity. If there are only a few students in your class, have each student create a different activity. Create as many activities as you can in the space available. The teacher will want to choose the activities ahead of time so that he or she can

gather the materials necessary and/or have students bring various materials from home. On the following pages are a list of activities. Type the instructions for the activities you will use ahead of time, so that the students can place them with their activity. Try to give the students a time limit in which to complete creating their activities. Once the students have finished, they can pick one activity that they want to go do.



## Prayer Journals



Each student will create and decorate his/her own prayer journal. Each day, the students will add an entry to their prayer journals. They can write down their own prayers, copy prayers that they liked, draw pictures of a prayer, or write about their experience in the prayer room. This would be a good activity for the teacher to also take part in and model for the students. At least once during the week, any students who want to will share entries from their prayer journals. This will be done during prayer time as a class discussion about what they've learned. The journal should be big enough to last the time of the unit and still leave some pages blank for students to use after the unit is finished.

### **Continuing:**

Contact your missionary  
Gladys Aylward book and assignments  
Hero Moments box





## Prayer Room Ideas



The following is a list of ideas that you may want to include in your prayer room at one point or another. Make sure to change your prayer room activities every week or two. You will want to include as many ideas as possible in the area you have. Make instructions and post them at each activity for students to understand what they are to do and how this is supposed to draw them closer to God.

### People



For this idea, you can print off pictures of students, teachers, city officials, church members, missionaries, or anyone else for whom you would like to pray. Post these pictures on a poster or table with a paper covering. Give students markers to trace their hands over the picture of the persons they have prayed for. It may also be a good idea to send cards or letters to the people you have prayed for that week.

### Armor of God



Have a diagram/drawing of the armor of God (Eph. 6:11-17) with all the parts labeled: belt of truth, breastplate of righteousness, sandals of peace, shield of faith, helmet of salvation, sword of the Spirit, which is the word of God. Have the students initial (if you can get another copy), put a sticker, place their hand, sticky note, etc., on the piece of armor that they feel that they need the most. As they place their hand on the armor, they can pray for God to give them that attribute in their lives.

### Fountain



This activity requires a number of small rocks, a small fountain, and black permanent markers. Have the rocks in a small container by the fountain for easy access. Students will pick up a rock and write the initials of a person who needs prayer. After they have prayed for that person they should put the rock in the running fountain. Students can repeat this activity several times to pray for different people.

### Fruit of the Spirit



Have nine types of fruit available (such as plastic grapes, apples, oranges, etc), each labeled as one of the fruits of the Spirit, found in Galatians 5:22-23. (You may also want to type out the texts and put them where students can see them.) Students then pick up the fruit with the attribute that they need the most and pray for God to increase that attribute in their lives.





### Masks We Wear



Have some plain masks and markers available to students. Students can take masks, write on them the things that they use to mask their feelings, and pray to God for the power to surrender those things. Have some sort of rack/hooks for them to hang their masks on when they are finished.

### Clay/Play-do



Cover a large space with cardboard and supply either clay or Play-do in a variety of colors. Students can use the clay/Play-do to create a visual prayer with their hands.

### Draw a prayer



Give students paper, crayons, markers, color pencils, scissors, etc, to draw a prayer to God. Have papers of different sizes, colors, shapes, etc. and have a place on a table or wall where students can place their prayers.

### Journal of Prayers



Have a small table with a basket of art supplies including any or all of the following: construction paper, scissors, glue, markers, color pencils, crayons, stamps, etc. Have a big, unlined, journal with thick construction paper for students to create, write, and decorate a prayer. They may choose to make a picture of a prayer or write a prayer, or a combination of both.

### Magazines



For this prayer idea, you will need a large area of the wall that students can tape onto, a big stack of a wide variety of magazines, scissors, and tape. The idea is to have students look through the magazines and find things that are worldly, distract them from God, and/or draw them away from God. Students can then cut out those pictures and tape them on the wall, praying as they do so for God to take control of those problems and draw them back to Him.

### World Map



Place a map on the wall or a table. Have students pray for certain areas of the world. You can pick a certain continent or area to pray for each day, pray for all the countries in purple, have students pick five countries to pray for, etc. You may want to choose stickers, markers, tacks, or other ways for students to mark the countries for which they have prayed.



### Tree of Thanks/Confession



For this idea, have some construction paper available to students, yarn or other string cut to lengths of six inches approximately, pens or markers, a hole punch, and scissors. You will need a tree of some sort, either a small Christmas tree, a decorative tree, branches, etc. The tree can be used for two purposes, either as a tree of confession, or a tree of thanks. Students will cut out pieces of paper and write on them, fold them in half (optional for the tree of thanks), punch holes in them, then tie them to the tree. As they attach them, they pray a prayer of confession or thanks to God.

### Our Names

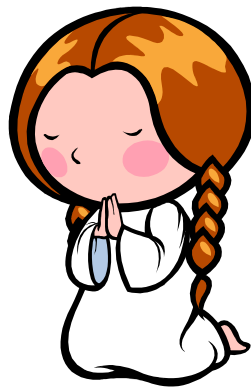


Have enough package tags for at least one per student. Have two wire racks or other item with hooks on the walls that students can easily hang their name tags on. Label one rack "Sinner" and the other "Forgiven." Students will write their first name (you may wish to use initials for confidentiality) on the tag and hang it on the "Sinners" wall hanging. Now they will pick another person's name from the "Sinners" section, pray for that person, and move that name to the "Forgiven" wall hanging.

### In the Mirror



Have two mirrors and some white board erasable markers available. Label one of the mirrors "Who I am" and the other one "Who I want to be." Students will take markers and write on each mirror words that describe them, praying as they do so for God to change them from who they are to whom He wants them to be.



Prayer room ideas are compliments of Nicki Carlton with *Blissful Ministries*.

For more ideas on creating an atmosphere of prayer, visit 24-7 Prayer at:

[www.24-7prayer.com/](http://www.24-7prayer.com/)



## Lesson 6

### Exploring the Mission Countries

#### Description

In this lesson, students will begin researching the countries of their adopted missionaries. They will also create a timeline to show important events involving missionaries. Using Google Earth, the students will locate where specifically their missionaries are. Students will also use computers to find the answers to math-related worksheets that apply to their countries.

#### Objectives

1. Students will brainstorm lists of topics to research about each country.
2. Students will construct a missionary timeline.
3. Students will describe their mission country from a mathematical perspective.

#### Materials

- Math-related worksheet
- Note cards
- Paper table cloth or wrapping paper (lighter color preferable)
- Tape or other material to post your timeline on the wall
- Markers for timeline

#### Lesson

##### Country Note Cards



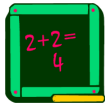
Discuss with students the following question: If you were a traveler coming to the U.S.A for the very first time, what would be some general topics that would be helpful to learn about? (Ex: food, clothing, customs, climate, animals, plants, and general facts about the country). Using the topics that the class has decided on, write one topic on one side of a note card. On the other side, brainstorm a list of items for that topic. (Ex: for American foods, brainstorm a list of American foods). Using the United States as an example, the class as a whole will practice creating a list for each category.

Now inform the students that they will be filling out similar note cards for the countries of their chosen missionaries. During the whole class practice session, the class came up with lists for the U.S because they know the U.S. Discuss ways the students find information for the countries they do not know about. When students are sure of how to find their needed information, they may start doing research on their chosen countries. Recommend that the students use the Encyclopedia Britannica ([www.britannica.com](http://www.britannica.com)).

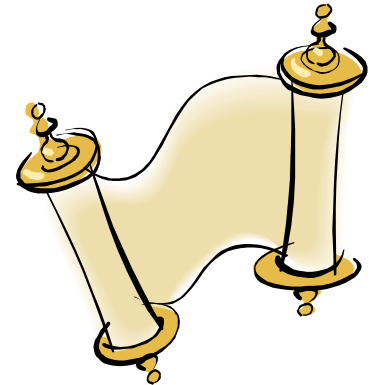




## Missionary Timeline



Throughout the unit, students will be learning about various missionaries, both past and present. To help students chronologically organize when these missionaries lived and served, they will create a timeline for the classroom wall or bulletin board. Using either a paper table cloth or wrapping paper (preferably of a thick material so it will not rip easily), have the students create a timeline that they can add to later. Use the following divisions for the timeline: 1750-1800, 1800-1850, 1850-1900, 1900-2000, 2000-Present. The largest section will be 1850-1900, so be sure to remind the students to leave plenty of space in this section for names, dates, and events.



Print out the list of missionaries, cut along the lines, and put the names in a small container (if possible, use a hat or other container from another country). Each student can then draw a name from the container and research on the internet who that person was, when he or she lived, what he or she did, and where he or she was a missionary. Each will write up a short paragraph telling about the person and post the mini-biography on the timeline. This would be a good activity to have students do in their free time. The teacher will want to do an example with the class. Choose a story from the unit stories online and write the first mini-biography with the class and post it on the timeline to give the students the idea of what they are supposed to do. As you read about missionaries in stories, your missionary book, and through students' contacts, they can also be added to the timeline wall. Below is a table with a list of possible names students may want to research, along with the respective countries where they served.



Example Biography:

**Gladys Aylward (1904-1970)—Missionary to China.**

Gladys chose to be a missionary in China, despite the many obstacles she faced both before getting to the mission field and then while there. She primarily worked with the children of China, adopting many orphans as her own children. Gladys worked with the Chinese government to help end the hurtful practice of foot binding, and she successfully led many children out of China to safety during WWII.



## Subject-related worksheets



Throughout the week, the teacher will pass out a worksheet that corresponds with the subject being taught. The students will then complete the worksheet by looking up the needed information on the computers. If the teacher desires to pair the students, they should be paired or grouped according to the similar country that they are learning about. Remind the students that they can use the information from these worksheets to plan their trips (or pack their suitcases) to their countries. For this lesson, pass out the math-related worksheet.


## Google Earth



Students should try to locate on Google Earth where their missionaries live. The teacher will need to make sure that the Google Earth program has been downloaded on each computer before students begin. To download the free program, visit <http://earth.google.com/>. (Click "Download Google Earth 4.3".)

For this assignment, students will need to first email their missionaries and get as much information about where they live and how to find their home (i.e. main roads, distinctive buildings, etc.). Students will write their missionaries today, and whenever the missionaries write back, the students can look them up on Google Earth and use a place mark to mark where they live so that they can go back and look at it later.



 The placemark icon, which looks like a tack, is up at the top of the screen on the menu bar. When you want to insert a placemark, click on the icon, drag the tack to the desired location, and title the place so you can find it on the list later (example: "The Johnson's clinic").

(For more information on inserting placemarks, visit [http://earth.google.com/intl/en/userguide/v4/ug\\_placemarks.html](http://earth.google.com/intl/en/userguide/v4/ug_placemarks.html).)

### **Continuing:**

Contact your missionary  
Gladys Aylward book and assignments  
Hero Moments box  
Prayer Journals  
Timeline



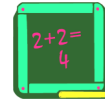


John Nevins Andrews (Switzerland)	Gladys Aylward (China)	Hiram Bingham I (Hawai'i)
Charles L. Boyd (South Africa)	William Burns (China)	William Butler (India, Mexico)
William Carey (India)	Amy Carmichael (India)	James Chalmers (New Guinea)
Mary Ogle (China)	David & Goldie Down (New Zealand & India)	Brian Dunn (Solomon Islands, South Pacific)
Mary J. Wilson (India)	David Gates (Aviation)	George Muller (England)
Eric B. & Agnes Hare (Myanmar and India)	W.S. Hyatt (South Africa)	Adoniram & Ann Judson (Myanmar)
Francis Knight (India)	Abram La Rue (Hong Kong)	Frank C. Laubach (Philippines)
David Livingston (Central Africa)	Ezra Longway (China)	Harry W. Miller (China)
Albert Schweitzer (West Central Africa)	William Milne (China)	Robert & Mary Moffat (South Africa)
Jonathan & Rosalind Goforth (China)	Roy F. and Myrtie Cottrell (China)	Joseph Wolff (Middle East, India, Egypt, and Europe)
Mary Slessor (Africa)	W. A. Spicer (India)	Ferdinand Anthony & Ana Stahl (Peru)
Mother Teresa (India)	John Gibson Paton (New Hebrides)	Dorothy Watts (India)
Orley and Lillian Ford (Peru, Ecuador, Guatemala, Costa Rica, El Salvador)	Marcus & Narcissa Whitman (Missionaries to the Oregon country native American Indians)	Gottfried Oosterwal (New Guinea)



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## Missionary Math



1. What system of measurement does your missionary's country use?
2. What kind of currency does this country use?
3. What is the exchange rate between their currency and our dollar?
4. How many miles away is this country from where you live?
5. How long would it take you to get there in an airplane?
6. How much would your airplane ticket cost?
7. How long would it take you to get there by boat?
8. How much would your boat ticket cost?
9. What is the difference between how long it would take to get there by airplane and by boat?
10. Which would be cheaper, the airplane ticket or the boat ticket? What is the difference between the costs of the tickets?





## Lesson 7

### What's the News?

#### Description

In this lesson, students will explore current issues and problems affecting their countries and the regions of the world that their countries are in. They will then compare and contrast these issues with those within the U.S.A. The students will then discuss how these issues impact their missionaries in these countries. Students will also use computers to find the answers to social studies-related worksheets that apply to their countries.

#### Objectives

1. Students will evaluate how Bible heroes balanced conflict and service.
2. Students will evaluate what conflicts and challenges their mission countries face.
3. Students will explain their mission countries from a social studies perspective.

#### Materials

- Bibles
- Computer and internet access
- Newspapers
- Social studies-related worksheet

#### Lesson

##### Worship - Service amidst conflict



Missionaries often serve in places where there are wars, fights among the people they are serving, strong prejudices, and many other difficult and unsafe conditions. In the Bible, there are also many heroes who had to deal with similar types of circumstances while serving God. Today we are going to look at several biblical characters who stood for God in the midst of conflict.

Esther (Esther 4:13-17) - How would you feel if you had to choose between doing what is right and doing something that would risk your life? Even if you thought God was telling you to do it, would you still have the courage to go through with it? How do you think she had the courage to go before the king?







Paul (Acts 27:9-11, 14, 20-42) - Paul warned the people that it would not be wise to set sail. What was his attitude towards them when they realized what he had said came true? How do you feel when someone does not listen to your advice, and you end up being right? Is it hard to still be nice to them, and not have an "I told you so" attitude?

Moses (Ex. 16:1-3, 9-15) - How would you react to the constant complaining of the people you were trying to help? How did Moses react? What characteristics did Moses need in order to continue to deal in a positive way with the Israelites?



Nehemiah (Neh. 2:5, 4:6-21) - Nehemiah had a lot of obstacles to overcome in building the wall. How do you feel when you are trying to accomplish something and you feel like everything is against you? What do you do to overcome these obstacles?

Peter (Acts 12:1-10) - What do you think was going through Peter's mind when he was arrested? How is it possible to go on when your friends around you are being mistreated? Does it make you want to give up on your mission? How did Peter choose to react?



Abigail (1 Sam. 25:3, 14-18, 23-32, 35) - What do you think it was like being married to Nabal? How did she react when she learned what Nabal had done and what David meant to do in retaliation? Why do you think she was able to react so quickly and wisely?

### Global Issues



Have students visit the following website:

[www.globalincidentmap.com/](http://www.globalincidentmap.com/). (Bookmark this webpage because students will be using it in future lessons.) Have students look at

the types and number of issues in their chosen countries. If there are not any issues in their country, have them look at countries surrounding their country. Have students compare the issues within their countries with those in the surrounding countries, and also with the issues within the U.S.A.. Also make available to students either websites where students can find world news or newspapers that contain world issues. Give students a certain amount of time to look over these and find topics of concern in their countries.



### Contact a Missionary Continuation



In lesson one, the students made a banner using a Joseph Campbell quote about heroes. ("A hero is someone who has given his or her life to something bigger than oneself.") Have the students email this quote to their missionaries and ask the missionaries what their opinion is of this quote.



## Subject-related worksheets



Pass out the social studies-related worksheets. Remind the students that they can use this information to plan their trips (or pack their suitcases) to their countries.



## Discussion:



Students will divide into groups of two to four. Begin by posing a question to the groups, and then have them discuss this question within their groups. After each question, have groups share with the rest of the class what they have discovered from their discussions.

- What are the current issue(s) in your country or surrounding area?
- Why are these important issues in these countries?
- How do you think these issues developed?
- How will these affect the lives of the people in these countries?
- How do these issues compare with the issues we are facing here in the U.S.?
- In what ways would it be harder to live in your chosen country?
- In what ways is it harder to live here?
- How do you think these issues affect the work of the missionaries living in these countries?



At the end of the discussion, have each student or set of partners write a summary about the current issues within their countries.

### **Continuing:**

Contact your missionary  
Gladys Aylward book and assignments  
Hero Moments box  
Prayer Journals  
Timeline





Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Seriously Social



1. What is the population of the country?
2. How many people live in major cities compared with those who live in sparsely populated regions?
3. What are some popular holidays the country observes?
4. What are the main religions?
5. How many of the people are Protestants?
6. How many are Seventh-day Adventists?
7. What are some favorite pastimes of the native people?
8. Does this country get many visitors and sightseers? Why or why not?
9. What are some famous tourist sites in this country?
10. Are these tourist sites related to the country's history? If so, how?





## Lesson 8

### Life in Other Lands

#### Description

Students will use computers to find the answers to science-related worksheets that apply to their countries. They will also research and demonstrate games that are played in these countries.

#### Objectives

1. Students will explain their mission countries from a scientific perspective.
2. Students will create and play authentic games from their mission countries.
3. Students will represent the lifestyle of the people from their mission countries.

#### Materials

- Computer and internet access
- Science-related worksheets
- Cardboard boxes
- Art supplies for dioramas

#### Lesson

##### Games from other countries



Using the internet and books about the countries, the students will research authentic, appropriate games from the country that they are learning about. In groups, they can share information about their game, demonstrate it, and play it at recess or PE time. The following are some suggested websites for students use:

Traditional Children's Games from Around the World

[www.topics-mag.com/edition11/games-section.htm](http://www.topics-mag.com/edition11/games-section.htm)

Germantown Academy Multicultural Games

[www.ga.k12.pa.us/Academics/MS/6th/MCGAMES/Directory.htm](http://www.ga.k12.pa.us/Academics/MS/6th/MCGAMES/Directory.htm)

International Games

[www.gameskidsplay.net/games/foreign\\_indexes/index.htm](http://www.gameskidsplay.net/games/foreign_indexes/index.htm)

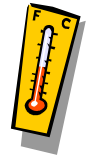
Traditional Games

[www.angelfire.com/games4/pigssai/tradrules.htm](http://www.angelfire.com/games4/pigssai/tradrules.htm)

Children's Folk Games

[www.estcomp.ro/~cfg/games.html](http://www.estcomp.ro/~cfg/games.html)





## Subject-related worksheets



Pass out the science-related worksheets. Remind the students that they can use this information to plan their trips to their countries (or pack their suitcases).

### "Pack Your Bags" Project (younger students)



Discuss how important it is to know what you need and how to pack for a trip. Give each student a cardboard box to represent the space in his or her suitcase.

Using the knowledge they have gained about their countries and the cultures that they are going to be witnessing to, they will pack items that are symbolic of what they'd take with them (for example, one outfit that represents the type of clothes they'd take). They will find their items at home and bring them to class on day 10 of the unit. In class today they will make a list of the things they will need for this project



### Diorama Project (older students)



The students will use art supplies and natural objects from the outdoors to create dioramas that represent the environment/landscape that the missionaries in their countries deal with every day. Students can use pictures of the types of mission stations in their countries to get ideas. Students may also want to revisit the homes of their missionaries, which they placemarked on Google Earth, to help them visualize what the missionaries' surroundings look like. Remind students to think about how these different environments make their missionaries' lives easier or more difficult. What types of natural situations do they have to deal with? How does this affect their mission experience? This project will last two days. Instructions for creating a diorama are on the next page.



#### Continuing items

Contact your missionary  
Gladys Aylward book and assignments  
Hero Moments box  
Prayer Journals  
Timeline





## Diorama Instructions

### Materials:

- Cardboard Boxes or Other Container
- Dollhouse Dolls
- Miniature Trees
- Shoeboxes
- Hobby Paintbrushes
- Miniatures Animals, Foodstuffs, Vegetation, and/or Building Elements
- Modeling Clays
- Poster Paints
- Glues or Putty
- Acrylic Paints or Paper for Backdrop



### Step 1

Decide on a scale. This is key because a diorama becomes believable to the extent that it looks "real." If you've got a focus (a Barbie doll, a particular plastic dinosaur), use that scale. If not, try 1 foot to 1 inch—that's standard for classic miniatures and doll houses.

### Step 2

Collect your materials—human and/or animal figures, palm trees or sugar cubes to build an igloo, or doll house furniture and miniature foods for an interior scene.

### Step 3

Decide on a background—you can paint or draw your own or use wallpaper or wrapping paper or anything else you can find. Remember, though, that the background images should be consistent with the scale you've chosen.

### Step 4

Choose a container. Many children's school projects use cardboard boxes or shoe boxes, but you can use just about anything. It should be light but fairly sturdy, especially if you will need to move the diorama around.

### Step 5

Build your diorama working from the back to the front. Start with the background by creating a horizon and sky/ceiling and ground/floor. Then place large objects such as trees. The smallest objects should be placed the closest to the front. Use glue or putty to secure the objects.

(Adapted from [www.ehow.com/how\\_12761\\_make-diorama.html](http://www.ehow.com/how_12761_make-diorama.html))





Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## The Science of Service



1. What is the climate in this country?
2. What is the temperature range this country experiences?
3. What type of weather might you experience there?
4. How do the seasons of this country compare with the ones we experience here in North America?
5. Describe the flora and fauna of the country. Find some pictures of flowers that you could find there.
6. What types of animals could you find in this country?
7. Why might these animals live here (based upon the questions from above)?
8. Is there an animal that inhabits only this country? If so, write down its name and tell a little bit about it.





## Lesson 9

### Humble Thyself

#### Description

Students will discover humility in action through the stories of Bible characters. They will also update the Prayer Room and continue their projects.

#### Objectives

1. Students will discuss the importance of humility as a trait for missionaries.
2. Students will change the activities in the prayer room.

#### Materials

- *He Is Our Song* songbook
- Bibles
- Supplies for Prayer Room activities

#### **Continuing:**

Contact your missionary  
Diorama - Due tomorrow  
Gladys Aylward book and assignments  
Global Incidents  
Hero Moments  
"Pack Your Bags" - Due tomorrow  
Prayer Journals  
Timeline

#### Lesson

#### Worship - Humble Bible Heroes



One of the characteristics of a missionary is humility. Today we will be looking at biblical characters who were humble and how this affected their impact.

Why do you think this is such an important trait to have while serving? Discuss the following biblical characters, and have students come up with more who show a humble spirit. Using Think-Pair-Share, ask them to reflect on how they can use the principle of humility when they serve. At the end of the worship, sing "Humble Thyself," found in *He Is Our Song*, number 81.

David (1 Sam. 16: 11-13, 19) - After Samuel anointed him as the next king, David returned to be a humble shepherd. How do you think this prepared him to serve later on as king?

Mary (Luke 1:38 KJV) - Mary describes herself as a handmaid - what does that word imply? So many other girls longed to be the mother of the Messiah - what words would they have used to describe themselves if they had been chosen? Why did Mary's humility make her a good candidate to be the mother of the Messiah?

Hannah (1 Sam. 1:11) - Hannah made a request, but not just for herself. She told God that if He gave her a son, she would give her son back to serve God in the temple. How does this show her humility?

#### Prayer Room



Have students change activities/options in your prayer room. Look at list for additional ideas.







## Lesson 10

### Reaching Out

#### Description

Students visit the residents of a nursing home, ask them questions, and socialize with them. They will bake cookies to share with their new friends. They will also display their dioramas and present their Pack Your Bags projects.

#### Objectives

1. Students will determine how to minister to others.
2. Students will display their dioramas to the rest of the class.
3. Students will present their Pack Your Bags project to the class.

#### Materials

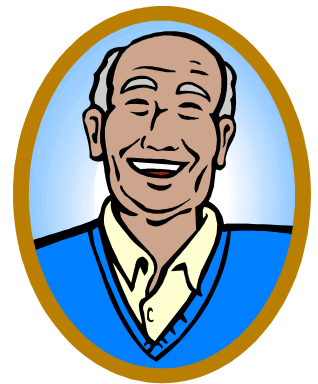
- Bibles
- SMART Board or whiteboard
- Songbooks/instruments/cookies for nursing home visit

#### Lesson

##### Worship - Attitude of Service



Today we are going to be visiting a nursing home. Have any of you visited one before? How do you feel about nursing homes? How do you think the people we will be visiting today feel about living in a nursing home? Do you think you would get tired of staying in the same building all the time? Do any of you have grandparents who live in a nursing home? What are some things we can do today to let the residents of the nursing home know that we care about them? Read Ex. 20:12. Do you think this applies to grandparents and other elderly people as well? Read Lev. 19:32. Do we sometimes think that elderly people are too different from us to be our friends? What do these texts say about how we should treat them? Discuss with students how the world has changed since the nursing home residents were kids. What are some things we can learn from them? Come up with a list of questions that the students can ask the nursing home residents and write them down on your SMART Board or whiteboard.





## Global Issues



Have the students look up the *Global Incidents* website listed in lesson 7. Have the issues around the world changed? What incidents have specifically changed in the country in which their missionaries are?



## Project Presentations - Dioramas/Pack Your Bags



In a way that best suits your class, have the students present their dioramas and Pack Your Bags projects to the class. You may wish to give awards for the most realistic, best decorated, et cetera projects to give it a fun feeling, with each child completing a project receiving a prize. If you have a balance of younger and older students, you might want to have the older students assign the prizes to the younger, and vice versa.



## Nursing Home Project



Having made prior arrangements, take your students on a field trip to visit a nursing home. Before leaving, plan with your students what you are going to do while there.

Since this is the first visit, try to keep the visit under two hours in length and avoid lunch time. Suggested activities include, but are not limited to, singing, reading, playing games, coloring, sharing homemade cookies, painting fingernails, talking with residents (using some of the questions discussed in worship), and going for a walk outside. After returning from the nursing home, have a discussion about the experiences the students have had and what they have learned.



### **Continuing:**

Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Prayer Journals  
 Timeline





## Lesson 11

### The Mission Life

#### Description

Students discover the life story of J.N. Andrews before brainstorming a list of local heroes, whom they could invite to speak to them during a future lesson. They will then begin age-based projects that will showcase important information about their mission country (older students) or about the characteristics of heroes (younger).

#### Objectives

1. Students will plan a trip to their mission country.
2. Students will create an alphabet book about heroes.

#### Materials

- *JN Andrews, First Missionary*
- Computer and internet access
- Construction paper
- Art supplies for alphabet book

#### Lesson

##### Worship - J.N. Andrews



Read and discuss the story *J.N. Andrews, First Missionary* to the class. If the students haven't already added his name to their timeline, write a short autobiography for Andrews and add it to the timeline.

##### Plan your trip (older students)



Using the information they have collected over the past two weeks, each student will plan a trip to visit the missionary to whom they have been writing. They will go online and look up additional information for their trip such as the following: cost of an airplane ticket, how they will get from the airport to the mission station, how to exchange U.S. currency for the currency in that country, how much luggage they can bring, what type of items they should bring, what supplies they could bring to help the missionaries, what immunizations they would need to get, etc. They also will need to create their own representation of their passport and visa. The students will work on this project throughout this week and the last week of the unit. At the end students will present their findings to the class in a form such as PowerPoint, tri-fold poster board, video, speech, bulletin board, etc.



For today, explain the project, pass out the rubric, and answer questions before letting students start working on their project. They will have approximately a week and a half to finish this project.

Plan Your Trip Rubric			
Information	Below Expectations	Meets Expectations	Exceeds Expectations
Cost of transportation to mission country			
Transportation plan (from airport to mission, i.e. plane, boat, etc.)			
Currency exchange and money needed			
Amount and type of luggage needed			
Supplies needed to bring to missionaries			
Immunizations/medical needs			
Created passport/visa			
Presentation	Below Expectations	Meets Expectations	Exceeds Expectations
Visuals - pictures, examples, charts, etc.			
Audio - speech, audio on video, presentation, etc.			
Resources - references, internet sources, etc.			

### Alphabet book (younger students)



The younger students will write and illustrate an alphabet book. In the book, they will alphabetically use characteristics of missionaries to describe certain missionaries who fit the characteristics. For example, "A is for Ambitious like Gladys Aylward." The students will illustrate each page with drawings, paintings, collages, etc. The students may want to look at the class timeline on the wall to get ideas of names to use. Here are a couple of suggestions for some more

difficult letters.

Q - Qualified like ...

X - eXtraordinary like ...

Z - Zealous like ...

On the following page is a starter list of some significant missionaries. You may wish to add the names of missionaries that students are currently in contact with.





## Hero Interview



As a class, the students will brainstorm a list of people whom they think are heroes in their local community. These people can be pastors, firefighters, policemen or women, retired missionaries, teachers, doctors, etc. The teacher will then contact a few of these people and invite them to their school for lesson 16.



### Continuing:

Alphabet book  
 Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Plan your trip  
 Prayer Journals  
 Timeline

## Famous Missionaries around the World

John Nevins Andrews (Switzerland)  
 Gladys Aylward (China)  
 Hiram Bingham I (Hawai'i)  
 Charles L. Boyd (South Africa)  
 William Burns (China)  
 William Butler (India, Mexico)  
 William Carey (India)  
 Amy Carmichael (India)  
 James Chalmers (New Guinea)  
 Roy F. and Myrtie Cottrell (China)  
 David & Goldie Down (New Zealand & India)  
 Brian Dunn (Solomon Islands, South Pacific)  
 Orley and Lillian Ford (Peru, Ecuador, Guatemala, Costa Rica, El Salvador)  
 David Gates (Aviation)  
 Jonathan & Rosalind Goforth (China)  
 Eric B. & Agnes Hare (Myanmar and India)  
 W.S. Hyatt (South Africa)  
 Adoniram & Ann Judson (Myanmar)  
 Francis Knight (India)  
 Abram La Rue (Hong Kong)

Frank C. Laubach (Philippines)  
 David Livingston (Central Africa)  
 Ezra Longway (China)  
 Harry W. Miller (China)  
 William Milne (China)  
 Robert & Mary Moffat (South Africa)  
 George Müller (England)  
 Mary Ogle (China)  
 John Gibson Paton (New Hebrides)  
 Albert Schweitzer (West Central Africa)  
 Harry Skinner (Burma)  
 Mary Slessor (Africa)  
 W. A. Spicer (India)  
 Ferdinand Anthony & Ana Stahl (Peru)  
 Clara Swain (India)  
 J. Hudson & Maria Taylor (China)  
 Mother Teresa (India)  
 Dorothy Watts (India)  
 Marcus & Narcissa Whitman  
 (Missionaries to the Oregon country native American Indians)  
 Mary J. Wilson (India)  
 Joseph Wolff (Middle East, India, Egypt, and Europe)





## Lesson 12

### Missionary Theater

#### Description

Students will learn about Reader's Theater through the reading of Psalm 27. They will then write their own Reader's Theater about missionaries.

#### Objectives

1. Students will read Psalm 27 as a Reader's Theater.
2. Students will create a Missionary Theater piece of their own.

#### Materials

- Computers
- Bible Theater of Psalm 27(below)

#### Lesson

##### Worship - Bible Theater



Before reading Psalm 27, tell the students a little bit about David and the hardships he encountered such as running from Saul, having his own sons turn against him, struggling spiritually, etc. Read Psalm 27 to the class and discuss what David is talking about in this chapter. David's experiences are somewhat like a



missionary's. Missionaries also go through hard times, face struggles, encounter

people who are against them, and have to rely on the Lord for strength. Pass out the Bible theater, found on the next page, with the students' parts already highlighted. Explain to the class how a readers' theater works and what they will be doing. Read the Bible theater with the class. Read it several times to give students practice with reading the parts. You may wish to use this piece as a performance for a school event or adult Sabbath school.





## Missionary Theater



For this part of the lesson, students will be broken into groups of about four students each. Each group's task will be to write their own reader's theater.

They can choose to write a story, a prayer, or a poem. Remind the students to get ideas for their piece from stories they have read about missionaries, letters from the missionaries they have been writing to, etc. Students will need to write the theater out by hand first. Then they will use the computer to type up their pieces so that they can easily print several copies for all members of the group. This will be a one-day assignment, but the students should have plenty of time to work on their pieces. After all the groups are finished, each group will perform their missionary theater for the rest of the class.



## Games from other countries



Using the games students researched in lesson 8, students can play games in groups. Students may want to choose a few additional games they did not play before.



### **Continuing:**

Alphabet book - Due tomorrow  
 Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Plan your trip  
 Prayer Journals  
 Timeline



## Bible Theater - Psalm 27

(Teacher) The Lord is my light and my salvation;

(All) Whom shall I fear?

(Teacher) The Lord is the strength of my life;

(All) Of whom shall I be afraid?

(Boys) When the wicked,

(Girls) Even mine enemies and my foes,

(Boys) Came upon me to eat up my flesh,

(Girls) They stumbled and fell.

(Teacher) Though an host should encamp against me,

(All) My heart shall not fear:

(Speaker 1) Though war should rise against me,

(All) In this will I be confident.

(Speaker 2) One thing have I desired of the Lord,

(Speaker 1) That will I seek after;

(All) That I may dwell in the house of the Lord all the days of my life,

(Speaker 2) To behold the beauty of the Lord, and to inquire in his temple.

(Girls) For in the time of trouble he shall hide me in his pavilion:

(Speaker 1) In the secret of his tabernacle shall he hide me;

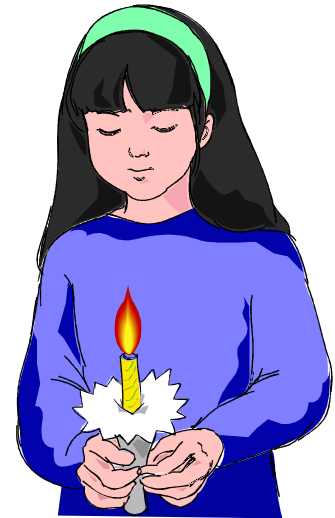
(Boys) He shall set me up upon a rock.

(Teacher) And now shall mine head be lifted up above mine enemies round about me:

(Speaker 2) Therefore will I offer in his tabernacle sacrifices of joy:

(All) I will sing, yea, I will sing praises unto the Lord.

(Speaker 3) Hear, O Lord, when I cry with my voice:







(Girls) Have mercy also upon me,  
 (Speaker 3) And answer me.  
 (Teacher) When thou saidst, Seek ye my face;  
 (All) My heart said unto thee,  
 (Teacher) Thy face, Lord, will I seek.  
 (Boys) Hide not thy face far from me;  
 (Speaker 1) Put not thy servant away in anger;  
 (Speaker 2) Thou hast been my help;  
 (Speaker 3) Leave me not, neither forsake me,  
 (All) O God of my salvation. When my father and my mother forsake me,  
 (Teacher) Then the Lord will take me up.  
 (Girls) Teach me thy way, O Lord,  
 (Boys) And lead me in a plain path, because of my mine enemies.  
 (Speaker 1) Deliver me not over unto the will of mine enemies;  
 (Speaker 2) For false witnesses are risen up against me,  
 (Speaker 3) And such as breathe out cruelty.  
 (Teacher) I had fainted,  
 (All) Unless I had believed to see the goodness of the Lord in the land of the living.  
 (Girls) Wait on the Lord:  
 (Boys) Be of good courage,  
 (Teacher) And he shall strengthen thine heart:  
 (All) Wait, I say, on the Lord.





## Lesson 13

### Read All About It: Mission Brochures

#### Description

Students will make mission brochures to inform others about the various mission stations around the world. They will then donate interesting facts about their country to the teacher for a future scavenger hunt.

#### Objectives

1. Students will apply research to make mission brochures.
2. Students will locate interesting trivia about their countries for the upcoming scavenger hunt.
3. Students will present their alphabet books to the rest of the class.

#### Materials

- Computer and internet access
- Mission Brochure Rubric
- Missionary Scavenger Hunt clues

#### Lesson

##### Mission Brochure Project



Using the information they've gathered for previous projects, in pairs of older and younger students, the student pairs will create brochures representing the countries they have been learning about. They will use computers and should be sure to make their brochures attractive, neat, and legible. Be sure to recommend that they use graphics and pictures to make their work appealing.

The students will represent:

- mission needs in the countries
- facts about the countries
- pros and cons of going to the countries
- demographics of the countries
- information about Adventist hospitals, mission stations, orphanages, schools, etc. in the countries



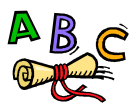
The brochures will be due on lesson 17. After completion, the brochures can be donated to local schools (high schools, colleges, and universities) and/or churches to aid in recruitment for mission service.





<b>Mission Brochure Rubric</b>			
<b>Visual</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
Colorful/Color coordinated			
Graphics/Pictures			
Organized			
Legible font/Font size/Font color			
<b>Conventions</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
Grammar/Word spelling			
Use of template			
<b>Information</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
Demographics of the country			
Facts about the country			
Pros and Cons of going to the country			
Mission needs in the country			
Information regarding Adventist/mission work			

### Presentation - Alphabet books



Today the students will need time to finish and present their alphabet books. When students are done, have each student share at least two or three of the letters with another student and share why they like their work on that page or that person. Have a special place in the classroom, possibly in the class library, where students can go and look at theirs and others' alphabet books.





### Missionary Scavenger Hunt



In groups of two, have students look up surprising trivia about their country that they think would interest other students. Have each group find about five interesting pieces of information and turn their findings in to the teacher. The teacher will then review the information and make up sets of questions and detailed, corresponding answers to the questions based on the information. Preferably organize the information so that the answer to the question doesn't come until the end of the answer. These will be used during the Missionary Scavenger Hunt in lesson 15.

Example question and answer:

#### **What is a *pupu kani oe*?**

*Pupu kani oe* means "the shell that sounds long." This is a description of a snail with a swirled yellow and brown shell which grazes on the leaves of native plants in Hawaii. The natives used to believe these snails sang. Did you know snails can sing? Well, they actually cannot. You see, the natives would be walking through the forest and hear faint songs rising from the brush. When they came close to the sound, the song stopped, but they would then see the snails. The songs were actually those of crickets singing in the bushes around the snails. The shells of these snails became so popular that the snails are now an endangered species.



#### **Continuing:**

Contact your missionary  
Gladys Aylward book and assignments  
Global Incidents  
Hero Moments box  
Plan your trip  
Prayer Journals  
Timeline



## Lesson 14

### People and Places

#### Description

Younger students will make a puppet play to re-enact a folk tale from one of the mission countries. Older students will continue to plan their trip project. Both groups will also interview missionaries to find out what their favorite Bible verses are and how these verses have helped them throughout their missions.

#### Objectives

1. Students will create a puppet play to represent the culture of their mission country.
2. Students will evaluate the role that Bible verses play in encouragement.

#### Materials

- Computer and internet access
- Folk tale or story from foreign country
- Art supplies for puppets including paper, coloring materials, and popsicle sticks

#### Lesson

##### Puppets and Folk Tales (younger students)



Using his/her discretion and knowledge of the community, the teacher should select a folk tale or story from one of the countries being studied. It could also be a mission story from one of the countries. The teacher will read this story to the younger students and discuss it with them. Who were the main characters in the story? What problems did they face? What was the setting of the story? How did the characters solve their problem? The students will then use paper, coloring materials, and popsicle sticks to make puppets representing the characters in the story. They will then re-enact the story using the puppets, while the teacher re-reads the story aloud.



#### Global Issues



Have the students look up the Global Incidents website listed in lesson 7. Have the issues around the world changed? What incidents have specifically changed in the country in which their missionaries are?





## Favorite Bible Verse



Each student will interview a missionary, either by writing or in person, and ask him/her for a favorite Bible verse. Why is it a favorite? Is there a special story or event that this verse reminds him/her of? How did this verse help in his/her ministry? Students will type up the favorite verse and what they learned about why this verse was important to the person they interviewed. The teacher should post these reports on a class wall or bulletin board for the rest of the class to see.



The teacher will want to help the students come up with good questions to ask and plan whom they will interview. Because of schedules and internet difficulties, you may wish to give students two or three days to turn in their final page.



### **Continuing:**

Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Missionary brochure  
 Plan your trip  
 Prayer Journals  
 Scavenger Hunt  
 Timeline





## Lesson 15

### Missionary Scavenger Hunt

#### Description

Students will participate in a scavenger hunt about their countries. They will use the questions and answers to create a bulletin board. Then they will make cookies in preparation for the hero interview in lesson 16. They will also brainstorm for questions to ask their heroes. Finally, they will update the prayer room activities.

#### Objectives

1. Students will measure the ingredients and time needed to bake cookies.
2. Students will evaluate what questions to ask their local heroes.
3. Students will participate in the scavenger hunt.

#### Materials

- Scavenger hunt questions and answers
- Paper
- Cookie ingredients
- Cookware (pans, measuring utensils, spoons, etc.)
- Bulletin board/wall area and supplies
- Prayer room materials

#### Lesson

##### Scavenger Hunt



Before class, the teacher should post the students' answers made in lesson 13 around the classroom. At the beginning of the scavenger hunt, the teacher will pass out two or three questions to each student. When the teacher gives the signal, the students can go around the classroom and find the answers to their questions. Students will collect the answers to the questions they were given. Either as a class or in small groups, have students share one or two of their favorite questions and answers. The class can make a bulletin board using the scavenger hunt questions and answers.





## Hero Interview Questions Brainstorm



Remind the students that their heroes will be arriving to share with them tomorrow and that they need to decide what to ask them. Let the students know who is coming and what their occupations are. The students will be divided into groups to come up with five to ten questions that they want to ask one specific hero.

## Math activity



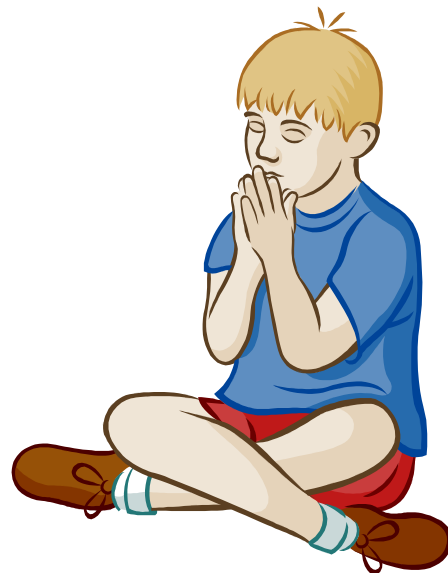
Work with the class to bake cookies for after the interview tomorrow. This way, they can mingle with the heroes and get to know them on a more personal basis. Emphasize the math involved with measuring ingredients for the cookies. Depending on the size of the class, as well as preferences for nuts, chocolate, peanut butter, et cetera, you may wish to have class bake several different kinds of cookies.



## Prayer Room



Have students change activities/options in your prayer room. Look at the prayer room list following lesson five for additional ideas. Make sure to plan and have the materials available for students to use.



### **Continuing:**

Contact your missionary  
 Favorite Bible Verse report  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Missionary brochure  
 Plan your trip  
 Prayer Journals  
 Timeline







## Lesson 16

### Interviewing a Hero

#### Description

Students will welcome local heroes into their classroom, interview them, and mingle with them afterward in order to get to know them better on a personal level.

#### Objectives

1. The class will interview a hero.
2. The class will write thank you notes.

#### Materials

- Cookies and/or other snacks
- Napkins and plates
- Thank you card materials

#### Lesson

##### Hero Interview



The heroes the teacher has contacted from the brainstorm session in lesson 11 will come to class.

When the heroes arrive, they will briefly share what their occupation is, why they chose this field of work, and what influences in their lives caused them to want to serve others. The groups of students will then ask their specific hero the questions that they've come up with so that they and the rest of the class can hear what the hero has to say. After all of the heroes have shared, have been interviewed, eaten cookies with the class, and left, the class will make thank you cards for them. Review the friendly letter format with the students. Be sure to remind the students to not only thank the heroes for visiting their classroom but also for being willing to serve in their community. Plan to allot a large part of the class day for this project.



#### **Continuing:**

Contact your missionary  
 Favorite Bible Verse report - Due tomorrow  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Missionary brochure - Due tomorrow  
 Plan your trip  
 Prayer Journals  
 Timeline





## Lesson 17

### You Can Count on Me!

#### Description

Younger students will create counting books that represent important features of their mission country.

#### Objectives

1. Students will apply math skills and knowledge of their mission country to create counting books.
2. Students will present their mission brochures to the rest of the class.
3. Students will share their favorite Bible verse reports with small groups.

#### Materials

- Computer and internet access
- Envelopes
- Art supplies (markers, crayons, colored pencils, etc.)
- Construction paper

#### Lesson

##### Counting Books (younger students)



The students will work in groups of two or three to create counting books featuring the animals, plants, or cultural items from the country they've studied. For example:

Africa: On the first page, the students could write out "1 Lion" and illustrate the page. On the next page, they could write out "2 Grass



Huts" and illustrate this page, etc. Let the students be creative, but also remind them to make sure that their books properly and respectfully represent the country. The teacher will help the students bind or staple their pages into a book, including a cover page with all of their names listed as the authors. They will then present their counting books to the whole class, and their books will be placed in the class library.





### Presentation - Mission Brochures



Today the students will present the mission brochures that they have created. They will first present them to the class, telling some of the neat things they have learned. When all are finished, the class will put these brochures into an envelope to send to the school or organization to which they have decided to donate them.



### Presentation - Favorite Bible Verse Reports



In small groups, have students share their Bible verse reports with each other. The students should share whom they interviewed, what that person's favorite verse is, and why. Have a special place in the classroom where students can put their reports up on the wall for the whole class to see.



#### **Continuing:**

Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Plan your trip  
 Prayer Journals  
 Timeline





## Lesson 18

### Resume for a Hero

#### Description

Students will use their research and knowledge of heroes to create a resume for a hero which identifies important qualities for this role.

#### Objectives

1. Students will evaluate the qualities that make a hero worthy of their name.
2. Students will create a resume for a hero.

#### Materials

- Computer and internet access
- Encyclopedias and reference books
- Paper
- Pencils

#### Lesson

##### Resume for a Hero



Each student will select a missionary or some other hero from the past who interests him/her. Each will spend some time using the internet, encyclopedia, and/or library to locate information about this person. Each will then fill out the resume worksheet with details about this chosen hero and discuss this person with the teacher in a one on one interview. After the interview, the resumes will be posted on a bulletin board with pictures of the heroes so that the whole class can learn more about these interesting people.



##### Cultural foods



In tomorrow's lesson the students will be making some food from some of the countries that they have been learning about. Today give students, in groups of two or three, the chance to research what types of food they will want to prepare so they can plan in advance what ingredients they will need to bring and when they will do the cooking.

##### **Continuing:**

Contact your missionary  
 Counting books - Due tomorrow  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Plan your trip  
 Prayer Journals  
 Timeline



## Lesson 19

### Missionary Reflections

#### Description

Students will reflect on their experiences throughout the Heroes with a Mission unit and determine how the knowledge they've gained has changed their view of what makes a hero.

#### Objectives


1. Students will explain what they've learned about missionaries and heroes from this unit.
2. Students will evaluate how the unit has impacted them personally.
3. Students will share an entry from their prayer journal with classmates.
4. Students will prepare foods to share tomorrow.

#### Materials

- Computer and internet access
- Paper
- Pencils
- Prayer Journals


#### Lesson

##### Reflection Paper

 The students will each write a paper, reflecting on what they've learned from this unit. They will discuss what they've learned, what they found interesting, how the information and experiences presented in the unit have impacted their outlooks on the world, and how they plan to serve in the future. The length of the paper will depend on the age of the students, with older students writing more and younger students writing less. Very young students may dictate their reflections to older students (or use a tape recorder and have an older student type it up) and then illustrate their paper.



##### Presentation - Counting Books

 Today the younger students will present their counting books to the class. If possible, have the students go to a lower grade classroom and have the students share the books with one or two other students. If not possible, students can instead share their books with older students, showing them what they learned about the country and why they chose to count the specific cultural items they used.





## Prayer Journals



Since students have been working on their prayer journals for a number of weeks, have students look through their journals and choose one entry to share with a small group. This may be a prayer that was answered, one that was not answered, one that was for their missionary, one that was very creative (like a poem, letter, etc.), or one that was important to them. Have students share their entries in groups of three or four. Have the groups choose their favorite entry, amongst the three or four group members, to share with the class as a whole. The teacher should also share an entry from their prayer journal with the class. When everyone has shared, have each group choose one person from their group to then pray, like a chain prayer, for some of the things they talked about in their groups.



## Cultural foods



In preparation for the project presentation tomorrow, give the students time both today and tomorrow to make some food from some of the countries that they have been learning about. Both the younger and older students can be involved in making food, possibly in groups of two or three students. Students will need to plan to buy any necessary ingredients, do what cooking they can today, and plan what will have to be done the day of the presentations.



## Global Issues



Have the students look up the *Global Incidents* website listed in lesson 7. Have the issues around the world changed? What incidents have specifically changed in the country in which their missionaries are?



### **Continuing:**

Contact your missionary  
 Gladys Aylward book and assignments  
 Global Incidents  
 Hero Moments box  
 Plan your trip - Due tomorrow  
 Prayer Journals  
 Timeline





## Lesson 20

### Come Meet Our Missionaries!

#### Description

Students will be presenting their projects and sharing the cultural foods they have prepared with the rest of the class. The class will celebrate what they have learned throughout this unit.

#### Objectives

1. Students will present their Plan Your Trip projects.
2. Students will explain their research process and its results.

#### Materials

- Computer/video/other presentation devices
- Paper plates, plastic ware, cups, and napkins

#### Lesson

##### Cultural foods



Today students will need time before the presentation to finish preparing the foods from other countries that they are sharing with the class.

##### Presentation of Plan Your Trip



The older students will share with the class the "Plan Your Trip" project that they have been working on. The students will need access to share their PowerPoint, poster boards, etc. with the class. At the end of the presentations, the students can share with the class the great food they have made.



#### **Finish:**

Contact your missionary  
Gladys Aylward book and assignments  
Global incidents  
Hero Moments box  
Prayer Journals  
Timeline

