

MISSIONS JOURNEY: *Students*



**SOUTH ASIA:
IMB SENDING PROCESS**

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LETTER FROM THE EDITOR

TO BE CONTINUED



“To be continued.” Those three words can be incredibly frustrating when you are deeply involved in watching a good show. You’ve invested time and attention in the characters and the story, and with this small phrase, you’re informed you will have to wait to find out what happens next. Of course, in the age of streaming, that often means just waiting about five seconds for the next episode to start playing. But regardless of whether it is seconds, days, or even years, we really want to know what happens next.

If there is one book in the Bible that seems like it should close with a “to be continued,” it is the Book of Acts. In Acts 28, Paul and those traveling with him finally make it to Rome through storms, shipwrecks, and snakebites. Paul is under house arrest for two years awaiting trial before Caesar, proclaiming Jesus to whoever will listen to him, and then... to be continued. What happened? Acts follows the spread of the gospel from Jesus’ ascension to Paul in Rome—but then what? If you are a Christian reading this in twenty-first century America, you know that the gospel journeyed over continents, across oceans, and through centuries in order to reach you today. But how? And how does the gospel continue to spread around the world?

Missionary biographies—that’s the answer! Missionary biographies are true accounts of imperfect men and women, redeemed and used by God to go and make disciples of all nations. A coworker recently said that reading missionary biographies is like a continuation of the “Hall of Faith” found in Hebrews 11—the list of men and women from the Old Testament who God commends because of their faith. While missionary biographies are not divinely inspired by God like the Book of Acts or Hebrews, they can help us see the “to be continued” nature of the spread of the good news of Jesus.

In my own life, several significant titles come to mind: *God Smuggler* by Brother Andrew, *Hudson Taylor’s Spiritual Secret* by Dr. Howard and Geraldine Taylor, *And the Word Came with Power* by Joanne Shetler, and *Bruchko* by Bruce Olson. There are classics like *Through the Gates of Splendor* by Elisabeth Elliot, *The Hiding Place* by Corrie ten Boom, and more contemporary accounts like *The Insanity of God* by Nik Ripken and *In the Presence of My Enemies* by Gracia Burnham. My eleven-year-old daughter recently read about Charlotte “Lottie” Diggs Moon in Rosalie Hall Hunt’s *Lottie Moon and the Silent Bell*. Missionary biographies chart the progress of the gospel from Jerusalem to the ends of the earth.

It can be easy to forget the connection between those found faithful in Hebrews 11 and our own often tepid faith. We are prone to miss connecting the gospel urgency in the Book of Acts to our everyday life. The accounts in missionary biographies of God using ordinary people for extraordinary purposes throughout the years between the New Testament and today can help kindle our faith and stoke our fire for missions. If you haven’t read a missionary biography, I encourage you to try. They have a way of reminding us that the spread of the gospel is “to be continued” until Jesus returns!

Serving together,
Jon Jeffries, editor

LEADERSHIP



PLANNING STRATEGIES

Recently, a pastor friend of mine said a prayer to bless food before a meal. I told him that in my humble estimation, there were two lessons to be learned from the story of Peter walking on the water to meet Jesus. These lessons are in Matthew 14. You

will recall that Jesus was walking on the water and called Peter out to meet him, but Peter became afraid and began to sink. Peter called out, “Lord, save me,” and Jesus did just that. There are two important lessons in this story. First, Jesus is faithful to save us when we call on Him. Second, a short prayer works just as well a long one. He didn’t find that as funny as I did. I wonder why?

Speaking of help, did you know that there are many resources available for you as you lead students to be on mission? Your local Baptist association probably has a WMU director and/or a men’s director that may have experience leading groups like Acteens, Challengers, or Youth on Mission. They are great people to talk to for ideas, prayer, local mission opportunities, and events.

Your state Baptist convention likely has consultants who can also help. State staff can help with training for new and seasoned leaders, point you towards group-specific events like Acteen Camp or statewide mission opportunities, and offer resources tailored for your local group. If you are an Acteen leader or a Youth on Mission leader, call on your state WMU office for help. You can find contact information for each state’s WMU office on our [website](#). If you are a Challengers leader, depending on your state, your contact person may be in your state WMU office or your Men’s Ministry office. If you’re not sure where to go, we recommend contacting your state WMU office so they can point you in the right direction. We highly recommend having regular communication with your state consultant.

Don’t forget that the national WMU office can also provide resources like training. Get in touch with us via our [website](#).

Finally, do not forget about the resources found in the Students-section of [wmu.com](#) which features separate sections for Acteens, Challengers, and Youth on Mission. How to Lead, training, resources, curriculum, and leader helps and ideas are just a few of the things you can find for your group. Visit [wmu.com/missions-discipleship/students](#) for more information.

I love the fact that this community of believers has been so willing and eager to help. I’m sure that you will find lots of help waiting for you if, like Peter, you just ask.

Keith Gates, Missions Consultant Royal Ambassadors, Challengers, and Students

Bringing them Back

Some students may have missed attending your group lately. Encourage your students to reach out to former group members. Consider these tips to help students encourage them to come back to the group.

- Encourage students to pray for former groups members. Pray for opportunities to invite them back.
- Make sure students know the “why” of your group. Groups and activities compete for students’ time, but how many are challenging your students to live on mission? Make the students attending know the purpose of the group and can share the “why” clearly with other students.
- Put your fans to work for you. Almost every group has one or two students who are the “superfans” of the group. Ask them to invite former group members. An invitation from students can mean much more to a student than one from an adult leader.
- Make sure students are positive as they invite former group members back. Guilt is rarely a good motivator, and comments about how long it has been since someone attended rarely bring people back. Encourage students to tell former group members what is going on now and how they want them to be a part of it.

HOW TO USE THIS RESOURCE

Welcome to *Missions Journey: Students*! We're so glad you are on this journey with us. Here are a few tips we think you might find helpful as you explore your new material.

How do we use this resource?

Any way you want to! We've made *Missions Journey: Students* customizable so you can adapt it to fit the needs of your group of students.

What's included?

Each unit of *Missions Journey: Students* includes four lessons—Spotlight, Discipleship, Challenge, and Action; links to three videos; and supplemental activities and prayer calendar activities that can be used to enhance the lessons.

- The videos feature firsthand accounts from real people who are serving Christ. They serve in a variety of environments and with people from all around the globe. Links to the videos, which are housed on Vimeo, are provided in the lesson plans. For tips on accessing and downloading the videos, see "Tech Stuff" (p. 5).
- The Spotlight Lesson walks your students through an overview of the workers and the people they serve. The Spotlight Video is followed up by discussion, activities, and focused prayer.
- The Discipleship Lesson dives into the Word as students explore a passage of Scripture that is integral to the work of those who speak to the Scripture passage in the Discipleship Video. Each Discipleship Lesson links to a Leader Devotion written specifically to encourage you, but also to give you more background information on the Scripture you're about to cover.

- The Challenge Lesson empowers students to use what they have learned in the unit about sharing the gospel to reach out in their own community and/or on trips. They are challenged by the featured workers in the Challenge Video to "walk the walk."
- The Action Lesson puts all that the students have learned into action. They learn by actually planning and sharing Christ with others.
- Supplemental Activities are included in case your group responds well to crafts or hands-on learning projects. And you may have more time some months than you do others. Either way, you've got additional projects or activities that will supplement what your students are learning. You can use these with any lesson.
- Prayer Calendar Activities are included to better engage students' minds in praying for workers on their birthdays. You can use these with any lesson.
- Oh, and blogs! Check out our blogs to find additional project ideas and first-person experiences in discipleship, and to hear from student leaders who are currently working with groups of teens similar to yours. Find our blogs here: wmu.com/students-blog.

How do we involve our students?

- Stretch and grow your students' leadership skills by having them lead your meetings and plan their own projects!
- Students are church leaders in training. Your role becomes that of encourager, trainer, mentor, facilitator, support staff, or whatever you want to call it. The amount of your involvement will, of course, depend on the maturity and strengths of your students.

TECH STUFF

These days, many teens consume multimedia the way some of us used to consume hieroglyphics! It's their language. It's how their brains work. *Missions Journey: Students* is designed to engage students in ways that ignite a passion in them for accepting Christ, growing in Christ, and sharing Christ with the nations.

How can we view the videos?

- Watch the videos from the host site, Vimeo, using your data plan, or your church's Wi-Fi.
- Download the videos to a personal digital device ahead of time. If you don't have home internet service, most libraries, restaurants, and coffee shops provide free Wi-Fi.
- Many teens have smartphones, and they can help you access the videos. Teach leadership accountability by assigning different teens the responsibility of downloading the videos each week.

How do we download videos from Vimeo?

- When you click on a video link in this PDF, the link will take you directly to that particular video.
- Below the video, in the description area, you will see a Download button.
- When you click Download, you will be given the option of choosing the video resolution/file size that you want to download. The larger the file size, the higher the resolution, the better the video quality will be when played.
- Also, Vimeo has a handy help section. Please note, at the request of NAMB and IMB, *Mission Journey: Students* videos will only be available online for two years from the date of publication. After two years the video will be taken down from Vimeo and the links in this PDF will no longer work. If you wish to save the videos and use them beyond two years, please download the videos from Vimeo and save them.

Please Note

While WMU attempts to review suggested websites (those not owned by WMU) for appropriate content, we have no control over the information on those websites (including user comments, ads, etc.), nor does referencing them imply our endorsement.

WMU recommends leaders preview any web content before sharing it with their students.

Website addresses were active at time of publication.

Tip: *If you need help with the tech stuff and you live near a college, especially one that has a Baptist Campus Ministry, ask for help there. This could even be a good way to get local college students involved in your church. (Two birds, one stone, anyone?)*



SPOTLIGHT: GET READY

According to the International Mission Board website, there are approximately 3,500 field personnel (missionaries). But how does one go about becoming an IMB missionary? This lesson answers that question and challenges students to understand they can serve.

WHAT DO I DO?

PREPARE

- › Review
 - [Spotlight Video: South Asia: IMB Sending Process](#)
 - [Spotlight: Background \(p. 7\)](#)
 - [Spotlight: Lesson \(p. 8\)](#)
- › Gather Supplies
 - [Spotlight Video: South Asia: IMB Sending Process](#)
 - copies of [“Reflection: IMB Sending Process” \(p. 11\)](#)
 - pens or pencils
- › Set up a way to play the video.
- › Decide how (or if) you will make use of the handout [“Reflection: IMB Sending Process” \(p. 11\)](#).
- › Review [“Supplemental Activities” \(p. 25\)](#) and [“Prayer Calendar Activities” \(p. 27\)](#) for possible use.

LEAD THE LESSON . . . IN 4 EASY STEPS!

1. Watch the video
2. Talk about it
3. Get active
4. Pray



SPOTLIGHT: BACKGROUND

BACKGROUND

According to the International Mission Board website, there are approximately 3,500 IMB field personnel (missionaries). These missionaries are spread across the globe and serve in locations with access to the gospel and limited access to the gospel. Some are working to reach people groups that have never heard the gospel at all. There are approximately 3,100 unengaged and unreached people groups.

How is it possible for these 3,500 field personnel to work among the people of their countries and reach the 3,100 unreached people groups?

Clearly, God will need to call more people to work in the field!

Once God calls, how do individuals respond to this call to go overseas? What is the process that takes these servants from the call to the field?

The International Mission Board has a three-phase new missionary process that includes the sending church, IMB staff, and missionary team leaders. In the initial phase, the sending church takes the lead to determine readiness for missionary service. IMB staff then conduct a comprehensive assessment in areas such as spiritual maturity, physical health, and emotional wellness. In the final phase, missionary team leaders hold a field interview (via video) that determines the best fit for applicants and missionary teams in the areas of life, team, and job.

This three-phase process includes seven steps which are outlined in the video and in a separate document: getting to know the candidate, church approval, comprehensive assessment, interviews, affirmation, training, and deployment.

Quote from missionary:

“I went on a short trip to Southeast Asia with my church. On that trip, the Lord made it really clear that He was calling me back overseas for longer. I honestly already felt that call, but I ignored it out of fear. The Lord used that trip to show me my disobedience in delaying my call.”

–Catherine Knowles

Advice for students:

Even though it may seem like it sometimes, discerning God’s will for your life is not hard. His commands are pretty clear—love God, love your neighbor, and go and make disciples.



SPOTLIGHT: LESSON

1. WATCH THE VIDEO

- You will need the [Spotlight Video: South Asia: IMB Sending Process](#)
- Use the information in the video and [“Spotlight: Background” \(p. 7\)](#) to introduce the focus of this study. State that there are over 3,500 IMB missionaries around the world.
- Ask students to name locations where missionaries are based.
- State that despite the fact that Christianity has been around for thousands of years, there are still approximately 3,100 unreached and unengaged people groups.
- Ask students to ponder why this is true. Ask students to share what can be done about it.
- Ask a student to read Matthew 9:37-38. Discuss the passage.
- Ask another student to read Acts 1:8. God has called us to go to the rest of the world to share His Gospel message.
- Jesus commanded His people to share the Gospel in the Bible. God calls people today.
- Read the quote from the missionary:
“I went on a short trip to Indonesia with my church. On that trip, the Lord made it really clear that He was calling me back overseas for longer. I honestly already felt that call, but I had ignored it out of fear. The Lord used that trip to show me my disobedience in delaying my call.” –Catherine Knowles
- Once God calls someone to serve overseas, there is a process to enter the field.
- Distribute the reflection handout so students will be able to listen for the answers as the video plays.
- Show the video.

2. TALK ABOUT IT

After students watch the video, distribute the [“Reflection: IMB Sending Process” \(p. 11\)](#).

Discuss question one. How many steps are there to become a missionary with the IMB? Which step seems most important? Which step seems easiest?

“THE LORD HAS DISPLAYED HIS HOLY ARM IN THE SIGHT OF ALL THE NATIONS; ALL THE ENDS OF THE EARTH WILL SEE THE SALVATION OF OUR GOD”
(ISAIAH 52:10 (CSB)).

Tip: Use the supplemental activity idea, [Missionary Process \(p. 26\)](#), before showing the video.

What is a UUPG?

According to [peoplegroups.org](#), a people group is considered unreached (UPG) when there is no indigenous community of believing Christians able to engage this people group with church planting. Unreached people groups are unengaged (UUPG) when there is no church planting strategy, consistent with evangelical faith and practice, under way.

Tip: Find the number of unreached and unengaged people groups on the [IMB website](#).

Spend time looking at some of the required paperwork and discuss why each of these areas are important to review before moving overseas. For example, it is important to know the finances of candidates so that they do not carry more debt than they can handle on a missionary's salary.

Discuss question two. Why is it important for a home church to approve the candidate at the beginning of the process? The church will need to support the missionary once on the field. The local church knows the candidate best. If the pastor or others do not feel that the candidate walks with the Lord, the candidate should not proceed in the process.

Discuss question three. How can your church become a "sending church?" How can your group help your church become one that sends missionaries? After you discuss with students, ask them to brainstorm action plans.

Discuss question four. What are the qualifications to become a missionary? Are you qualified? Why or why not? Ask students if they agree with this statement, "All who follow Christ are missionaries whether they realize it or not."

3. GET ACTIVE

FIELD INTERVIEWS

Just as missionary candidates interview with personnel on the field, students will interview with those on mission fields of the schools in your area. They will discuss needs of the students attending the schools and how the candidates can meet those needs.

Items Needed:

- whiteboard, chalk board, or poster board
- dry erase markers, chalk, or markers

Instructions:

Explain to students they will conduct two rounds of field interviews for missionaries who will come to their school. Divide students into pairs. Each student will have a turn as the interviewer and as a candidate.

Spend time talking about the schools as a mission field. How many students are there? What are the needs? Are there ministry possibilities among the teachers and staff members?

Reflection Questions:

1. How many steps are there to becoming a missionary with the IMB? Which step seems most important? Which step seems easiest?
2. Why is it important for a home church to approve the candidate at the beginning of the process?
3. How can your church become a "sending church?" How can your group help your church become one that sends missionaries?
4. What are the qualifications to become a missionary? Are you qualified? Why or why not?

Tip: Divide students into groups by schools. If your area has one school for middle and one for high school, divide students by middle and high school. If all of your students attend the same school, simply divide them. The goal is for students to see their own school as a mission field more than it is for candidates to become a missionary.

Tip: If you have homeschoolers, discuss ways they can minister to their families or other homeschool families on a regular basis.

Discuss possible questions that the interviewer would want to know about the candidate. List these on a board or a poster board so students can reference them during the interviews.

Discuss possible questions that the candidate would want to know about the field and the team members (other Christians in that school) and existing ministries at the school.

Conduct the first round of interviews for about five minutes and then conduct the second round of interviews.

Debrief and discuss the experience. What did students learn about the mission field at their school? What qualities make a good missionary? How can each of them be proactive as they share Christ?

4. PRAY

COMMISSIONING PRAYERS

Items Needed:

→ pictures of local school logos or mascots

Instructions:

Place logos or pictures of mascots from local schools around the room. Journey as a group from one spot to another. As students arrive at the logo for their school, place that group of students in the middle of the group. Pray over those students and the mission field that they enter daily. Continue the process until you have prayed over all of the students and schools.

If your students attend the same school, divide them by grade level or use another method to divide the students. If you have homeschoolers, pray over them, too.

Share the following prayer requests as you pray.

Pray for those who are called to be missionaries to say yes. Pray for IMB personnel as they walk with candidates through the process. Pray for churches, including yours, to become sending churches. Pray for missionary teams as they welcome new missionaries. Pray for new missionaries.



For creative ideas on how to incorporate praying for workers on their birthdays, check out [“Prayer Calendar Activities” \(p. 27\)](#).

Father,

THANK YOU FOR THE EXAMPLE OF THOSE WHO HAVE SAID YES TO YOUR CALL. WE PRAY THAT WE WILL SAY YES TO YOU. WE PRAY THAT WE WILL BE A SENDING CHURCH. WE PRAY THAT WE WILL BE MISSIONARIES IN OUR COMMUNITY AMONG OUR PEOPLE. IN JESUS' NAME. AMEN.



REFLECTION: IMB SENDING PROCESS

Then He said to His disciples, "The harvest is abundant, but the workers are few. Therefore, pray to the Lord of the harvest to send out workers into his harvest" (Matthew 9:37-38 CSB).

1. How many steps are there to become a missionary with the IMB? Which step seems most important? Which step seems easiest?
2. Why is it important that a home church approves the candidate at the beginning of the process?
3. How can your church become a sending church? How can your group help your church become one that sends missionaries?
4. What are the qualifications to become a missionary? Are you qualified? Why or why not?

DISCIPLESHIP: GET READY

Even before Jesus ascended into Heaven, He began calling His people to share His story of redemption. His call to share the Gospel with the world is still in place. This lesson will utilize the example of missionary, Catherine Knowles, to encourage students to trust in God and His word.

WHAT DO I DO?

PREPARE

- › Review
 - [Discipleship Video: South Asia: IMB Sending Process](#)
 - [Discipleship: Background \(p. 13\)](#)
 - [Discipleship: Lesson \(p. 14\)](#)
- › Gather Supplies
 - [Discipleship Video: South Asia: IMB Sending Process](#)
 - copies of [“Reflection: Isaiah 52” \(p. 16\)](#)
 - notecards
 - pencils or pens
- › Display or make copies to distribute to each student of [“Reflection: Isaiah 52” \(p. 16\)](#).
- › Set up a way to play the video.
- › Review [“Supplemental Activities” \(p. 25\)](#) and [“Prayer Calendar Activities” \(p. 27\)](#) for possible use.

LEAD THE LESSON . . . IN 4 EASY STEPS!

1. Review
2. Watch the Video
3. Talk about It
4. Pray



DISCIPLESHIP: BACKGROUND

The following is meant to provide background for you as you prepare to lead the lesson. Ready your heart to teach this lesson by reading the [“Leader Devotion—The Arm of the Lord: Isaiah 52:10–12.”](#)

BIBLICAL BACKGROUND

In Isaiah 6, we learn that Isaiah was given a vision from the Lord. “In the year that King Uzziah died, I saw the Lord seated on a high and lofty throne, and the hem of his robe filled the temple” (Isaiah 6:1 CSB). The book of Isaiah contains messages that were specific for the time period in which it was written as well as prophecies about the Messiah and end times.

Isaiah contains passages about Jesus that are often quoted at Christmas. “Therefore the Lord Himself will give you a sign: Behold, the virgin shall conceive and bear a Son, and shall call His name Immanuel” (Isaiah 7:4 CSB).

It also contains verses about Jesus commonly quoted at Easter. “He was despised and rejected by men, a man of sorrows and acquainted with grief; and as one from whom men hide their faces. He was despised, and we esteemed him not” (Isaiah 53:3 ESV).

The future kingdom of God that has yet to be revealed is prophesied in Isaiah 65:17. “For I will create new heavens and a new earth; the past events will not be remembered or come to mind.” The description of this new heaven and earth in Isaiah 65:18–25 indicate this is a prophecy that has yet to be fulfilled.

SCRIPTURAL INSIGHTS

Isaiah 52 contains truths that were applicable in Isaiah’s days, in the days that Christ walked the earth, for today, and for those who follow us.

Isaiah 52:7 is perhaps one of the most quoted verses applied to missionaries. “How beautiful on the mountains are the feet of the herald, who proclaims peace, who brings news of good things, who proclaims salvation, who says to Zion, ‘Your God reigns!’” (CSB)

The passage continues with an exhortation to rejoice in the coming redemption of Jerusalem. Verse ten, our focal passage, reminds the hearer about all the might of God which has been displayed for the world. Salvation has come.

The hearer is encouraged to be purified and not touch that which is unclean. We are then promised that “the Lord is going before you, and the God of Israel is your rear guard” (Isaiah 52:12 CSB). These admonitions are directed to all who believe but would be of particular encouragement to those spreading the good news of Jesus.



DISCIPLESHIP: LESSON

1. REVIEW

As you begin your meeting, take time to review what students learned about the IMB missionary approval process in the previous lesson. Remind students about the field interviews that they conducted with one another. State that the Bible instructs us to share the Gospel and it also contains promises of help as we carry out this task.

2. WATCH THE VIDEO

- You will need the [Discipleship Video: South Asia: IMB Sending Process](#).
- Use the information in the video to introduce the topic of this lesson.
- Show the video.

3. TALK ABOUT IT

Distribute [“Reflection: Isaiah 52” \(p. 16\)](#).

Discuss question one. Why might a person be nervous about serving overseas as a missionary? Why might he or she wrestle with the Lord about “the call”? There are many reasons a person may be afraid to serve overseas—language barriers, inadequacy, leaving family, and the unknown—just to name a few.

Discuss question two. Why do people wrestle with the call to share the Gospel with their neighbors and friends? Do you wrestle with this command? The answers may be similar. With the language and cultural barriers removed, it seems that it would be easier to follow God’s command to share the gospel. However, for most people, it is not.

Read Isaiah 52:7–9. Discuss these verses. Pay particular attention to Isaiah 52:7.

*“THE LORD HAS DISPLAYED HIS HOLY
ARM IN THE SIGHT OF ALL THE NATIONS;
ALL THE ENDS OF THE EARTH WILL SEE
THE SALVATION OF OUR GOD”
(ISAIAH 52:10 (CSB)).*

Reflection Questions:

1. Why might a person be nervous about serving overseas as a missionary? Why might he or she wrestle with the Lord about “the call”?
2. Do people wrestle with the call to share the Gospel with their neighbors and friends? Do you wrestle with this command?
3. What does the “holy arm” of the Lord mean? How is it displayed? Have all the nations of the earth seen His salvation?
4. The Lord goes before us and the God of Israel is a rear guard. What does this mean? What does this remind you of in the Old Testament? How does this comfort you?

Read Isaiah 52:10. **Discuss question three.** What does the “holy arm” of the Lord mean? How is it displayed? Have all the nations of the earth seen His salvation? As you discuss this passage, talk about all the ways that God has displayed His strength.

Read Isaiah 52:11–12. **Discuss question four.** The Lord goes before us and the God of Israel is a rear guard. What does this mean? What does this remind you of in the Old Testament? How does this comfort you? When the people of Israel left Egypt, the Lord went before them in a pillar of fire by night and a cloud by day. He also protected them from the Egyptians who followed them. How can God do this for His servants today? Does He do this for all Christians or just those who follow after Him? Why or why not?

Discuss ways these passages are an encouragement to those serving overseas.

4. PRAY

BEFORE AND BEHIND

Items Needed:

- notecards
- pencils

Instructions:

Distribute one notecard to each student. Ask students to vertically write numbers 1, 2, and 3 on the notecards.

Ask students to write a prayer request for number two. This can be a request for themselves, a missionary, or someone else.

On line one, students should write a way the Lord can go before the request. For example, if they are praying for a test, the first line could ask the Lord to help them sleep well the night before and focus as they study.

On line three students should write a way the Lord can go behind the request. If they are praying about a disagreement they had with a friend, the Lord could go behind them and soften the heart of their friend.



For creative ideas on how to incorporate praying for workers on their birthdays, check out [“Prayer Calendar Activities”](#) (p. 27).

Father,

FORGIVE US FOR THE TIMES WE
WRESTLE WITH YOUR INSTRUCTIONS
TO SHARE YOU WITH THE WORLD.
HELP US TO REMEMBER YOUR HOLY
ARM AND THE WAYS THAT YOU HAVE
GUIDED US IN THE PAST AND WILL
GUIDE US IN THE FUTURE.
IN JESUS' NAME. AMEN.



REFLECTION: ISAIAH 52

“The Lord has displayed his holy arm in the sight of all the nations; all the ends of the earth will see the salvation of our God. Leave, leave, go out from there! Do not touch anything unclean; go out from her, purify yourselves, you who carry the vessels of the Lord. For you will not leave in a hurry, and you will not have to take flight; because the Lord is going before you, and the God of Israel is your rear guard” (Isaiah 52:10-12 CSB).

1. Why might a person be nervous about serving overseas as a missionary?
Why might he or she wrestle with the Lord about “the call”?
2. Why do people wrestle with the call to share the Gospel with their neighbors and friends?
Do you wrestle with this command?
3. What does the “holy arm” of the Lord mean? How is it displayed?
Have all the nations of the earth seen His salvation?
4. The Lord goes before us and the God of Israel is a rear guard. What does this mean?
What does this remind you of in the Old Testament? How does this comfort you?



CHALLENGE: GET READY

There is a process to become an IMB missionary. Recognizing that we are all called to be missionaries is a process as well. In this lesson, students will examine their fear, be encouraged to overcome their fear, and be challenged to keep a witnessing journal.

WHAT DO I DO?

PREPARE

- › Review
 - [Challenge Video: South Asia: IMB Sending Process](#)
 - [Challenge: Lesson \(p. 18\)](#)
- › Gather Supplies
 - [Challenge Video: South Asia: IMB Sending Process](#)
 - paper
 - tape
 - pen
- › Set up a way to play the video.
- › Review [“Supplemental Activities” \(p. 25\)](#) and [“Prayer Calendar Activities” \(p. 27\)](#) for possible use.

LEAD THE LESSON . . . IN 5 EASY STEPS!

1. Review
2. Watch the Video
3. Talk about It
4. Get active
5. Pray



CHALLENGE: LESSON

1. REVIEW

The International Mission Board has a thorough process which helps individuals who have been led to serve overseas to reach the mission field. During this process, individuals prepare their hearts and minds to fully obey the call of Christ, despite their fears.

Ask students to share some of the fears that someone might have if he or she felt that God was asking them to be a missionary in another country or in the United States.

Ask students to share the fears they have about sharing the gospel with people around them or on mission trips.

Ask students to share reasons why it is more comfortable to do nice things for people and hope they will come to Christ because of our actions rather than our words.

Ask students to imagine what others think when Christians share God with them.

2. WATCH THE VIDEO

- You will need the [Challenge Video: South Asia: IMB Sending Process](#).
- Use the information in the video to introduce the topic of this lesson.
- Show the video.

3. TALK ABOUT IT

There is a popular online video of the magician Penn Jillette. In the brief clip, Jillette describes an encounter with a man from one of his audiences who gave him a New Testament bible and shared Jesus with him. Jillette, a self-described atheist in the video, compliments the man on his honesty and kindness. He thought highly of the man.

Read this quote from Penn Jillette on his lack of respect for Christians who do not tell others about their faith. Ask students to share their reaction. You may need to read it several times.

Proselytize: to convert or attempt to convert (someone) from one religion, belief, or opinion to another.

"I don't respect people who don't proselytize. I don't respect that at all. If you believe there is a heaven and hell, and people could be going to hell or not getting eternal life or whatever, and you think it's not really worth telling them this because it would make it socially awkward... Just leave me alone, keep your religion to yourself."

Read this quote on the "hate" it takes not to tell people about Jesus.

Jillette went on to say, "How much do you have to hate somebody to not proselytize? How much do you have to hate somebody to believe that everlasting life is possible and not tell them that? If I believed beyond a shadow of a doubt that a truck was coming at you and you didn't believe it, and that truck was bearing down on you, there's a certain point where I tackle you. And this is more important than that."

Ask students if they agree with Jillette.

What role does fear or hate play in not sharing the gospel? What role does love play in sharing the Gospel?

Read 1 John 4:18. How does perfect love cast out fear?

Read John 15:13. What does this verse have to do with sharing or not sharing the gospel? What might you need to do to "lay down your life for your friends?"

Share this quote from missionary Catherine Knowles and discuss. "Though it may seem like it sometimes, discerning God's will for your life is not hard. His commands are pretty clear love God, love your neighbor, and go and make disciples."

Share this second quote from Catherine. "My love for Christ is everything. It's easy in the midst of discouragement and language barriers and frustrations, to forget my purpose here. It can be easy to give into those things and retreat, but it's remembering my love for Him that I want all people to get to experience (but even more so, His love for them) that reminds me of my calling and motivates me to keep trying even after so much rejection."

How can our love for Christ encourage us to overcome our fear?

Remind students that candidates share their testimony as part of the missionary appointment process. They also provide a witnessing journal as part of the documentation. State that, while it sounds a little scary, your group is going to keep a witnessing journal for the week.

4. GET ACTIVE

WITNESSING JOURNAL

Items Needed:

- paper
- pen or pencil
- cover paper (construction paper or card stock)
- stapler

Instructions:

Potential missionaries who are going through the approval process with the IMB must submit a witnessing journal. Students will create a witnessing journal to carry with them throughout the week. Give students the necessary materials to create their journals. Students may want to cut or fold the paper into smaller pieces in order to carry their journals in their backpacks to school.

Tell students they are going to create a witnessing journal and carry it for the week. The idea is that students will make a note every time they share their faith.

This is not necessarily an easy task for those who are not used to witnessing. Many adults struggle to share their faith.

Ask students to write 1 John 4:18 or John 15:13 in front of their journal. Read these passages together.

Close in prayer.



For creative ideas on how to incorporate praying for workers on their birthdays, check out [“Prayer Calendar Activities” \(p. 27\)](#).

5. PRAY

PRAYER JOURNAL

Items Needed:

- witnessing journal
- pen or pencil

Instructions:

At the back of the witnessing journal, ask students to write down names of those who need to hear about Jesus. These can be family members, classmates, friends, teachers, coworkers, or even neighbors. Beside those names, ask students to list requests for those people. If students regularly talk with the person, they may know of specific prayer requests. For example, Scott, who is on a team with one of the students, might need prayer for a sick relative.

After making the list, remind students to regularly pray for these requests. This will also help them remember to ask the people on their list for updates and if there is anything that they can do to help. Remembering people's cares and concerns communicates that you really care for them. This care and kindness may open doors for sharing the gospel.

Father,

WE LOVE BECAUSE YOU FIRST LOVED US. HELP US TO SHOW OUR LOVE TO OTHERS. HELP US TO LOVE YOU COMPLETELY AND TO LOVE OTHERS AS OURSELVES. IN JESUS' NAME. AMEN.



ACTION: GET READY

Your group has studied the IMB missionary appointment process. When deciding where missionaries should be placed, the IMB places priority on the remaining unengaged and unreached people groups. Your church can play an active role in not only becoming a sending church, but by praying for the remaining people groups without a gospel presence.

WHAT DO I DO?

PREPARE

- › Review the two suggested options to determine which plan is best for your group:
 - [Option 1: Adopt an Unreached People Group \(p. 23\)](#)
 - [Option 2: Become a Sending Church \(p. 24\)](#)
- › Gather Supplies
 - markers
 - red construction paper
 - Internet access
 - poster board
- › Review [“Supplemental Activities” \(p. 25\)](#) and [“Prayer Calendar Activities” \(p. 27\)](#) for possible use.

LEAD THE LESSON . . . IN 3 EASY STEPS!

1. Review
2. Talk about It
3. Pray



ACTION: LESSON

1. REVIEW

Remind students about the three-phase, seven-step process that missionaries take from their homes to the mission field. State that the first phase involves their local church becoming a sending church. Many of these missionaries who are sent are strategically placed to work with people who have yet to hear the gospel.

Ask students to share their witnessing journals with the group. As students share their witnessing encounters with each other, perhaps they will encourage one another to continue witnessing.

2. TALK ABOUT IT

Your group has two options to choose from. In option one, you will adopt an unreached people group. Using resources from the IMB people group website, your group will learn about and share the needs of an unengaged and unreached people group with the rest of your church. In option two, you will help your church become a sending church. You will answer the question, “What does it take to become an IMB sending church?” Your group will discuss what this means and work towards becoming one.



For creative ideas on how to incorporate praying for workers on their birthdays, check out [“Prayer Calendar Activities” \(p. 27\)](#).

3. PRAY

HEART FOR THE WORLD

Items Needed:

- red construction paper for hearts
- markers

Instructions:

Give each student one piece of red construction paper and a marker. Ask students to draw a large heart on the paper.

Ask students to draw a simple globe on each heart. They should then put a smaller heart at a point on the globe. It can be on any continent or in the ocean where they know there is an island chain.

Students will pray for the people who live where the heart was placed.

Father,

THANK YOU FOR LOVING US. THANK YOU FOR LOVING EVERYONE IN THE WORLD. WE PRAY FOR THE PEOPLE WHO LIVE WHERE WE PLACED THESE HEARTS. DRAW THESE PEOPLE CLOSE TO YOU. WE ASK THAT YOU SEND MISSIONARIES TO SHARE THE GOOD NEWS WITH THEM. IN JESUS' NAME. AMEN.

OPTION 1: Adopt an Unreached People Group



ITEMS NEEDED:

- Internet access
- poster boards
- markers

Tip: *It will be easier to research the people groups if you have access to several laptops or tablets. Try to find a people group that is represented in your community.*

The International Mission Board has a variety of resources to learn about the remaining unengaged and unreached people groups in the world. The primary website is www.peoplegroups.org as of time of publication. The Joshua Project website is also a good resource: www.joshuaproject.net.

Divide your group into smaller groups of three or four. Allow each group time to research an unreached people group. They should determine where the group lives, the language, the primary religion of the group, the population, and other factors.

Ask each group to present their people group to the large group. After the presentations, select one people group that your group will adopt. Consider choosing a people group that is represented in your community. You might be tempted to think that there are no people groups from another country living in your community, especially if your community is more rural than urban, but you might be surprised.

If using the people groups website, you may want to download and print the prayer cards. You can also create your own prayer cards. Ask students to place these cards in an area where they will remember to pray.

If possible, do more research on the group you have chosen to adopt using this website:

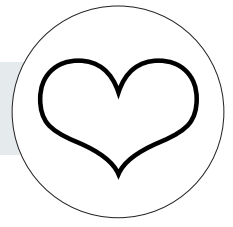
grd.imb.org/research-links.

Spend time creating posters about your people group to hang around the church in hallways and classrooms. Your group can even make signs for the back of bathroom stall doors. Make sure you get permission to hang posters on the walls.

Discuss ways that your group can get others to adopt the group as well. Discuss ways you can educate your church about the people group. If the people group is represented in your community, consider ways your church can share the love of Jesus with them.

Close in prayer.

OPTION 2: Become a Sending Church



ITEMS NEEDED:

- poster boards
- markers

Tip: *This may seem like an abstract concept. It may even seem difficult. However, it is important for churches, as well as your group, to be intentional about developing a culture of mission involvement. Don't be afraid to dive into this action activity.*

Ask students why is it important for churches to support missionaries. Why is it easier to support missionaries that you know?

Ask students to explain how people develop a heart for mission service. Spend several minutes exploring this topic. If necessary, remind students of the impact a short-term mission trip had on Catherine Knowles.

Discuss ways that churches might inadvertently discourage members from mission service.

Divide students into several groups. Ask each group to brainstorm what it looks like for a church to be a mission-sending church. Does it mean your church gives to missions? Does it mean your church sends short-term mission teams? Or does it mean your church has sent out church members to serve on the mission field?

Allow groups time to share with the large group while still seated in their small groups.

After discussing the vision of a mission-sending church, give small groups time to discuss practical steps that your church can take to become that type of church. If your church is already a mission-sending church, what are things your church does to be a sending church.

Share these ideas with the large group. Then, take action. Will your group share with younger children about missions? Will you make posters encouraging others to serve? Will you implement a missions moment in the weekly service? Will you hold invite international students to a meal?

Make specific and detailed plans and help your church become a mission-sending church.

Close in prayer.



SUPPLEMENTAL ACTIVITIES

Enhance your lessons or planned outreach activities with these supplemental activities.

CHAI MIX RECIPE

In the part of the world where Catherine Knowles serves, chai is a popular drink. It has become a symbol of South Asian hospitality. Practice hospitality within your group by making this recipe. For added convenience, this recipe is for instant chai tea mix, so you can have it any time by just adding hot water.

Ingredients:

- 1 cup nonfat dry milk powder
- 1 cup non-dairy powdered coffee creamer
- 1 cup French vanilla-flavored non-dairy powdered coffee creamer
- 2½ cups white sugar
- 1½ cups unsweetened instant tea
- 2 teaspoons ground ginger
- 2 teaspoons ground cinnamon
- 1 teaspoon ground cloves
- 1 teaspoon ground cardamom (if available)

Directions:

Combine milk powder, non-dairy creamer, vanilla-flavored creamer, sugar, and instant tea in a large bowl. Stir in ginger, cinnamon, cloves and cardamom. Blend 1 cup at a time in a blender or food processor until the mixture has a fine, powdery consistency.

To serve: Stir 2 heaping tablespoons chai tea mixture into a coffee cup of hot water.

Store the dry mix in a storage container with an airtight seal.



SUPPLEMENTAL ACTIVITIES

Enhance your lessons or planned outreach activities with these supplemental activities.

MISSIONARY PROCESS

Items needed:

- paper and pen

Directions:

The International Mission Board created their missionary appointment process over a series of time. Ask students to create a step-by-step plan to help people become missionaries. You can work on this process in small groups or individually. Then, share ideas with the large group.

This activity will work best if used before the Spotlight Lesson.

MISSIONARY TRAINING

Items needed:

- paper and pen

Directions:

Help students to view their school as a mission field. Ask students to develop a training for those who want to be missionaries at their school. What would people need to know? What topics should be addressed? How long would the training last?

If you have students from multiple schools, group students by school to discuss. Each school group can then share with the others.



PRAYER CALENDAR ACTIVITIES

Encourage students to pray for workers or challenge them to develop their own activities that focus on praying for workers on their birthdays. Visit wmu.com/prayercalendar.

UNREACHED PEOPLE

Items Needed:

- paper and marker or pen
- access to wmu.com/prayercalendar

Directions:

Give students a blank sheet of paper or construction paper and a marker or pen. Ask students to draw a cross, symbolizing Jesus, on the left side of the paper. On the right side of the same paper, ask students to draw a group of people.

At this point, everyone's paper will look similar. Ask students to draw something that will connect the unreached people to the cross (Jesus). This represents a way to meet people's needs.

Ask students to share what they drew. Pray that we, as believers, will look for ways to connect the unreached to Jesus. Using the prayer calendar, pray that the missionaries will find ways to connect people to Jesus.

HERE I AM

Items Needed:

- access to wmu.com/prayercalendar

Directions:

Ask students to spread around the room so that they are not standing close to anyone. Ask students to close their eyes.

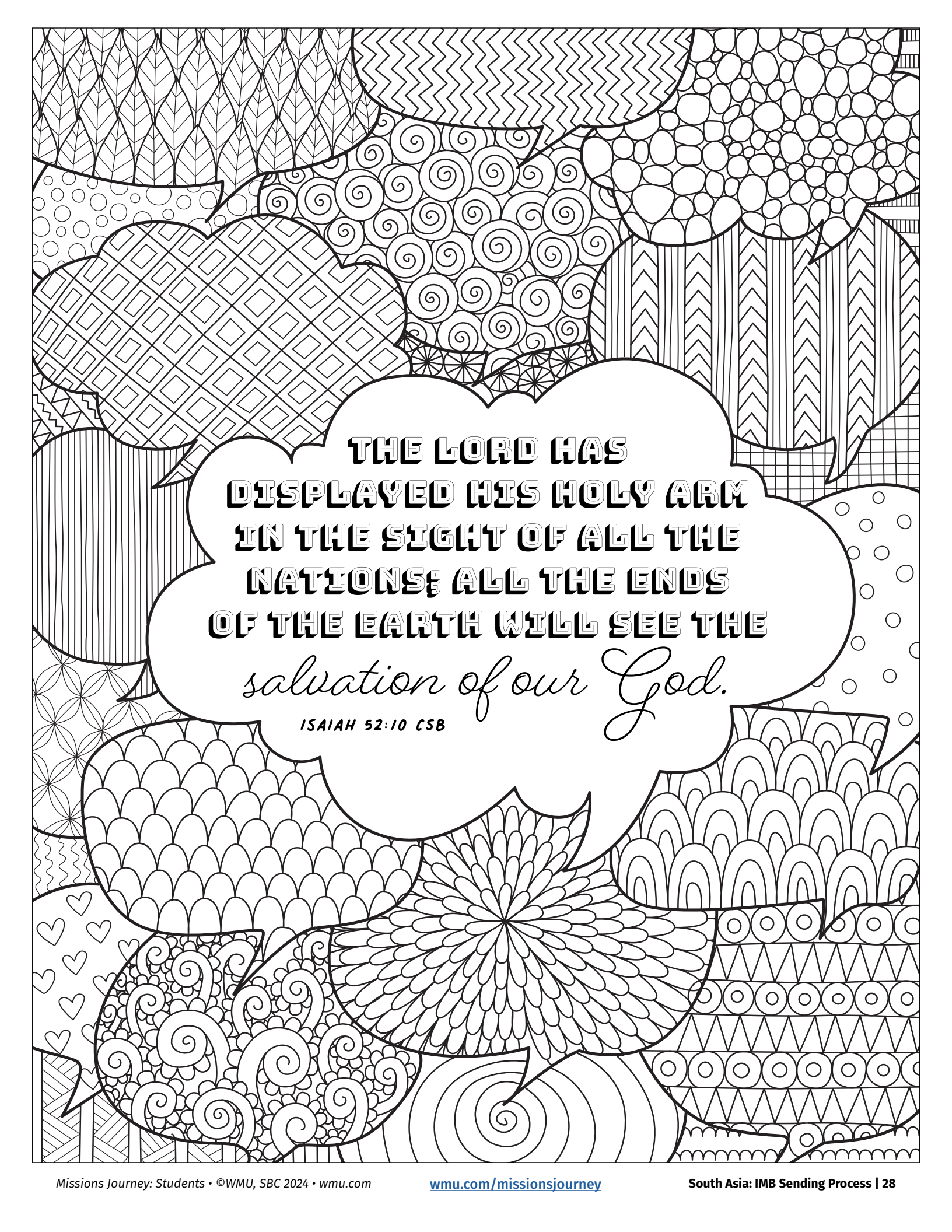
Tell students that you will read a verse and that you want them to hear it as if God was speaking it to them directly.

Read Isaiah 6:8a), "Then I heard the voice of the Lord asking: Who will I send? Who will go for us?"

Ask them to think of their response for a few seconds.

Then finish reading Isaiah's response, "I said: Here I am. Send me (Isaiah 6:8b)."

Encourage students to have the same response. Using the prayer calendar, pray for the missionaries and thank God that they responded to the Lord's call by answering, "Here I am, send me."



**THE LORD HAS
DISPLAYED HIS HOLY ARM
IN THE SIGHT OF ALL THE
NATIONS; ALL THE ENDS
OF THE EARTH WILL SEE THE**

salvation of our God.

ISAIAH 52:10 CSB

On the Journey • February 2024

by Sandy Wisdom-Martin

The Mission Matters Most

Alice Newman served as director of Hawaii WMU from 1985 to 2000. She recently called customer service at WMU and asked for a three-month extension on her Missions Mosaic subscription. Alice is battling ovarian cancer and does not expect to live beyond three months.

I first met Alice as a college student in the mid-1980s when Illinois WMU sent volunteers to Hawaii to help with training events. I remember a poised and graceful leader reflecting Christ to all she encountered. I was blessed to be present nearly four decades later in 2019 when Hawaii WMU celebrated its 75th anniversary. At that gathering, Alice shared defining moments of her ministry.

I called Alice to see how she was doing. In the course of the conversation, I asked Alice what WMU did for her, and she responded, “Oh, it opened my eyes to the world.” I wanted to know how I could pray for Alice. She said, “Pray all the days I have left I will be a blessing to someone.” Then she told me about her funeral. I am not surprised she took great care planning every detail. At the conclusion of the funeral, she wants her dear friend to read the original Girls in Action Pledge. Alice memorized it as a child, and it truly shaped her life. Then she recited the pledge for me:

Knowing that countless people grope in darkness and giving attention to His commands, I assert my allegiance to Jesus Christ, to His church and its activities. Attempting by God’s help to abide in Him through prayer; to advance in wisdom by Bible study; to acknowledge my stewardship of time, money, and personality; to adorn myself with good works; and to accept the challenge of the Great Commission.

For nearly 136 years, WMU has been solely focused on the mission of God to reconcile a lost world. We give our lives in pursuit of that mission.

In February, we celebrate the anniversary of the founding of the WMU Foundation. In May, we celebrate the anniversary of the birth of WMU. Between February and May, the WMU Foundation and WMU are partnering together to promote the Mission Matters Most campaign. We are asking people to give generously to the WMU Vision Fund, which supports the ministry of WMU. Alice has lived a life in which the mission does indeed matter most. Would you join her in stewarding well that which has been entrusted to your care?



Father,

The mission is always larger than what one person can comprehend. I know You are at work through WMU locally and globally. Thank You for the privilege of joining You in the mission. Multiply my gifts for Your glory.

In Jesus’ name. Amen.