

Teaching English = Making Friends

BY KEVIN CLARK WALKER

How can we as Christians use our gifts, talents, and interests to build relationships with people in order to share the hope and love of Christ with others?

“Teaching English = Making Friends” is all about a chain of concepts directed at sharing God’s love with others. In other words, how can we as Christians use our gifts, talents, and interests to build relationships with people in order to share the hope and love of Christ with them? The CBF field personnel and volunteers that the children will be studying in this unit all use their English-teaching abilities to start this chain. Throughout the unit, encourage discussions about using gifts and talents, making friends, and sharing the gospel as a result of those relationships.

The first session provides an overview of culture in China and introduces children to the main concepts of the unit. The second session in this unit is dedicated to the work of Cyndi Levesque [luh VECK]. Cyndi considers San Antonio, Texas, her hometown. She spent 27 years working there in environmental management before following God’s call to full-time missions. She and her husband moved to China where Cyndi uses her degree in Christian ministry to teach others English and train church workers at the Gong He Lu Church in Nanning.

The third session in this unit is dedicated to the work of Mickael Eyraud [eh ROW] and Kamille Krahwinkel [KRAH wink el]. Mickael and Kamille are a husband-and-wife team serving in Haikou [HI cow], where Kamille works at a university teaching English. Mickael is a student of Chinese at the same university. Together, they develop relationships with



Cyndi Levesque uses her English-teaching abilities to develop friendships in China. Through those relationships, she is able to talk about God and share God’s love.

the university students in various ways including “English corners” and “free talks.” Two days a week they use their English-teaching abilities to develop friendships with children at a local orphanage. They love eating noodles and playing ping-pong!

The final session in this unit is dedicated to the work of Ed Laughridge. Ed retired in 1996 from missionary service. After his church in Atlanta, Georgia, began partnering through CBF with a church in China, Ed was asked to go on a three-week mission trip. After much thought and prayer, he went and soon after returning he signed up to teach English to Chinese school teachers at a university in Beijing. He is a member of Second-Ponce de Leon Baptist Church in Atlanta, Georgia, and thinks that serving in China is an excellent way to stay active in his 81st year!

The stories in this unit are comprised of a series of monologues given by the field personnel. Certainly, you, the leader, could act out each of these parts. However, by securing volunteers from your congregation to tell the stories, you broaden the children’s experience and help other adults build relationships with the children of the church.

Finally, some of the activities in this unit call for you to collect items such as tissue boxes ahead of time. While some members of your congregation would not want to volunteer for an acting part, they will certainly be glad to coordinate a materials drive for you in the weeks leading up to this unit. Plenty of people are waiting to help. Give them the opportunity!

Kevin, Jordan (his son), and Ace and Paddington (their dogs) live in Saucier, Mississippi, where Kevin and Jordan are members of Faithview Baptist Church.

teaching/learning aim:

The stories and activities throughout this unit are designed to help children explore ways to use their personal gifts, talents, and interests to share God’s love with others through friendship building.

Unit Preparation

1. Read the unit to see the “big picture.”
2. Choose interest areas for each session.
3. List supplies needed and check the supplies at church to see what needs to be purchased, collected, or donated.
4. Choose an appropriate missions project and coordinate with the appropriate people.
5. Secure volunteers for sessions/ interest areas that need extra hands or supervision.
6. Display Pictures 22, 23, and 24 from the 2011–12 Picture Pak and review this unit’s video on the 2011–12 Media Disc.

Other Sources of Information

1. www.kids.nationalgeographic.com/kids/places/find/china/ is a Web site with videos and slideshows about Chinese culture, history, geography, and environment.
2. www.translate.google.com/ can be used to translate English into Chinese or vice versa. It can also help with the pronunciation of Chinese words or symbols.
3. www.mathwire.com/geometry/tangrams.html connects tangrams with math learning activities.
4. www.smallchurchmusic3.com/Lyrics/D00/S00692.php has the accompaniment track to “God Is So Good” for use during music time.



Mickael Eyraud and Kamille Krahwinkel develop relationships with university students in China as they work to teach English and learn Chinese.

5. www.pbskids.org/sagwa is a game section of a site that allows children to explore tangrams, Chinese writing, and other areas of Chinese culture through an animated program.

6. Check out www.thefellowship.info/teacherhelps for great resources for this unit.

7. Join the Facebook group for CBF Mission Teachers and get connected to other mission teachers across the U.S.

Doing Missions

Coordinate with the preschool missions teacher to collect stickers and or Bible story pictures for Cyndi Levesque. Please send items collected to the address found at www.thefellowship.info/teacherhelps.

WORD BANK

Nanning [Nan NING]: a large city in southwest China where Cyndi Levesque and her husband Marc live.

Haikou [HI cow]: capital of Hainan in southern China; home of Mickael Eyraud and Kamille Krahwinkel

Beijing [bay JING]: capital of China, where Ed Laughridge taught English in a university

Ai [EYE]: Chinese word for "love"

Jianzhi [jen SHE]: ancient art form of paper folding and cutting

Tanghulu [tahng HOO loo]: skewered and candied fruit

Prayer Calendar

This Prayer Calendar is a resource to empower you, your family, and members of your congregation to pray specifically for CBF Global Missions field personnel and their children on their birthdays. Due to global security concerns, names and specific locations of some of CBF's field personnel are not publicized.

APRIL

- 1** Greg Smith, Hispanic ministry, Fredericksburg, VA
- 2** Leonora Newell, poverty and development work, San Antonio, TX
- 3** Michele Norman, China Advocate, Four Oaks, NC
- 5** Eddy Ruble, education, relief development, SE Asia
- 7** LaCount Anderson, ministry to homeless, Scotland Neck, NC
- 11** Steve James, medical work, Haiti
- 12** Ryan Clark, education, Philippines
- 15** _____, agricultural/relief work, Kurdish work, Turkey
- 16** Kaitlyn Parks, 2006, daughter, Jon & Tanya Parks, Slovakia
- 19** Jack Wehmiller, Latin America Advocate, Murrayville, GA
- 20** _____, Berber work, North Africa
- 22** Lucas Newell, 1997, son, Ben & Leonora Newell, Texas
- 27** Carter Harrell, 1995, son, Melody & Sam Harrell, Kenya

1

Fellowship Baptists in China

BEFORE THE SESSION: Make sure that all of your materials are gathered and that volunteers are still coming. Collect empty tissue boxes for the “Great Wall of Friendship.” Provide the Large Group volunteer with the script ahead of time so he or she can practice. Make copies of Song #1 from www.thefellowship.info/teacherhelps. Download and print items for the story from www.thefellowship.info/teacherhelps.

DURING THE SESSION: Throughout the unit be sure to listen and watch the children closely as they interact. Look for teachable moments when you can help them discuss how to use their abilities to develop relationships where the gospel can be shared.

Interest Areas

This unit provides children with an overview of culture in China and introduces the main concept for the unit—sharing God’s love through the relationships we build. Circulate during interest area time to monitor the activities and to discuss the importance of valuing the diversity represented in Chinese culture. Suggested interest areas for this session include “Pick Up Race,” “Build a Great Wall of Friendship,” “Tell Stories with Tangrams,” “Make Calligraphy Scrolls,” and “Create Jianzhi.”

Transition

Use a suspended gong to signal transition from interest areas to Large Group. The first gong signals that children are to stop what they are doing and clean their interest area. A second gong means to hurry to Large Group. By the third gong, all participants should be seated and ready for Large Group.

Large Group

Children should have begun building their Great Wall of Friendship during interest area time. Locate this “wall” near the Large Group area. Use it to begin discussions about how we use what we are good at to share God’s love. Tell participants to remember how they share God’s love with their friends throughout the week. Explain that they will

be adding to the Great Wall each week during Large Group time.

Use Music: Pass out copies of Song #1 and ask participants to sing the song. **Ask:** Was it hard to sing this song? Do you think it would be difficult to learn a new language?

Tell the Story: Your “confused traveller” volunteer should barge into the room right at the end of “Use Music.” Pretend to not know what is going on. Ask the children if they could help with the situation.

Tell the story, “The Ticket to Somewhere Unknown.”

Say: I am so glad that you were able to help that person out. I’m also glad that we will be learning about field personnel in China this month, aren’t you?

Pray: God, may we learn this month that you have called us all to use our gifts, talents, and interests to share your love

The Ticket to Somewhere Unknown

[Run in out of breath. You are in a large airport and confused. All of a sudden you notice the children looking at you.]

Say: Oh, hello there! I'm sorry to be in such a state, but I am late for my flight and so confused about which terminal to go to for my flight. Is there any way you could help me?

[Wait for responses from children. Hopefully, one of the students will ask you where you are going.]

Say: Where am I going? In all the confusion I have forgotten. Maybe I could check my ticket.

[Pull an airline ticket envelope out of your jacket. "China" should be written clearly on the outside of the ticket envelope. It should be filled with "clues" about where you are going but not the actual destination.]

Say: Hmm... I don't seem to have the ticket, but I do have a bunch of clues. Can you help me make sense of them? Maybe you could sort them into categories for me...

[After the children have sorted into the following categories, make up a few silly sentences from across categories, and act even more confused than ever.]

Say: Well, my goodness I'm going to a place where pandas eat noodles and snow leopards play ping-pong. Or maybe I'm going where Bactrian Camels play rattle drums with chopsticks. Oh, I'm more confused than ever. Well, I do have my travel itinerary. Maybe that will help us find out where I'm going.

[Pull out the itinerary. It should be a tourist brochure with China printed on the outside cover. Read it out loud to the children.]

Say: Well, that didn't help one bit! Maybe there's something in my suitcase that could help.

[Rummage through your suitcase randomly pulling out items and/or pictures of Chinese people, places, things, and culture. At the end of your rummaging, pull out a letter that was written to you from your mother. Open it and read to the students.]

Say: Well, I better do as Mommy says. Bye!

[Hurriedly exit waving goodbye to the kids and thanking them for their help.]

with others. Help us to build relationships with others so that sharing the gospel with friends becomes a natural and easy task for us. Amen.

Conclusion

PLAN DOING MISSIONS:

Say: This month we will be helping Cyndi Levesque collect items for teaching English in China. We will work with the preschoolers to collect stickers and Bible story pictures for her. But there are a few rules: 1) stickers have to be realistic—not cartoon-like and 2) Bible story pictures should have little or no English at all—just a big picture. When you come next week, please drop your donations in this basket. (Show the children the basket.) I will place it just outside the door.

AFTER THE SESSION:

Be sure to write thank-you notes to volunteers and gather the necessary items for the next session.

2

Cyndi Levesque

BEFORE THE SESSION: Look over materials needed for interest areas. Specifically, the activity “Walk Together” will need space to play and also advanced preparation. Be sure to have an adult helper in the Tasting the Food Interest Area. Check in with the volunteer who will be acting out Cyndi’s Monologue during Large Group. Make copies of Item 4: Great Wall of Friendship Template. Print copies of Song #2 from www.thefellowship.info/teacherhelps.

DURING THE SESSION: Are there children in your group who don’t usually get along with each other? This unit would be a perfect time to help heal these broken relationships. Put them together in interest areas with adult supervision and let the children try to problem solve a solution for their relationship.

Interest Areas

Provide background information in the interest areas for children to explore while completing the activities. This helps the participants deepen their knowledge of the work Cyndi does and the culture in which she lives. It also helps to reinforce the unit’s objective of sharing God’s love through relationships. Suggested interest areas for this session include the following “Decode Verse of Thanks,” “Act Out Charades,” “Walk Together,” and “Noodles Hot!”

Transition

Remind children to move quickly and quietly to Large Group at the signal of the gong. They have three gongs to transition from interest areas to Large Group.

Large Group

Ask if anyone remembered to keep track of how they shared God’s love through relationships they are building. Use Item 4: Great Wall of Friendship Template to record these. Children should glue the form on the face of a covered tissue box and add it to your Great Wall. Encourage participants to continue finding unique ways to share God’s love with others.

Use Music: Remind children that one reason they couldn’t sing the song last week was because they couldn’t read the Chinese

characters in the music. Give them each a copy of Song #2. Point out that you have added another line of text. This is Pinyin—a system in China that helps teach the pronunciation of the characters. Can they master the song? Ask what would make it even easier.

Tell the Story: Cyndi Levesque often uses simple songs like the one we are trying to learn to teach English words to her students and church workers at Gong He Lu Church in Nanning, China. Show Picture 24 from the 2011–12 Picture Pak. Listen as she tells us about something that happened to her and how it helped her build a relationship with a friend named Charlene.

Tell the story, “Broken Ankle, Helping Hand.”

Say: God used a broken ankle to build a relationship between Cyndi and Charlene. Can you remember when something bad

Broken Ankle, Helping Hand

Vacations are supposed to be happy times in restful places, right? What if you got hurt in a different country? Would you know where to get help or how to tell someone what was wrong?

Hello! I'm Cyndi Levesque [luh VECK], one of CBF's field personnel in China.

On the last day of our vacation in Taipei, Taiwan, I broke my ankle. Ouch! I wouldn't say it ruined our time, but I would say that it wasn't the best way to end a vacation!

Or was it? God often works in ways that we don't understand. Sometimes when we mess up and slip down, God uses it in beautiful ways. I'm probably not making much sense. Let me explain...

I work in Nanning, China. My job there is to make friends. Really! I make friends by teaching English and training church workers. When friendships develop, sometimes I can tell them about Jesus. I cannot do that directly because of laws in China. But if a friend asks me about God, then I can share my faith.

I pray often for God to place friends in my life. God answered my prayer when I broke my ankle. My broken ankle helped me develop a very close friendship with a young Chinese girl named Charlene. You may be wondering how...

When I first got back home, Chinese friends rushed over with all kinds of medicines for my swollen ankle. The kindness continued even after I got my cast. They would carry things up the stairs for me—things like that. But nothing compared to the kindness Charlene showed me.

I had recently met Charlene at a local restaurant and had often invited her to go to church. When I showed up at the restaurant on crutches, Charlene decided to take me up on the offer. She started spending her day off taking care of me! For three months, Charlene met me at our home on Sundays and rode thirty minutes with me on the bus. During church, she sat by me and attended to my needs. She continued to do the same after church and during the Sunday afternoon English class. That's what I would call going the extra mile! I was so thankful for the help she provided for me when I needed it. God certainly knows exactly what we are going through and provides for us in our weakness!

was used for good? God certainly works in mysterious ways.

Pray: Cyndi has asked specifically for prayers of health and well being for her and her husband. **Ask:** Who would like to pray for them?

Conclusion

CONTINUE DOING

MISSIONS: Say: It's time to see how many stickers and pictures we've collected for Cyndi to use in her work in Nanning, China.

Have two children retrieve the basket. Empty it to show what has been collected. Relate items to the story by saying things like, "I wonder how Cyndi will use this to teach English."

Say: Remember to bring in realistic stickers and Bible story pictures for the next session.

AFTER THE SESSION:

Make phone calls to next session's volunteers. Display what the children are collecting in a central location at the church to encourage participation by all. Place the basket back outside the door ready for the next session.

3

Eyraud and Krahwinkel

BEFORE THE SESSION: This session calls for two monologues. Do you have a young couple in the church willing to play Mickael and Kamille's parts? If not, decide how you will portray two different people. Puppets, pictures, or older youth or college students may work well. Make copies of Song #3 from www.thefellowship.info/teacherhelps.

DURING THE SESSION: Praise children who are modeling good friendships. If you have examples of mended friendships, think about sharing them during the Great Wall of Friendship time during Large Group.

Interest Areas

In this session, children will explore the world of Mickael Eyraud and Kamille Krahwinkel. This couple lives in Haikou, China, where they use their gifts, talents, and interests to share God's love with university students and children who live in an orphanage. Suggested interest areas include "Decode Verse of Action," "Spread the Good News," "Play Ping-Pong," and "Noodles Cold!"

Transition

Let children call other children to Large Group time. You could let one child do all three gongs or let three different children do one gong each.

Large Group

Be prepared to add to your Great Wall of Friendship by recording what children share on Item 4: Great Wall of Friendship Template. Have glue, scissors, and covered tissue boxes ready for those who share. Look for themes in how the children are using relationships to share the gospel. Point these themes out to the children.

Use Music: Give the children Song #3. Note that Chinese characters, Pinyin, and English exist on this copy. Have the children sing the song in English. During the second verse

encourage children to sing directly to another child in the room.

Tell the Story: Say: In the last session, Cyndi Levesque joined us and told how she became friends with Charlene. We learned that God can turn even painful experiences into opportunities to share God's love with others.

Show Picture 22 from the 2011-12 Picture Pak.

Say: This week a young couple that serves in Haikou, China, will be joining us to tell about a touching moment they had at a local orphanage. Help me welcome Mickael and Kamille.

Tell the story, "A Touching Moment."

Say: How great it is to make a friend after trying so hard! Trust is important when making friends. How can you gain someone's trust? This week make sure you are doing things that will gain new friends' trust.

A Touching Moment

Mickael's Monologue:

It's not always easy for grown ups to make friends in a different country. You can't speak the language and that's a problem. You may accidentally do the wrong thing and offend someone. But it's usually pretty easy to make friends with children. Usually...

Hello, my name is Mickael Eyraud, and I want to tell you about a time when making friends with a child wasn't so easy!

My wife, Kamille, and I live in Haikou [HI cow], China. We love visiting gardens, eating noodles, and playing ping-pong. But we love our jobs most of all.

Kamille's job is teaching English at a local university where I study the Chinese language. Two days a week we also teach English to children at a local orphanage.

Most of the kids at the orphanage warmed up to us quickly, but after several sessions we were wondering if we would ever develop a friendship with Jia [GEE ah] —a seven-year-old blind girl. While all the other children seemed to be enjoying our lessons, week after week Jia would wander around the room uninterested. She occasionally repeated a word or two, but that was it. Certainly, she never spoke directly to us.

Then one day it happened. I was at the front of the room teaching body parts in English when I looked up and...

Well, maybe Kamille should tell the rest of the story.

Kamille's Monologue:

Well, I was sitting on the floor with the children encouraging them to participate in Mickael's English lesson. I didn't expect to feel little hands on my arms, moving to my shoulders, and then touching my hair and face. When I turned, I looked right into the beautiful, smiling face of Jia and heard her say, "Hello!"

It was my turn then. I took her hands and gently touched them to her head, shoulders, knees, and toes while Mickael continued with the English lesson. After weeks of trying to connect with Jia, she finally trusted me to help her learn.

What Jia didn't know, though, was that I learned a great lesson from her, too! I need to do the same as she did! Jesus wants me to get to know and trust him! Do I willingly and wholeheartedly put my hands in his and allow him to teach me and guide me? Do you?

Pray: Lead the children in an echo prayer. **Say:** Dear God... we thank you...for letting Mickael and Kamille...share your love with the Chinese people. Continue to guide them...and provide for them... many opportunities...to make meaningful relationships...with university students and children. Amen.

Conclusion

CONTINUE DOING

MISSIONS: Share the basket's contents with the group. Remind children that these things are for Cyndi, but that cards and eggs prepared during interest area time will support Mickael and Kamille in their work. Remind children that they, too, have duties to share Christ. They are on mission in their neighborhoods and schools.

AFTER THE SESSION:

Deposit collected items in the designated location. Put the basket where the children will expect it. Secure the next session's volunteers. Invite an adult class to sponsor shipping costs to China. In return, a couple of the children could share their mission experiences during a Sunday School hour.

4

Ed Laughridge

BEFORE THE SESSION: Decide if the Great Wall of Friendship will remain in the classroom as a reminder of this unit's lessons, move to a central location at the church to share with church members, or go home with children as reminders of how to share God's love. Download the accompaniment track for "God Is So Good" (see Other Sources of Information). Prepare a poster with $(8 \times 10) + 1 = ?$ written on it.

DURING THE SESSION: Circulate during interest area time, pausing by each child to whisper, "God, help _____ remember to share your love with others in all things that he or she does." This lets children know that you pray for them specifically and serves as a reminder of lessons learned in this unit.

Interest Areas

This session reinforces the concept that we can all participate in God's work in big ways regardless of our age or status. At 81, Ed Laughridge gave his time to teach English in China for a year. Ed is a reminder to us all that our work in sharing the gospel is never finished. The suggested interest areas for this session include "Decode Verse of Love," "Learn English with Ed," "Read Online," and "Make Rattle Drums."

Transition

Again, children should ring the gong for transition. Any child who hasn't had a turn to ring the gong may do so when they exit the session.

Large Group

Add to the Great Wall of Friendship. Reflect on the ways children shared God's love. Count the blocks to see how many things they did in one month. Praise them for being children on mission. Encourage them to continue to think of ways to make friends and share God.

Use Music: Practice both verses of "God Is So Good" using the accompaniment track (see Other Sources of Information). Let a few children keep the beat on the gong while the others sing.

Tell the Story: Show Pictures 22, 23, and 24 from the 2011-12 Picture Pak **Say:** In our last three sessions, we have travelled in China to learn how Teaching English = Making Friends. You may be thinking that you're too young to do the things that Cyndi, Kamille, and Mickael do in China, but we have been doing the same thing in our neighborhoods and schools. We have been sharing God's love. You're never too young to do God's will. And guess what? You're never too old either. Listen as Ed Laughridge tells his story.

Tell the story, "You're Never Too Old."

Say: We have learned so much during this unit about how Fellowship Baptists are sharing God's love in China through the work of Cyndi, Kamille, Mickael, and Ed. What else have we learned?

You're Never Too Old

Raise your hand if you are good at math. Here's a little math problem for you. (Show them a poster board with $(8 \times 10) + 1 = ?$ written on it.) Once you know the answer, shout it out!

That's right, 81!

I'm Ed Laughridge, and I'm 81 years old. I'm old enough to be your great grandfather! I am retired and I live in Atlanta, Georgia, where I am a member at Second-Ponce de Leon Baptist Church. But I am also a member of God's family. And when God calls, you go!

God called me to go to China and teach English. I served at Peking University in Beijing where I taught English for a year in their total immersion program. This program helps Chinese teachers improve their English skills so they are better able to help their students learn English. It was a wonderful experience. Let me tell you about a special friend I made while teaching there.

When Meili [may LEE] arrived for the teacher training, she let me know right away that she was a Christian and that she had never missed a Sunday worship service. When I told her that she could not leave Peking University's campus during the 30-day training—not even to attend church—she began crying. She was so upset that she felt like leaving the training at the university. But, that really would have been a mistake. If she had left the training, she probably would have lost her job. Do you know how badly I felt about this?

But even in the midst of sadness, God still teaches us. This situation gave me an opportunity to develop a friendship with Meili. During this time, Meili learned that we as Christians can worship God in many ways and in many different places—not just at church. She grew a lot in her faith and in her English abilities.

And here's the best part...when our training session came to an end, the school elected Meili to give the closing speech. She had to give her speech in English to the entire group of 459 teachers. Do you know what she spoke about? Meili told them how important it was for them to seek the leadership of a higher power. Meili then told them about Jesus Christ. And to my surprise, she received a standing ovation!

Pray: Encourage the children to pray for the Chinese people and the field personnel who are serving them. Try a circle prayer. Begin the prayer. Go around the circle having children add to the prayer in turn. End the prayer when it gets back to you.

Conclusion

CONCLUDE DOING

MISSIONS: Empty the basket a final time. Make a trip to the centralized display for children to see what has been gathered collectively. Point out that together, as friends, the children were able to accomplish a lot more than any one person could have. While at the display, sing both verses of "God Is So Good."

AFTER THE SESSION:

Mail packages to Cyndi Levesque and Mickael Eyraud and Kamille Krahwinkel. Make sure that the church gets a final report on what was collected. Take down any decorations that you may have used in this unit in preparation for the next unit.

Using the Bible

In this interest area, children will learn how verses in the Bible can inspire us to share God's love with others.

Decode Verse of Thanks

Cyndi's favorite verses are Philippians 1:3-6, but don't tell the children that. Let them discover it on their own!

Items needed: Item 5: Chinese Character Decoder Table; copies of Encoded Bible References from www.thefellowship.info/teacherhelps; Bibles; pencils; paper; black water color or tempera paint; paint brushes; Chinese characters from www.thefellowship.info/teacherhelps

1. Before the session, make copies of Item 5 for each child. Make copies of Encoded Bible References.
2. **Say:** Pretend that Cyndi Levesque has just arrived in China. Because the Chinese people do not read English, she is having trouble finding her favorite verse in her new Chinese Bible. Can you help her? Use the Chinese Character Decoder Table to figure out the book, chapter and verse that means the most to Cyndi Levesque.
3. Have children decode Bible Reference #1.
4. Have children locate the Bible verses in the Bibles. Read the verses. **Ask:** What do they mean? What are some of the most important words?

5. Use the Chinese characters and art supplies to practice painting important words from the verses.

Decode Verse of Action

Mickael and Kamille love the Great Commission. It's one of their favorite passages.

Items needed: Item 5: Chinese Character Decoder Table; copies of Encoded Bible References from www.thefellowship.info/teacherhelps; Bibles; pencils; Item 2: Great Commission Mini-Book; Chinese characters from www.thefellowship.info/teacherhelps; stapler

1. Before the session, make copies of Item 5, Encoded Bible References, and Item 2 for each child. Display Chinese characters so that the children can easily see them.
2. **Say:** Mickael and Kamille love Jesus' Great Commission. Can you find where it is located in the Bible? Use the Chinese Character Decoder Table and Bible Reference #2 to figure it out!
3. Have children decode Bible Reference #2.
4. Have children locate the Bible verses in the Bibles. Read the verses and discuss them.
5. Follow the directions on Item 2 to make a mini-booklet of the Great Commission.

Decode Verse of Love

Ed Laughridge is a retiree who served in China as an English teacher. He is from a church in Atlanta, Georgia. He loves verses that talk about God's great love for all people.

Items needed: Item 5: Chinese Character Decoder Table; copies of Encoded Bible References from www.thefellowship.info/teacherhelps; Bibles; pencils, heart tangram puzzle from www.thefellowship.info/teacherhelps

1. Before the session, make copies of Item 5, Encoded Bible References, and heart tangram puzzles (on cardstock) for each child.
2. **Say:** Ed Laughridge is an 81-year-old Fellowship Baptist who taught English in China. Decode the Bible reference to find out what message he tries to share with the Chinese people!
3. Have the children decode Bible Reference #3.
4. Have the children locate the verses in the Bibles. Read the verses and discuss them.
5. Follow the instructions on the heart tangram puzzle to make a puzzle out of this verse.
6. **Ask:** How can you use this particular puzzle to share God's great love with others?

Meeting the Field Personnel

By participating in this interest area, children will learn more about the Fellowship Baptists who are teaching English and making friends in China.

Act Out Charades

One of the games that Cyndi enjoys using to teach English is this variation of charades.

Items needed: two envelopes; index cards; pen or marker

1. Before the session, mark the first envelope with the word, “Emotions” and fill with index cards labeled with words such as “angry,” “happy,” “sleepy,” “afraid,” “surprised,” etc.

Mark the second envelope with the word, “Actions” and fill it with index cards labeled with words such as “swim,” “dance,” “clean,” “play guitar,” “brush hair,” etc.

2. Children will draw a card from each envelope and then act out a combination of the words. For instance, if they draw “angry” from the emotions envelope and “swim” from the action envelope, they would have to act like an angry swimmer so that the other children could guess the words.

3. Play passes to the next player when the children have guessed correctly.

Spread the Good News

Simple Christmas cards with a personal message like, “Jesus loves

you” can be used to share the gospel with University students in China.

Items needed: blank Christmas cards; plastic Easter eggs; pens or pencils; small toys like religious erasers or stickers; chalkboard or marker board

1. Before the session, write the words, “Jesus loves you” and “God loves you” on a chalkboard or marker board.

2. Give each child several Christmas cards. **Say:** You can help Mickael and Kamille spread the good news of God’s love in China. Write “Jesus loves you” or “God loves you” in a Christmas card and add your first name to the card.

3. Place the small toys on a table and give each child a few Easter eggs. **Say:** We are going to place these toys inside the Easter eggs. We’ll send them to Mickael and Kamille and they will give them to University students in China. Maybe when they see these toys they will ask questions about Jesus.

4. Small religious stickers, erasers, or other toys with a Christian symbol will work well. Do not include anything perishable like candy.

5. The Christmas cards and Easter eggs can be sent to Mickael and Kamille. Their address can be

found at www.thefellowship.info/teacherhelps.

Learn English with Ed

Ed Laughridge says, “In our English program we had to be very creative! Plays...music... photography...games...sports... drama...even dancing!”

Items needed: Bibles; paper; pencils; easy costume materials such as sheets, bathrobes, towels, etc.

1. Select a favorite Bible story.

2. Say: When Ed Laughridge taught English in China, he used very creative ways to help the students learn to speak a different language. One thing the students enjoyed was dressing in costumes to act out a story.

3. Tell the children to write out the Bible story in dramatic script format.

4. Let the children choose which characters they would like to play and dress up in easy biblical costumes.

5. Practice the drama by reading through the script, then perform the drama for the other children at the end of the session.

Playing the Games

In this interest area, the children will participate in games that encourage them to show cooperation, patience, and kindness.

Walk Together

Chinese games often stress the ideas of cooperation and coordination.

Items needed: two sets of wooden trolleys

1. Before the session, borrow or construct two sets of wooden trolleys. To construct the wooden trolleys, download instructions from www.thefellowship.info/teacherhelps.
2. **Say:** In China, many people live in the cities. It is often crowded and people have to work together to get along. We are going to play a game where you must work together.
3. To play, two children stand on one set of wooden trolleys, one in front of the other. Two children then stand on the other set of wooden trolleys.
4. All participants pick up the ropes.
5. On “go,” participants coordinate their movements to walk to a destination and back to the starting line.

Play Ping-Pong

While all of the field personnel said that the Chinese people enjoy the game of ping-pong, Mickael and Kamille stated, “We love to

play ping-pong, so we are in the right place!”

Items needed: ping-pong balls; paddles; table; masking tape

1. Create a ping-pong table by placing a line of masking tape across the middle of a table from one side to the other.
2. Two children may play at a time. Give each player a ping-pong paddle and tell them to stand at opposite ends of the table.
3. To play, the server tosses the ball into the air and hits the ball with the paddle before the ball hits the table. The ball must bounce once on both sides of the net.
4. The opponent returns the ball by hitting it with the paddle before it bounces a second time on his or her side.
5. Play continues until the ball is missed or it hits twice on a side before being returned. A point is scored by the person who hit the ball and caused the other person to miss.
6. The game is won when a player scores a total of 11 points. If time is limited and several children want to play, choose a lower score to signal the end of the game.

Pick Up Race

This is a fun way to help children practice gripping and manipulating chopsticks.

Items needed: two bowls per team; chopsticks; items such as marbles, pebbles, or candies

1. Divide children into teams. Each team will need a pair of chopsticks.
2. Place each team’s bowls about 8-10 feet apart. Fill one bowl with small items such as marbles or candies.
3. **Say:** In China, people eat with chopsticks instead of forks and spoons. They eat lots of noodles with their chopsticks!
4. Have the teams line up behind the full bowls. On “go,” the first player in line will pick up an item with the chopsticks and carry it to the empty bowl.
5. If items are dropped, or if players touch items, the player must start over at the full bowl.
6. When the player has dropped the item into the empty bowl, they return to their team and pass the chopsticks to the next player in line.

Experiencing the Culture

By participating in this interest area, children will learn about China’s cultural landmarks, language, and stories.

Build a Great Wall of Friendship

China’s Great Wall is a fascinating cultural landmark originally built to keep out dangerous warriors. Our Great Wall of Friendship, however, is meant to bring people into the family of God—not keep anyone out! The field personnel in this unit use their gifts and talents to share God’s love with the Chinese people. This activity will help children recognize how they can use their gifts and talents to do the same.

Items needed: empty tissue boxes; red butcher paper; copies of Item 4: Great Wall of Friendship on golden paper; pencils; scissors; tape; glue

1. Before the session, collect empty tissue boxes.
2. Have children wrap boxes in butcher paper. Show them how to wrap them like a gift.
3. **Ask:** How can your gifts and talents be used to share God’s love with others?
4. Give each child a copy of Item 4 and ask them to fill in the form. Younger children will need help writing the words.
5. When complete, the children should cut the template out and glue it to the face of their wrapped box.

6. During Large Group, have children build a Great Wall of Friendship with their boxes.

Tell Stories with Tangrams

Tangrams are seven pieces of a geometric puzzle sometimes used in Chinese storytelling. The pieces are usually wooden and rearranged into the shapes of different characters as the story progresses.

Items needed: copies of Item 1 on cardstock; scissors; *Grandfather Tang’s Story* by Anne Tompert

1. Read *Grandfather Tang’s Story* by Anne Tompert. Call attention to the different characters in the story.
2. Give each child a copy of Item 1 and have the children cut apart the tangrams.
3. **Ask:** Can you recreate the characters in the story using the pieces of the tangram? Can you create characters of your own? Could you use tangrams to tell the gospel story?

Read Online

Items needed: computer with Internet access

1. Go to the Web site: www.yes-chinese.com/reading/index.jsp. Ask a teacher to stay in this center.
2. Select a reading level. Level “A” is the easiest. Select a story.
3. Readers can flip through the pages in the book by clicking on the arrows pointing to the next page in the story.
4. Readers may read the story with Chinese characters or English subtitles.
5. A good exercise would be to listen to the story in Chinese first. Readers should try to retell the story in English. Then, to check how well they understood the story, they can listen again but with the English subtitles.

Tasting the Food

This interest area will help children become acquainted with foods enjoyed by the people of China. Prepare and display an Allergy Alert chart (p. 73) for each session that involves a Tasting the Food activity.

Noodles Hot!

This unit's field personnel spoke of how important noodles are to the Chinese diet.

Items needed: ramen noodles; electric teakettle or microwave; noodle bowls with lids; chopsticks; spoons

1. Heat water in teakettle or microwave as children arrive in interest area. Have a teacher stay in the interest area.
2. Have children break ramen noodles into their bowls. Pour seasoning over noodles.
3. Pour hot water to cover noodles. Put lids on bowls.
4. Steep three minutes.
5. While steeping, have children practice using their chopsticks.
6. After three minutes, children can eat the ramen noodles with chopsticks or spoons.
7. Be careful! The noodles will be hot!

Noodles Cold!

Items needed: recipe ingredients; whisk; measuring spoons; measuring cups; mixing bowls; serving bowls; chopsticks

- ½ pound spaghetti noodles
- 2 tablespoons peanut oil
- ¾ tablespoon tahini
- 1½ tablespoons white vinegar or rice vinegar
- 1 teaspoon powdered ginger

- 3½ tablespoons soy sauce
- ½ teaspoon sugar
- 1½ tablespoons sesame oil

1. Before the session, prepare the spaghetti noodles according to package directions. Drain, rinse, and toss with peanut oil.
2. Refrigerate and keep cold until ready to use in interest area.
3. Have children mix all other ingredients in a mixing bowl using a whisk.
4. Add noodles to the sauce and toss until coated.
5. Serve children a snack of cold Chinese sesame noodles. Eat with chopsticks.

Tanghulu

Tanghulu is a candied fruit kebab sold from kiosks on the streets of Beijing.

Items needed: recipe ingredients; saucepan; wooden spoon; hot plate; skewers; candy thermometer; measuring cup; wax paper; cookie sheets; permanent marker

- large seedless grapes
- strawberries with stems removed
- pineapple chunks
- banana chunks
- 2 cups sugar
- ½ cup water
- red food coloring
- sesame seeds (optional)

1. Children should pour sugar and water into the saucepan. An adult should place the saucepan on the hot plate and bring mixture to a boil over medium heat. Stir constantly with wooden spoon.
2. Stop stirring, but let mixture continue boiling until it reaches 250 degrees on candy thermometer.
3. While sugar mixture is cooking, children can prepare fruit kebabs by placing three pieces of fruit on the end of a skewer.
4. When mixture is ready, remove from heat. Stir in red food coloring.
5. With supervision, children can dip skewered fruit into the mixture.
6. Place skewers on a cookie sheet covered with wax paper. Put initials near each kebab with a marker.
7. Sprinkle with sesame seeds (optional).
8. Refrigerate if not eating immediately.

Enjoying the Arts

This interest area will introduce the children to some of the traditional art forms found in China.

Make Calligraphy Scrolls

Chinese scrolls combine several different art forms including calligraphy, poetry, and visual arts. Scrolls are also painted and hung in homes around Chinese New Year to wish luck and prosperity to the household.

Items needed: lengths of red butcher paper; paintbrushes; black tempera paint; pencils; stapler; Chinese characters; dowel rods; yarn or string

1. Before the session, print Chinese characters from www.thefellowship.info/teacherhelps. These are the same characters found in the Bible verses decoded in the Using the Bible Interest Area.
2. **Say:** Traditional New Year messages often say, “Wishing You Prosperity Every Year,” but you can choose to make a scroll with simple one-word messages like, “love,” “honor,” or “truth.”
3. Children can use pencils to plan out their messages and practice drawing the Chinese characters.
4. Paint the messages on red butcher paper using black tempera paint.

5. Use a dowel rod and a length of yarn to make a hanger for the scroll.

Create Jianzhi

Paper folding and cutting is an ancient art form in China that is still practiced today. The designs range from simple to extremely ornate.

Items needed: paper; fine point markers or pencils; scissors; red copy paper; black construction paper; copies of Item 3: Paper Cutting Template; tape

1. Fold the red paper lengthwise. Align the dotted line along the creased side of the paper.
2. Tape template in place.
3. Cut through all pieces of paper removing only black sections of the template.
4. Unfold paper to reveal the Chinese animal for the year 2012! (a dragon)
5. Glue the dragon cutout to the black paper.

Make Rattle Drums

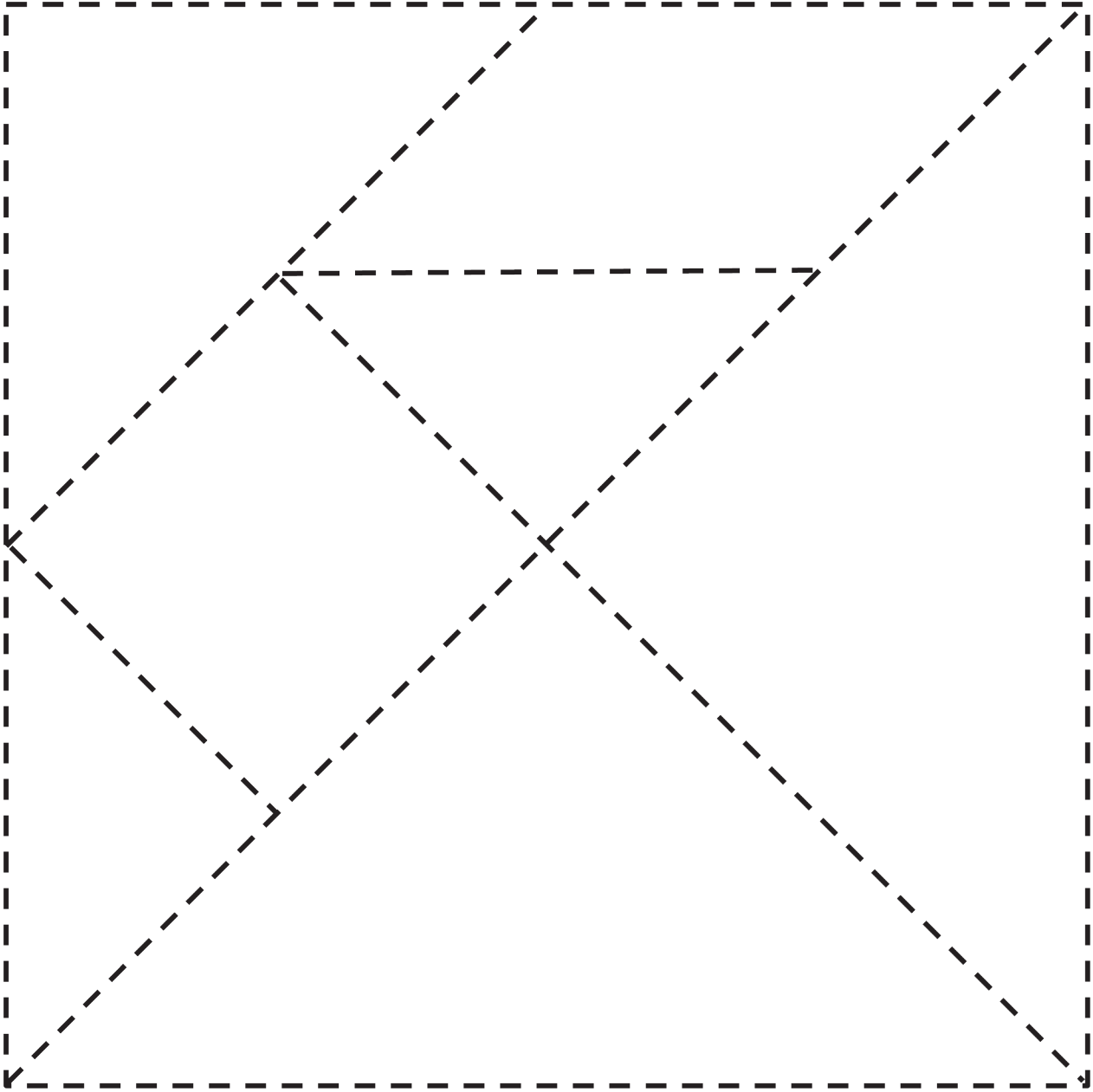
This ancient drum has been used in China throughout history for various purposes. While considered a toy by most today, its shape and the decorative paintings on the drum surfaces can also be considered an art form.

Items needed: 1 shoelace per child; 2 wooden beads per child; 1 wooden spoon per child; 2 old CDs/DVDs per child; hot glue gun with glue sticks; red acrylic paint; paint brushes

1. Give each child a wooden spoon and a shoelace. **Say:** Wrap the shoelace around the widest part of the spoon several times until about six inches of shoelace remains on both sides. An adult should hot glue the shoelace in place.
2. Thread a bead onto each end of the shoelace and knot to keep in place.
3. Place one CD or DVD on each side of the spoon with the shiny sides facing outward. An adult should hot glue the CDs or DVDs to the spoon.
4. Once dry, paint the surface of the DVDs or CDs with red acrylic paint.
5. To play the drum, children can hold the handle of the spoon between two flat hands and roll it back and forth fast enough for the beads to hit the CDs or DVDs.

Tangrams

Directions: Copy on cardstock. Cut along all dotted lines to make one set of tangrams.



ITEM

1

UNIT 2

Tangrams

Leader: Use in the Experiencing the Culture Interest Area.

Great Commission Mini-Book

Directions: Fill in the missing words from the Great Commission using Chinese characters. Then cut along dotted lines, assemble pages in order, and staple in the margins.

The Great Commission

_____ name

¹⁸ Jesus came to them and said:
I have been given all authority in heaven and on earth!

19

_____ Draw the Chinese character for "go."

to the people of all nations and...

_____ Draw the Chinese character for "make."

them my disciples.

_____ Draw the Chinese character for "baptize."

them in the name of the Father, the Son, and the Holy Spirit, and...

20

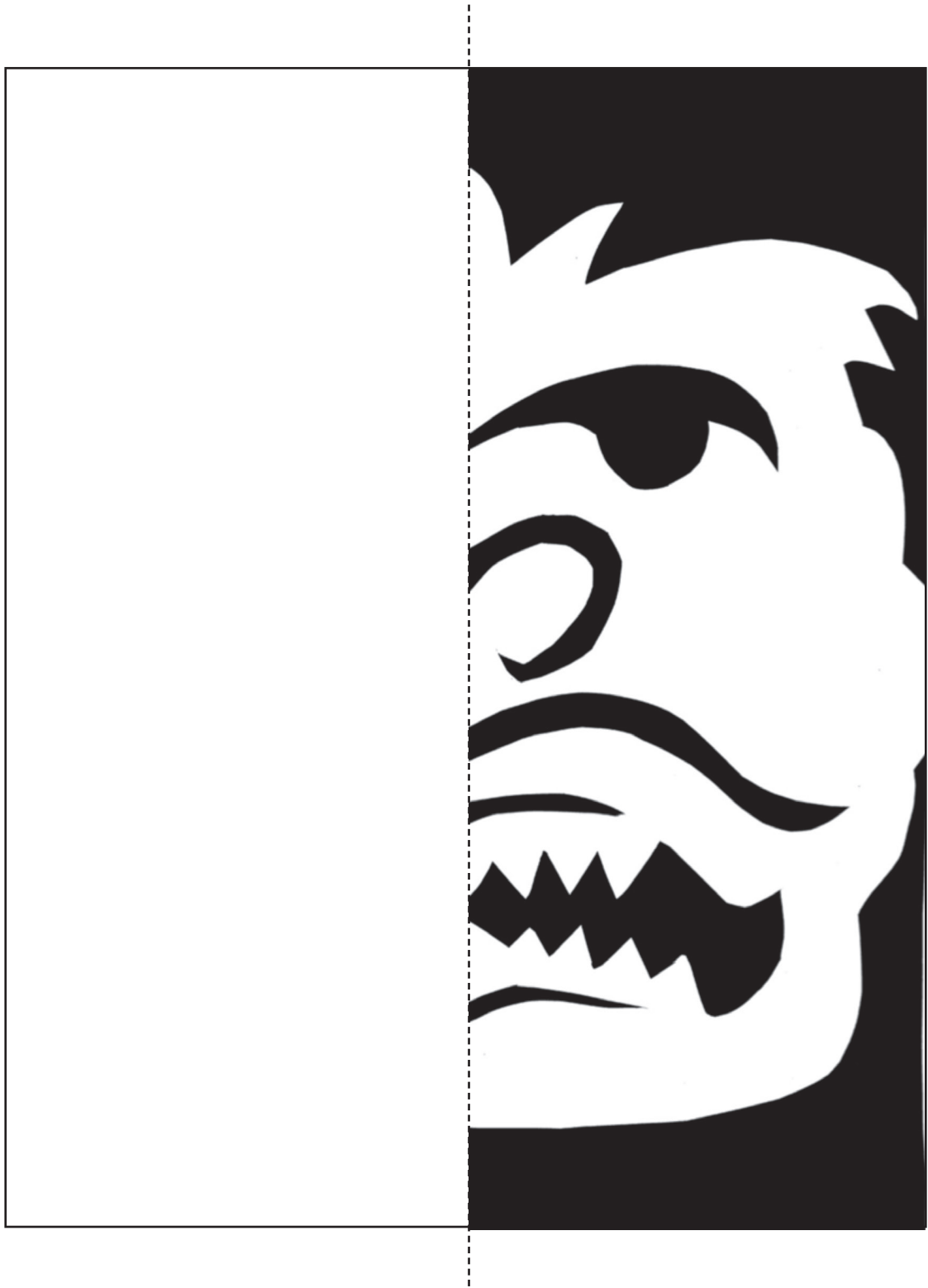
_____ Draw the Chinese character for "teach."

them to do everything I have told you.

I will be with you always, even until the end of the world.
Matthew 28:18-20
(CEV)

Paper Cutting Template

Directions: Cut from top to bottom of paper along dotted line to make jianzhi template. Cut away the black sections.



ITEM

3

UNIT 2

Paper Cutting Template

Leader: Use in the Enjoying the Arts Interest Area.

Great Wall of Friendship Template

Directions: Fill in the forms and glue to wrapped, empty tissue boxes.

Use this template for
a small tissue box.

My name is _____.

I'm really good at _____.

I can use this to share God's love with others by

Use this template for
a large tissue box.

My name is _____.

I'm really good at _____.

I can use this to share God's love with others by _____

Great Wall of Friendship Template

Leader: Use in the Experiencing the Culture Interest Area.

ITEM

4

UNIT 2

Chinese Character Decoder Table

Directions: Use the Chinese Character Decoder to decode the Bible references.

Chinese Character Decoder

A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10
一	二	三	四	五	六	七	八	九	十

K	L	M	N	O	P	Q	R	S	T
11	12	13	14	15	16	17	18	19	20
十一	十二	十三	十四	十五	十六	十七	十八	十九	二十

U	V	W	X	Y	Z
21	22	23	24	25	26
二十一	二十二	二十三	二十四	二十五	二十六

ITEM

5

UNIT 2

Chinese Character Decoder Table

Leader: Make one copy per child and use in the Using the Bible Interest Area.