

March 17, 2002

1st - 6th Grades

Ambition for the Gospel

Romans 15 - 16

ROM12

Romans



Materials I Need:

Legend:



= Option 1, Appropriate for 1st – 2nd Grade



= Option 2, Appropriate for 3rd – 6th Grade

Memory Work:

“It has always been my ambition to preach the Gospel where Christ was not known, so that I would not be building on someone else’s foundation.” Romans 15:20

Suggested Thematic Tracks:

① Helping Missionaries

HOOK: Famous Missionaries (*Biographies*)

The Discouraged Missionary (*Skit*)

LOOK: Visiting Missionary (*Testimony/Interview*)

Praying and Just Saying (*Stories/Discussion*)

TOOK: My Missionary Moment (*Take-Home Sheet*)

Encouraging Epistle (*Card*)

Praying Placemat (*Activity*)

Relationships Required (*Discussion*)

Adopt-a-Missionary (*Class Activity*)

Sharing the Gospel (*Coloring Page/Discussion*)

Don’t Forget to Pray (*Craft*)

② Sharing the Gospel

HOOK: Definition for Ambition (*Worksheet/Discussion*)

The Problem with No Light (*Game*)

Let Everyone Hear (*Mural/Classroom Wall Decoration*)

Telephone Game (*Activity*)

LOOK: The Gospel Journey (*Crossword Puzzle*)

Roman’s in Review (*Puzzle/Memory Verse Review*)

Tell It to the World (*Craft*)

TOOK: Simple as 1-2-3 (*Discussion/Take-Home Sheet*)

Gospel ‘Copter (*Craft*)


➤ Complementary Activities




Hook:



① **Famous Missionaries (*Biographies*)**. Choose from several biographies of famous missionaries from the early 1700s – 1900s. Read about these early pioneers and their efforts to spread the Gospel of Jesus Christ, **ROM12.GF1 Pgs. 1-7**.

 ② **Definition for Ambition (Worksheet/Discussion).** 🦋 Have the students complete and discuss the “Definition for Ambition” worksheet, **ROM12.GF2**, within small groups of students. Paul had an ambition worth noting. Ask the students what their ambitions are. *Answers: aim, target, goal, plan, desire.*

 ② **The Problem with No Light (Game).** 🦋, 🦋 Explain to the student’s that without the Gospel, it is impossible for people to know God. Missionaries go to other countries to teach people about Jesus. They are a light surrounded by darkness. Today they will learn about Paul and his desire to take the light of the Gospel to Spain so that people would hear about Jesus. Explain that as believers, we, too, need to be a light in this dark world. We need to be telling people about Jesus. If we are not a light to the world, then people will never hear about Jesus Christ. Ask them if they think they can see without light. The room will need to be as dark as possible, so close the blinds and cover the window with black plastic or a sheet. Tape one sheet of newspaper to a table for every four students in a group. Make certain you tape the sheets of newspaper low enough for the students to draw on. Set black markers near each of the newspaper sheets. Form groups of four and direct each group to gather around a sheet of newspaper.


1. Have each group use a marker to divide its newspaper into four sections.
2. Ask a volunteer from each group to get in a huddle with you. Instruct the volunteers to draw a simple picture of a tree on one of the four sections of the newspaper when you say to begin. Remind them not to tell the others in their groups what they are drawing. Have the volunteers return to their groups.
3. Tell the students that the volunteers will draw a picture and the other team members must try to figure out what the volunteers have drawn.
4. Inform the volunteers that they'll have 45 seconds to draw their pictures...in the dark! Have the volunteers put the markers in the middle of one of the sections.
5. Turn off the lights and have the volunteers begin drawing.
6. After 45 seconds, turn the lights back on and allow 30 seconds for students to guess what the drawing represents.


Repeat the above instructions so that all four students in every group have an opportunity to draw. Suggest simple pictures such as a cross, rainbow, or heart.


 ② **Let Everyone Hear (Mural/Classroom Wall Decoration).** 🦋, 🦋 You will need:


- 1 ear per student from **ROM12.GF3**
- butcher paper
- coloring crayons, markers, or paint
- scissors
- blindfold
- pin or tape to fasten ear to paper

This is an activity that fits well as an opener for this morning’s lesson. It can be left up on the wall as a decoration or removed at the end of class today. Consider making it a backdrop for a “missionary corner” of the classroom that becomes a semi-permanent part of the room décor. On a large piece of butcher paper, draw a map of the world. It might be best to do this before class. Label important landmarks and provide crayons, markers, or paints for the students to use to fill in. As the students arrive, assign them a section to work on. Other students can be cutting out the ears which will be used later. Once the map is completed, take turns with the students, as you would when you play pin the tail on the donkey, letting them try to pin the ear on the world. Blindfold and spin the students and give them the chance to pin their ears up. If there is time, let the students take multiple turns, as the additional ears will give a better effect to the mural. Talk about the vast regions of the world where the Gospel has yet to be heard.

 ② **Telephone Game (Activity).** 🦋, 🦋 With the students sitting in a circle, play the telephone game. The teacher whispers a short sentence to the first student. That student repeats what he or she heard, and whispers it into the ear of the student on his or her left. Each player must listen carefully, because the sentence cannot be repeated. The sentence continues around the circle until it reaches the last student who then announces out loud what he or she heard. Next, have the teacher say the original sentence. The differences are often hilarious! As the focus is on missionaries this morning, emphasize the importance of proclaiming the Gospel clearly so that others can understand it.


 ① **The Discouraged Missionary (Skit).** 🎭, 🦋 The scene takes place in the vast wilderness of an unknown land. A missionary sits alone by a campfire. A native arrives delivering the mail. The missionary is ecstatic to have received a letter from his supporting church. After all, it has been nine months since the last one. He opens the letter and reads it aloud. The letter that he reads briefly talks about such things as the weather, some fun activities, and a bit of church news. This is encouraging until he gets to the part where the letter goes on in great detail about all the unexpected expenses that have come up for the church. The letter ends hinting that the missionary support fund is less than expected, and the check next month will be a little smaller than usual. The concluding remarks are somewhat superficial (the “hope you are doing fine” type), which leaves the missionary feeling empty and alone again. The skit ends with final words from the missionary, saying something like, “That was the encouragement I needed,” or “I can’t remember when I have a received a more encouraging letter from home.” Tell the students that this morning they will learn how to really encourage those whom we send out to spread the Gospel throughout the far reaches of the world.

 ➤ **Where in the World Have They not Heard about Jesus? (Activity/Discussion).** 🎭, 🦋 This time is to be used to open your students eyes to the fact that there are still many regions of the world where people have yet to hear about Christ. Bring in a globe, world maps, National Geographic magazines, etc., to use as you discuss remote regions of the globe never before visited by missionaries. For the younger students, start by talking about here at home, then talk about a neighboring town or perhaps a place they have visited. Look these places up on a map or globe and begin to move farther and farther out from those areas. Ask them if they think there is anywhere in the world where we could not go to tell others about Jesus. Explain that the study in the book of Romans will be completed this morning, they will hear how Paul wanted to continue his missionary life as he made plans to take the Gospel to Spain.

 ➤ **Romans Medallion-Mobile (Review).** 🎭, 🦋 Utilize this overview tool and incentive program to motivate the students and their parents to memorize the outline and key verses for the book of Romans. Devote time in the classroom to equip the students with a framework for assimilating and retaining the deep truths of God’s righteousness in Paul’s letter to the Romans. Review the incentive program at length with the students (see the note to parents on the Scripture Key Chain) and encourage them to ask their parents to participate with them. Show the students both components of the program, the Take-Home Scripture Key Chain and the Medallion-Mobile itself, before passing out the Scripture Key Chain to any new participants. Direct them to memorize the next verse in the key chain for next week in order to be rewarded with the next medallion. These mobiles will be hung from the ceiling in the classroom over the next three months as the students are awarded each medallion.



Book:
Presentation Ideas –

 ➤ **Living Map (Object Lesson).** 🎭, 🦋 Create a sandbox map to help you tell today’s Bible Adventure. Paul mentions several places in today’s lesson, including Jerusalem, Illyricum (Macedonia), Spain, and Cenchrea. You will need a shallow wooden or sturdy cardboard box, such as a fruit box or soda crate, about 17"x14"x6" high. Sandbox sand will work fine as filler for the box, or you can purchase kitty litter, although it’s a bit dustier. Buttons or other small objects can be used for city locations. Cut out the bottom of a Styrofoam cup or use folded aluminum foil to make the Mediterranean Sea, Sea of Galilee, and Jordan River. Small rocks, gravel, or kitty litter may be used for mountains along the Jordan. Red string can be laid out as you tell the story to show where Paul intended to go, and blue string can show where he had already been. Toothpicks with flags (folded folder labels) can also be used to stick in the sand and mark different locations. Supplies: Buttons, toothpicks, string and other craft-type items are available. Sand and boxes are not available. (Suggestion: Create the map during the Bible lesson to really grab the students’ attention. This will also allow for easy transportation of material to class.)

Paul's Missionary Journeys (Map/Coloring Page). 🦋, 🦋 ROM12.GF4 Pgs. 1 & 2.

The Western Provinces of the Roman Empire (Map/Coloring Page). 🦋, 🦋 ROM12.GF5

Paul Dictates His Letter (Illustration/Coloring Page). 🦋, 🦋 Romans 1:1-7, ROM12.GF6.

Bible Adventure for 1st – 6th Grades –

Today we will finish up our study of Paul's powerful letter to the believers in Rome. Remember way back to the first chapter of Romans where Paul declared, "I am not ashamed of the Gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile" (1:16). Paul never hesitated in sharing the Good News of Christ with anyone who would listen. However, Paul knew that he was especially called by God to begin the work of taking the Gospel beyond the Jewish nation and sharing it with the Gentile nations around the world.

Paul had a very special ministry to the Gentiles. While the Jews were God's chosen people, God also chose to show His mercy to the Gentile nations as well. Being a missionary to them was a very big job, and Paul took it seriously. He saw himself as an Old Testament priest who was offering up a sacrifice to God as an act of worship. His offering was not an ox or a lamb like the Jewish priests had to use; rather, it was the Gentile churches. Paul had sacrificed so much in the 20 years he had preached to the Gentiles. He had very carefully and patiently taught them the things of Christ and endured tremendous hardships. But it was all worth it because, like a priest, he could "offer up" the Gentile believers, knowing that they would give great joy and satisfaction to the heart of God.

Paul went back to the Old Testament book of Isaiah to explain why he was so anxious to go to the Gentile nations that had never heard about Christ and His salvation. "Those who were not told about Him will see, and those who have not heard will understand" (Isaiah 52:15). In this verse, Isaiah was speaking about the kings and leaders of the world outside of Israel. He was prophesying that these people would hear the Gospel of Christ and be amazed and believe. Paul knew that he was to help fulfill Isaiah's prophecy and be the first missionary to preach to the Gentiles, and there would be many who would follow after him. Today the church still sends missionaries to people in the world who have never heard about Christ. Jesus commanded in His Great Commission, "Therefore go and make disciples of all nations" (Matthew 28:19). He even said that He would not return until all the nations were reached with the Good News of salvation (Matthew 24:14).

Paul went on to tell the Roman believers that because it was his "ambition to preach the Gospel where Christ was not known" (15:20), he had been unable to come visit them in person. He cared deeply for them, but God had sovereignly directed him to go to other places where no one had heard about Christ. However, Paul was glad to let them know that he would be traveling through Rome on a missionary journey to Spain, and he would finally be able to spend time with them.

Paul also wanted them to know how completely dependent he was upon the Lord as he carried out his plans to share the Gospel with those who had never heard. He urged the believers in Rome to join him in his ministry by praying for him. Specifically, Paul asked that they be praying for his protection while he was in Jerusalem among the non-believing Jews who hated him and wanted to kill him. He also asked that they pray for the Christians in Jerusalem and then to pray that he would be able to carry out his plans to come to Rome and visit them.

Finally, Paul asked the Roman Christians to joyfully receive the person who was delivering his letter to them. Her name was Phoebe, and she was going to stay in Rome and be a part of their church. He asked that they meet her needs and treat her as a sister in Christ. He concluded by encouraging them and greeting his many friends who were there in Rome. Paul made it abundantly clear that he deeply loved them.

It is almost two thousand years since the time of Paul, and yet Christians today still have the same privilege and responsibility to help and pray for missionaries who are preaching the Gospel of Christ. What are you doing to help your missionaries? How are you praying for them? Paul made specific plans to share the Gospel. At the time that he wrote his letter to the Romans, he was planning a missionary journey to Spain. All Christians should prayerfully make plans to share the Gospel. What plans can you make?



Aim Questions

1. **What was special about Paul's ministry?** (*God called Paul to spread the Gospel throughout the Gentile nations in the world.*)
2. **What was Paul's ambition?** (*To preach the Gospel where Christ was not known.*)
3. **Why had Paul not been to Rome already?** (*Paul's work was not finished in the eastern provinces before the writing of Romans.*)
4. **What did Paul have to do before traveling to Rome and Spain?** (*Deliver the monetary gift prepared by Gentile churches for the Jewish Christians in Jerusalem.*)
5. **How were the believers in Rome able to help Paul in his ministry?** (*By praying for him, and meeting his needs as he passed through Rome on to Spain.*)
6. **How did Paul's ambitions affect his plans?** (*Paul wanted to travel west to new regions in Spain to share the Gospel.*)
7. **What are your ambitions and plans?**





Look:





① **Visiting Missionary (Testimony/Interview).** ,  Have a visitor come to class to share a specific testimony of answered prayer(s) pertaining to missions. Short-term missionaries from the church would be ideal for communicating the needs of full-time and short-term missionaries on the field. The Children's Ministry office can be contacted for a list of potential visitors.





① **Praying and Just Saying (Stories/Discussion).** ,  Have a story time and a discussion about the effectiveness of prayer. Select one or more short stories that capture the power of prayer in the lives and ministries of Christians. Short stories are available upon request through Children's Ministry (see "Works of God" King's Kids Weekly Devotional, February 2001; particularly weeks two, five, and seven). After reading one or more of these stories, discuss the significance of prayer. Discuss what it is like when people fall through on something that is very important to you (e.g., a team project at school or sports). When prayer is the most important thing we can do for another, we should be able to count on it. Discuss the problems with failing to follow through on promised prayer. We should be praying and not just saying.



② **The Gospel Journey (Crossword Puzzle).** ,  Have the students solve the crossword puzzle to get a good understanding of Paul's missionary life. Be sure to have extra Bibles on hand for the students to search for the verses, **ROM12.GF7 Pg. 1. Answer Key: ROM12.GF7 Pg. 2.**





② **Romans in Review (Puzzle/Memory Verse Review).** ,  Each student will need:
ROM12.GF8 Pgs. 1 & 2 duplex-copied onto white cardstock
coloring crayons
scissors
tape

Have the students follow the directions below to complete their crafts:

1. Color the picture of Paul.
2. Turn the page over and cut out the puzzle pieces with the memory verse on them.
3. Put the puzzle pieces back together by using the memory verses and puzzle pieces as clues.
4. Once completed, you may secure the puzzle pieces in place with small pieces of tape.



② **Tell It to the World (Craft).** ,  Each student will need:
2 paper (not Styrofoam) cups or soup cans
1 long piece of string

Have the students follow the directions below to assemble their long-range telephones:

1. Poke a small hole in the bottom of each of the cups and thread the string inside.
2. Tie a large knot in the end of the string on the inside of each cup to keep it secure.
3. Pull the string taut between the cups.
4. Practice sharing the Gospel with each other by having one student speak into one cup while another student listens at the other end.
5. Decorate the cups or cans as desired.



➤ **Roman Art (Craft/Memory Verse Review).** Each student will need:

- 🦋 **ROM12.GF9 Pg. 1** or 🦋 **ROM12.GF9 Pg. 2** copied onto white or colored paper
- 1 piece of black construction paper
- scissors
- glue stick

Have the students follow the directions on the page to complete their crafts. The larger letters are somewhat easier to cut and more suitable for younger students. Review today's memory verse as well as previous verses with the class as the students cut out "The Book of Romans."



➤ **Roman Code (Worksheet).** 🦋, 🦋 Have the students solve the puzzle on **ROM12.GF10** by adding or subtracting from the alphabet. This will help the students have a good overview of chapter 15. *Answers: remind, miracles, Jerusalem, Spain, praying, Phoebe, known*



➤ **Aim Questions (Worksheet).** 🦋 Have the students answer the Aim Questions about today's Bible Adventure, **ROM12.GF11**.



➤ **Passage Review Questions (Worksheet).** 🦋, 🦋 This booklet contains many questions from the Scripture passage covered in today's lesson. Students may work on them in class and complete them during the week at home, **ROM12.GF12**.



➤ **Romans 15:20 (Memory Verse Song).** 🦋 Words and music for today's memory verse are available upon request from Children's Ministry.



Took:



① **My Missionary Moment (Take-Home Sheet).** 🦋, 🦋 This is a great opportunity to help the students brainstorm some of the things that the classroom's missionary would like to hear. Have the students then take home **ROM12.GF13** to write a letter to the missionary. Help them with prayer requests and local news.



① **Encouraging Epistle (Card).** 🦋, 🦋 Have the students write an encouraging note to the classroom missionary using the card in **ROM12.GF14**. Help the students think of encouraging Scriptures that they can share. You can either send these cards individually or send them all in one envelope.




① **Praying Placemat (Activity).** 🦋, 🦋 Have the students choose which placemat they would like to color and decorate (**ROM12.GF15 Pg. 1 or Pg. 2**) with stickers, glitter glue, and markers. After the sheet is decorated, seal it with contact paper, and send it home as a reminder for the student to be praying for the missionary you talked about today. (Note: **ROM12.GF15** will need to be enlarged and copied onto 11" x 17" paper.)




① **Relationships Required (Discussion).** 🦋, 🦋 Read through Romans 16:3-16 aloud with the students. Explain that Paul had a lot of help in his Gospel work. Discuss the following questions with the students:

1. How might some of the people mentioned have been a help to Paul?
2. Why were these people significant enough for Paul to mention in this very important letter to the Romans?

Explain that Paul considered his relationship to these people, and many others, to be very dear to him. Those relationships were important not only in helping his work, but also in encouraging Paul. Missionaries are often isolated and in need of valued fellowship in the Lord. Use the *Adopt-a-Missionary* TOOK activity that puts these ideas into practice.

 ① **Adopt-a-Missionary (Class Activity).** 🎨, 🦋 Discuss with the students how missionaries are an important part of our church family. Do they know who our missionaries are? Does the class have a specific missionary to whom you are ministering? Explain the ways that our missionaries are sharing the Gospel with unreached peoples all around the world. Perhaps you can write an e-mail to one of the missionaries to begin correspondence with your class and later share prayer requests and other events regarding that missionary. (Missionary information sheets are available on the information table in Room 110.) You might want to assemble a care package to send to a missionary family. Have the students include a picture they drew, or a note of encouragement (see *Encouraging Epistle* **TOOK** card.) Remember to keep each package less than two pounds as that will facilitate delivery and keep expenses down. **ROM12.GF16** has some practical guidelines to help you minister as a class. The students' role of prayer and encouragement is a link in helping them to minister most effectively.

 ① **Sharing the Gospel (Coloring Page/Discussion).** 🎨 Each student will need:
ROM12.GF17 Pgs. 1 & 2 duplex-copied onto white paper
coloring crayons


Have the students color both pictures. Discuss how different it was for Paul to share the Gospel in his time versus what it is like now in modern times. One thing remains the same: Faith can only come from hearing the message, and that message is heard through the Word of God (Romans 10:17). Encourage the students to be diligent in sharing the Gospel this week with those who have never heard it.


 ② **Simple as 1-2-3 – Romans Road – Stop! Look! Listen! (Discussion/Take-Home).** 🎨, 🦋

Paul planned to share the Gospel farther than his current realm of influence. He was going to go where he had not been before, to new people who did not know Christ. Discuss with the students how we can plan to share the Gospel with people today. Get a variety of ideas from the students about how this is to be done. Afterward, hold three fingers up and explain this simple three-step approach to planning such evangelism:

1. Practice telling the Gospel using **ROM12.GF18**.
2. Pray for particular unbelievers.
3. Go share it!


Discuss the Romans Road, **ROM12.GF18**, provided for each student and the meaning of the Gospel. Show the students how they can use this booklet to share the truth with others. If there is time, break into small groups and have the students role-play this kind of conversation using the Romans Road booklet. Coach the students along as they attempt to present the Gospel. Remind them to be sure to consider the Gospel themselves beforehand, and discuss it with their parents.

 ② **Gospel 'Copter (Craft).** 🎨, 🦋 Explain to the students that many missionaries travel to far away places to share the Gospel of Jesus with lost people. Paul used various means of travel on his trips—from ships to camels. In today's world, we might use ships and camels, but we also have other means of travel to go to hard-to-reach places. Have the students make the paper helicopter on **ROM12.GF19 Pg. 1 & 2**. Discuss other means of travel that missionaries may use to reach the lost today (i.e., planes, trains, walking, horses, etc.).

 ① **Don't Forget to Pray (Craft).** 🎨, 🦋 Each student will need:
1 card from **ROM12.GF20**
coloring crayons or markers
scissors

Have the students follow the directions below to complete their prayer reminders:

1. Color and decorate the reminder card.
2. Fold in half on the solid line.
3. Unfold and cut on the dotted line so that portion pops up when the card is refolded.
4. Write in the name of the missionary and the specific things that you will pray for this week.
5. Place in a place where you will see it everyday and be reminded to pray for our missionaries.

 ➤ **Romans Hand Motions (Review).** 🎨, 🦋 Teach this week's hand motions that go along with the overview and incentive program of the Romans Medallion-Mobile as described in the HOOK time. Review the outline and key verses for the book of Romans. Refer to **ROM09.GF13** for the appropriate hand motions.

DAVID BRAINERD 1718 - 1747

Missionary to the American Indians, David Brainerd was born April 20, 1718, at Haddam, Connecticut. His early years were spent in an atmosphere of piety, although his father died when David was nine, and his mother died five years later. As a young man, he was inclined to be melancholy with the welfare of his soul ever before him. His entire youth was divided between farming, reading the Bible, and praying. Early in life, he felt the call to the ministry and looked forward almost impatiently to the day when he could preach the Gospel.

His formal education consisted of three years at Yale where he was an excellent student until ill health forced him to return home. He completed his studies privately until he was fitted and licensed to preach by the Association of Ministers in Fairfield County, Connecticut. He turned down the offers of two pastorates in order to preach the Gospel to the American Indians. Jonathan Edwards wrote of him, "and having put his hand to the plow, he looked not back, and gave himself, heart, soul, and mind, and strength, to his chosen mission with unfaltering purpose, with apostolic zeal, with a heroic faith that feared no danger and surmounted every obstacle, and with an earnestness of mind that wrought wonders on savage lives and whole communities."

Brainerd did his greatest work by prayer. He was in the depths of the forests alone, unable to speak the language of the Indians, but he spent whole days in prayer, praying simply that the power of the Holy Ghost might come upon him so greatly that the Indians would not be able to refuse the Gospel message. Once he preached through a drunken interpreter, a man so intoxicated that he could hardly stand up, yet scores were converted through that sermon.

Plagued by ill health and the hardships of the primitive conditions, he died at the early age of twenty-nine at the home of Jonathan Edwards, to whose daughter he was engaged. After his death, William Carey read his diary and went to India; Robert McChesney read it and went to the Jews; Henry Martin read it and went to India. Although it was not written for publication, his diary influenced hundreds to yearn for the deeper life of prayer and communion with God, and also moved scores of men to surrender for missionary work.



JOHN BUNYAN 1628 - 1688

English Baptist preacher and writer, John Bunyan was born in Elstow, England, near Bedford, where he spent most of his life. Although today he is regarded as a literary genius, he had little formal education. At the age of 16, this rough and profane young man enlisted in the army of Parliament and saw active duty during the English civil war. In 1647, at the age of 19, he married a young woman who persuaded him to attend church with her regularly, where he heard the Gospel. After deep and prolonged soul struggle, he made a complete surrender to Christ and was converted, after which he was baptized and joined the Baptist Church of Bedford.



Soon he began to preach there and also in the surrounding villages, which caused the people to recognize in him elements of leadership as well as ability as an expositor of the Scriptures. Continuing in his trade as a tinker, he witnessed wherever he went. He spent his holidays and Sundays preaching in barns, shops, and village greens, as well as in the open air. Such great crowds began to follow him that it led to his arrest and imprisonment in 1660 for conducting a "conventicle," a religious meeting without the permission of the state church. When offered his freedom if he would promise not to preach, he refused and chose jail. While imprisoned he studied, preached, wrote, and supported his family by making and selling shoe laces.

It was while a prisoner that he wrote his immortal "Pilgrim's Progress." In 1672 he was released and immediately resumed his ministry. During the last sixteen years of his life he was active as pastor, writer, helper, counselor, organizer, administrator, and pastor-in-chief to a multitude of churches and young ministers. Bunyan was a champion for the cause of religious liberty and freedom of conscience in spiritual matters. One who knew him well wrote, "The grace of God was magnified in him and by him, and a rich anointing of the Spirit was upon him; and yet this great saint was always in his own eyes the chiefest of sinners and the poorest of saints." He died in 1688 after riding forty miles in a driving rain on horseback to London to preach. He was always a poor man, yet through his example, his ministry, and especially his pen, he bequeathed inestimable riches to posterity.

WILLIAM CAREY

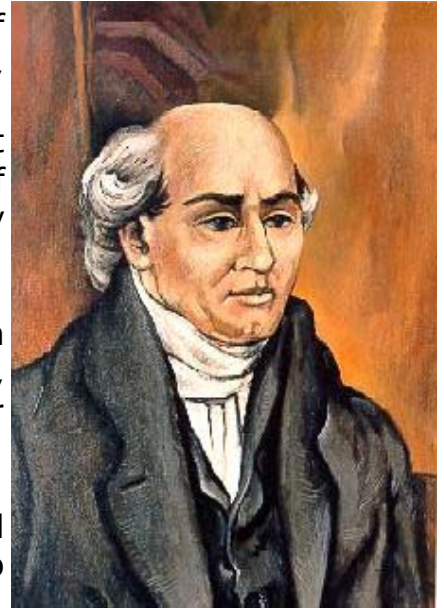
1761 - 1834

William Carey, known as the "Father of Modern Missions," was born at Northamptonshire, England, and became a cobbler at the age of fourteen. He studied privately on his own and mastered Dutch, French, Greek, and Hebrew before he was twenty years of age.

Two years later at the age of twenty-two, he joined the Baptist church and began preaching immediately, mostly on the theme of missions. He helped organize the English Baptist Missionary Society and was one of its first missionaries to India.

His services there were remarkable for their range and depth. In addition to soul winning, Carey founded the Serampore College and, with the aid of other linguists, he translated the Bible into forty-four languages and dialects.

Through his efforts, the Bible was made available to three hundred million people before the American Civil War. He was also instrumental in developing grammars and dictionaries in Bengali, Sanskrit, and other native tongues.



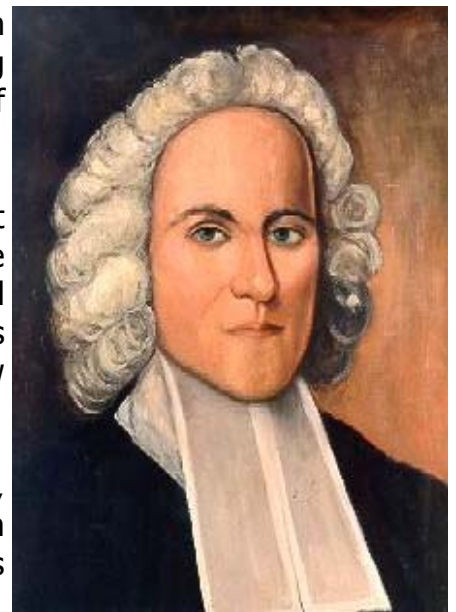
JONATHAN EDWARDS

1703 - 1758

American theologian and philosopher, Jonathan Edwards was born in Connecticut. He entered Yale at the age of thirteen after having mastered Latin, Greek, and Hebrew. He was graduated at the age of seventeen and soon after was converted to Jesus Christ.

He served pastorates in Massachusetts during the "Great Awakening," a tremendous revival which began through the influence and preaching of George Whitefield, William Tennant, and others. The revival continued from 1734-1744, with mass conversions adding fifty thousand converts to the churches of New England.

Edwards is perhaps best known for a sermon he preached entitled, "Sinners in the Hands of an Angry God" during which "strong men fell as though shot and women became hysterical." Through his preaching, thousands were converted to the Lord Jesus Christ.



DAVID LIVINGSTONE

1813 - 1873

David Livingstone was born the son of deeply religious but humble parents, who lived near Glasgow, Scotland. He studied medicine and theology at the University of Glasgow. Livingstone tried to go to China as a missionary in 1838, but when the Opium War in China closed the doors, he went to South Africa. He had been challenged by Robert Moffat, a missionary to that country, who said, "On a clear morning the smoke of a thousand villages could be seen where the name of Christ had never been heard." He joined Moffat and married his daughter.



Livingstone pushed two hundred miles north of Moffat's assigned station and founded another mission station, Mabosta. Livingstone continued on the mission field and advanced fourteen hundred miles into the interior in spite of hardships. His purpose was to open the door of Africa to the Gospel. He was attacked and maimed by a lion, his home was destroyed during the Boer War, his body was often racked by fever and dysentery, and his wife died on the field. One morning in May, 1873, a faithful native found Livingstone by his bed, kneeling and dead. The natives buried his heart in Africa as he had requested, but his body was returned to England and buried in Westminster Abbey.

Many felt that no single African explorer had done so much for African geography as Livingstone during his thirty years' work. His travels covered one-third of the continent, from the Cape to near the Equator, and from the Atlantic to the Indian Ocean. Livingstone was no hurried traveler; he did his journeying leisurely, carefully observing and recording with the eye of a trained scientific observer. His example and his death acted as an inspiration, filling Africa with an army of explorers and missionaries, and raising in Europe so powerful a feeling against the slave trade that, through him, slavery may be considered as having received its death blow.

Henry M. Stanley, a newspaper correspondent sent by The New York Herald, set out to find Livingstone after he had not been heard from for a long period of time. Stanley was so impressed with Livingstone that, after his death, he carried on mission work, leading the king of Buganda to Christ.

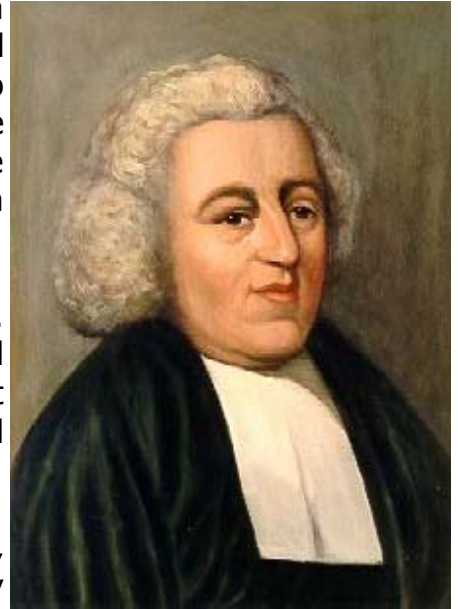
JOHN NEWTON 1725 - 1807

John Newton was the son of an English sea captain. His mother, a deeply pious woman, gave him spiritual instruction until she died when he was only seven years old. At the age of 11, John went to sea and spent the next twenty years as a sailor engaged in slave trading. His life was spent in the lowest sort of wickedness. At one time he himself was the property of an African woman who fed him only that which she threw under her table.

He was nearly killed several times during terrible storms at sea. During one of those storms, his wicked life passed before him and deep conviction caused him to cry out to God for salvation. The next several years were spent in preparation for the ministry. He learned Latin, Greek, and Hebrew, and studied the Scriptures intensely.

In 1764 he was appointed pastor in the parish of Olney, England, where he served for sixteen years before moving to St. Mary Woolnoth in the city of London. In addition to his pastoral duties, Newton was an ardent writer. His works included *Omicron, Narrative, Review of Ecclesiastical History, and Cardiphonia*.

His greatest fame came from his work as a writer of hymns, the most familiar being "Amazing Grace" which depicts in its verses the life story of John Newton.



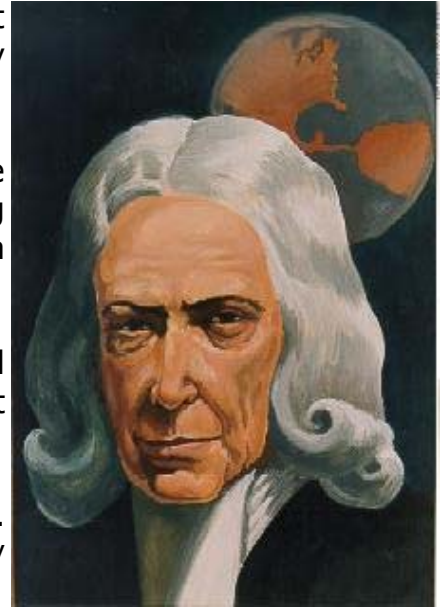
JOHN WESLEY 1703 - 1791

John Wesley, the founder of Methodism, was converted to Christ at the age of thirty-five. Before his conversion he had done missionary work among the American Indians as an Anglican minister.

He was cast out of the Anglican church and spent the rest of his life preaching in the fields and on the streets. He was up each morning before five o'clock for prayer and Bible study; then he would ride a horse fifteen to twenty miles to preach four or five times per day.

During his lifetime, Wesley traveled two-hundred-and-fifty-thousand miles, preaching a total of forty-two thousand sermons. He died at the age of 81 and preached until the month he died.

Artist's note: The thoughtful and holy brooding of the man is pictured. The background illustrates his famous statement, "The world is my parish."

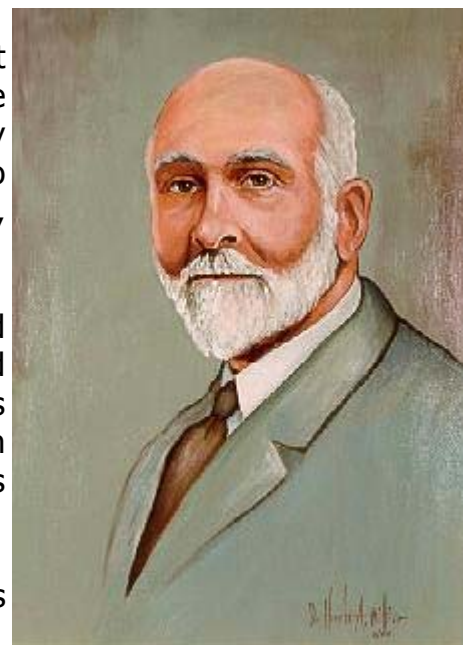


JONATHAN GOFORTH 1859 - 1936

Missionary to China, Jonathan Goforth was converted to Christ at the age of eighteen. While attending college he did rescue mission work. He read Hudson Taylor's book about missionary work in China, and it so moved him that he dedicated his life to the Lord as a missionary. He and his wife labored in Honan, China, training hundreds of Chinese pastors and evangelists.

During the Boxer Rebellion of 1900, the Goforths barely escaped with their lives, although suffering severe wounds. They returned to the Orient and helped start a revival in Korea in 1907. This revival seemed to follow them as they went back to China. In 1925, they went to Manchuria and served there for eight years before ill health forced them to return to Canada.

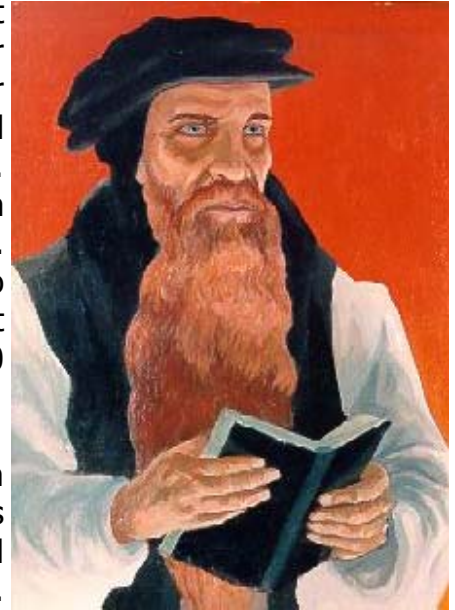
Although Goforth was blind the last years of his life, he and his wife promoted missions until they went home to be with the Lord.



JOHN KNOX

1513 - 1572

Born in Scotland, John Knox was ordained as a Catholic priest sometime between 1530 and 1540. He was converted to Christ after he met a Bible-believing Christian, George Wishart, who was later burned at the stake in 1546. Shortly afterward, Knox was arrested by the "authorities" and made a galley slave for nineteen months. He went to England in 1549, and preached the Bible until the reign of Bloody Mary, during which time he lived in Frankfurt, Germany. There he came under the influence of John Calvin. He returned to Scotland after several years in Geneva, and began preaching against the papal church. He was arrested under Queen Mary Stuart in 1560 and tried for treason but acquitted.



One of the greatest contributions Knox made to the Reformation in Scotland was the Book of Discipline, which he and his associates prepared at the request of Parliament. The book was the brainchild of Knox. In it he set forth principles for the guidance of the church. He gave strong emphasis to the nature of education of all children.

Stalker wrote that nothing bears more distinctly the impress of Knox's genius as does the Book of Discipline. "It comes away in a single gush, and it causes a dazzling image of national prosperity to rise before the mind."

In the Book of Discipline, Knox called for a system of education that was breathtaking for that age.

Every town should have a schoolmaster, and in every rural parish the minister or reader should teach the children and come to them. Men should be compelled by the Kirk and the magistrates to send their children - bairns - to school. Poor men's children should be helped, and no one should be denied basic education.

Knox spent his remaining years preaching and lecturing in Edinburgh and St. Andrews. Above all others, he was the maker of Protestant Scotland. He preached "hell-fire and damnation" to Queen Mary of Scotland and also to Bloody Mary, Queen of England. Of him it was said, "Here is one who never feared the face of man."

Definition for Ambition

**“It has always been my *ambition* to preach the Gospel where Christ was not known, so that I would not be building on someone else’s foundation.”
Romans 15:20 (NIV)**

What is another word for ambition?

Using the clues given, write the appropriate words that mean the same thing as ambition in the blanks following today’s memory verse.



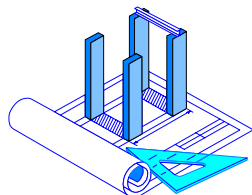
“It has always been my _____ to preach the Gospel where Christ was not known, so that I would not be building on someone else’s foundation. *Answer:* _____



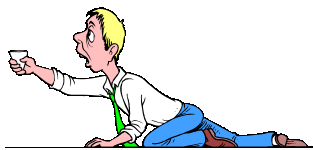
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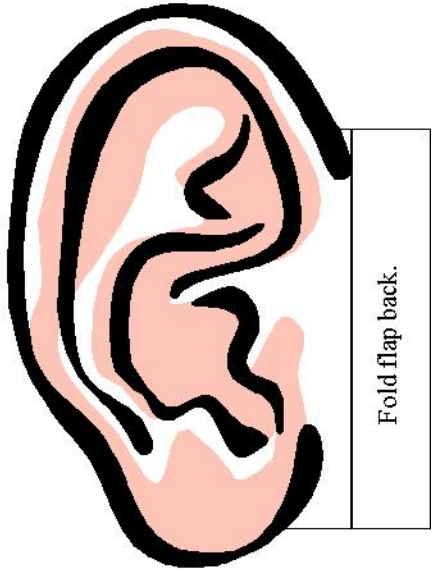
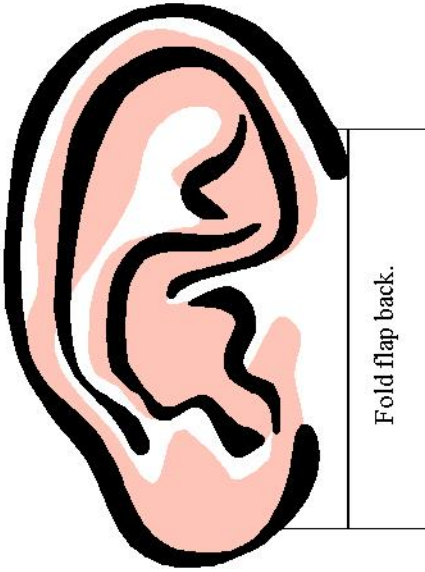
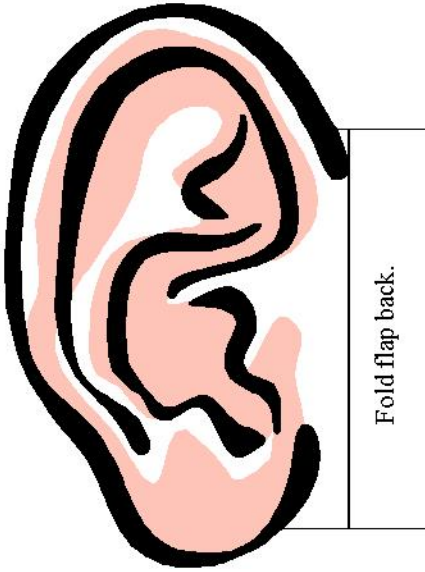
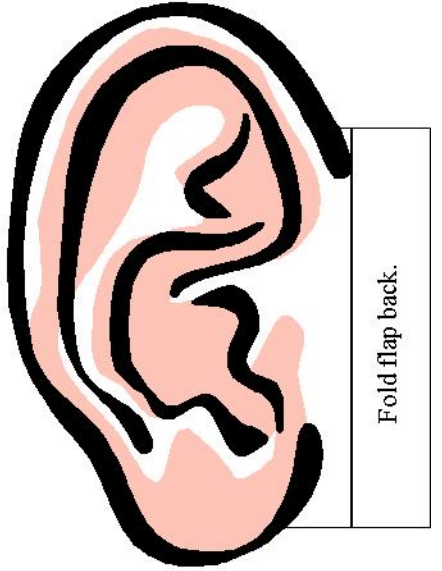
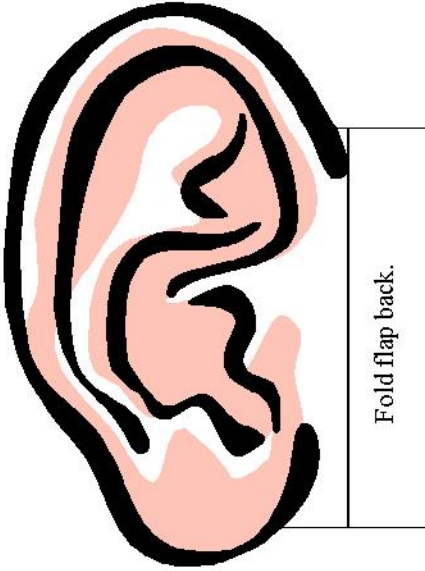
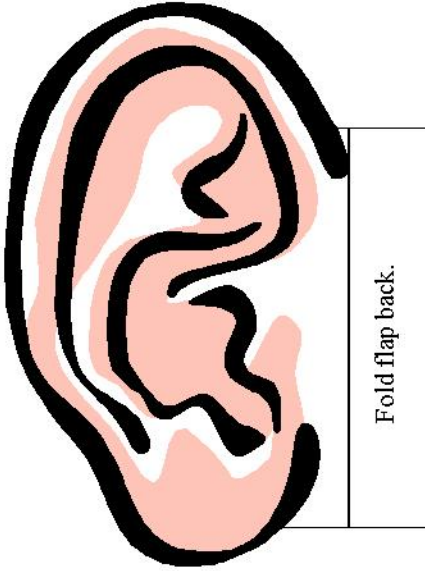
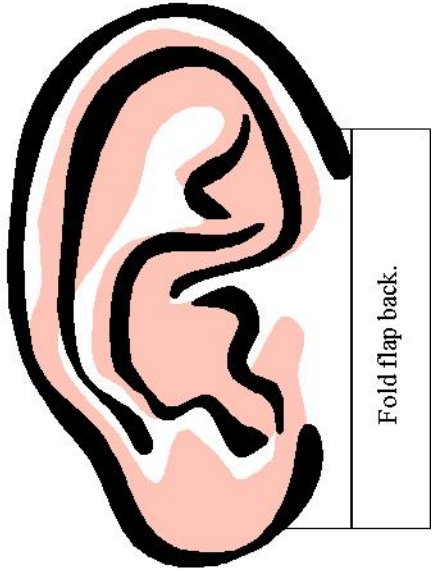
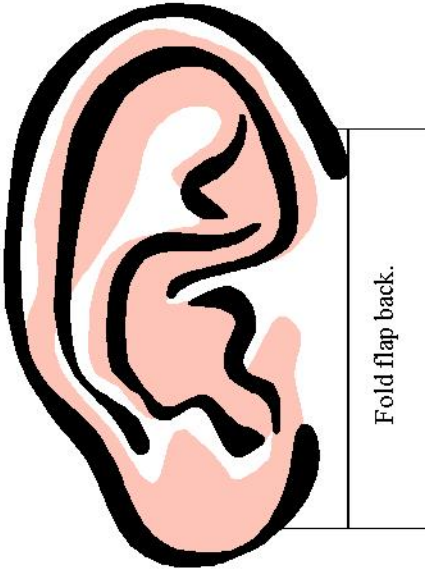
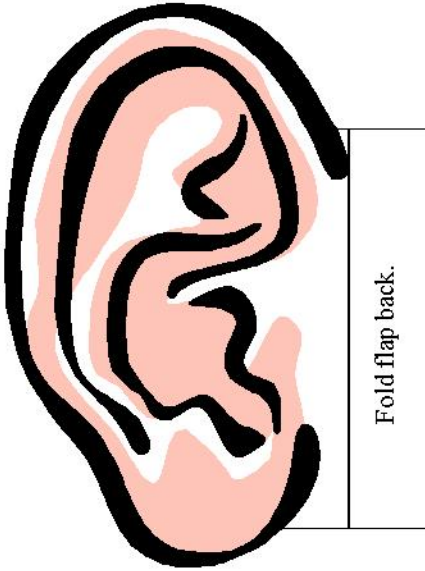
It has always been my _____ to preach the Gospel where Christ was not known, so that I would not be building on someone else’s foundation. *Answer:* _____



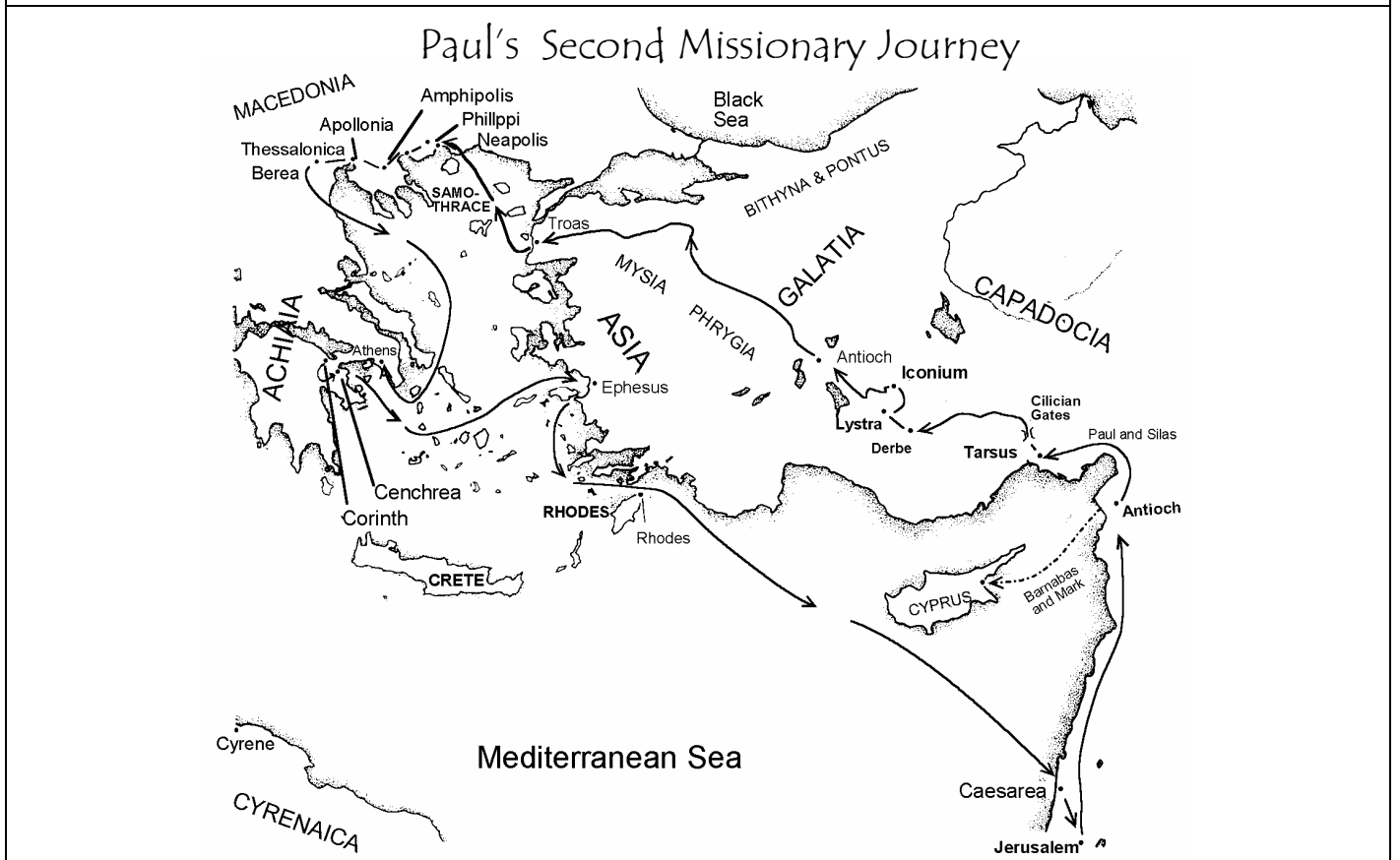
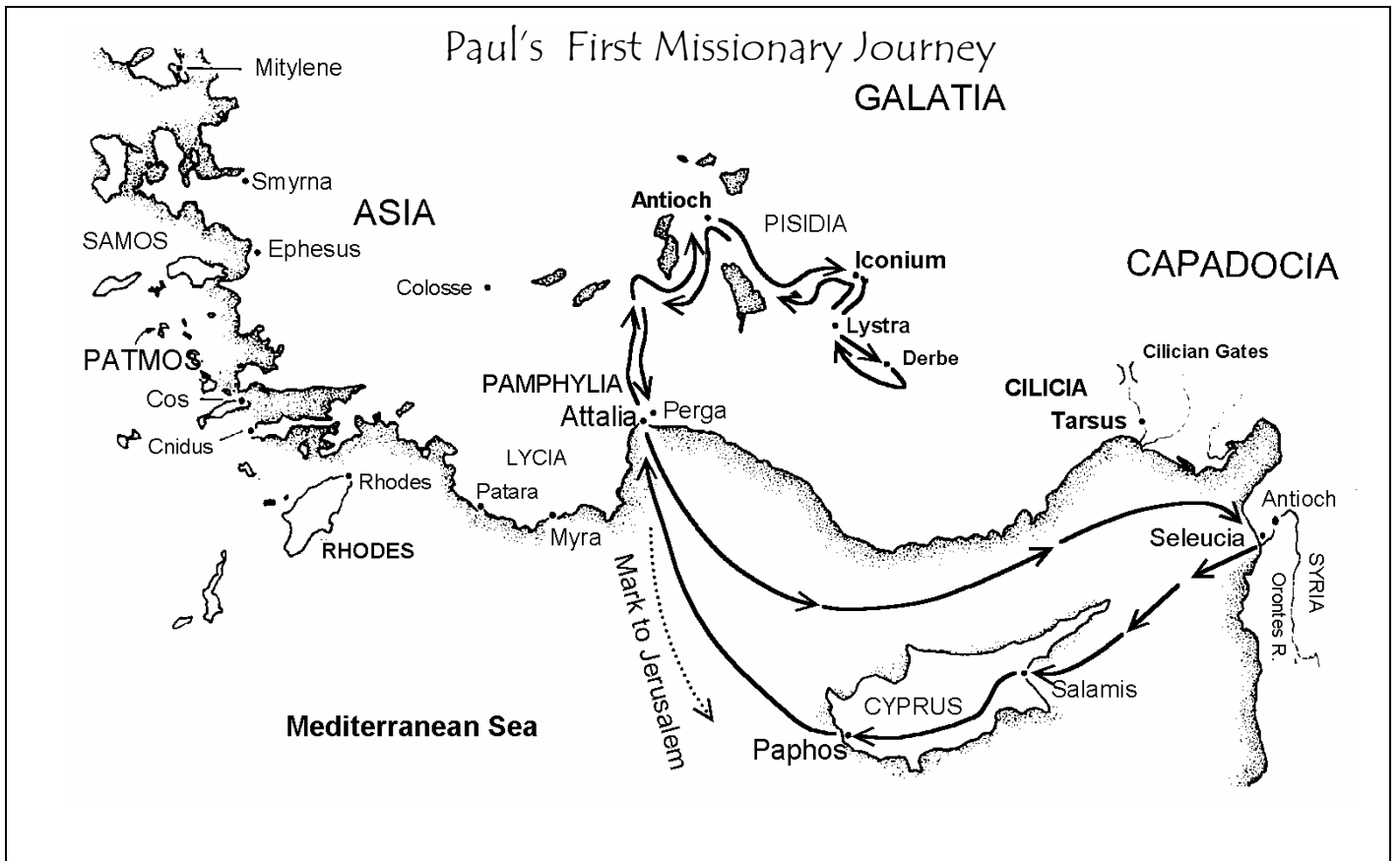
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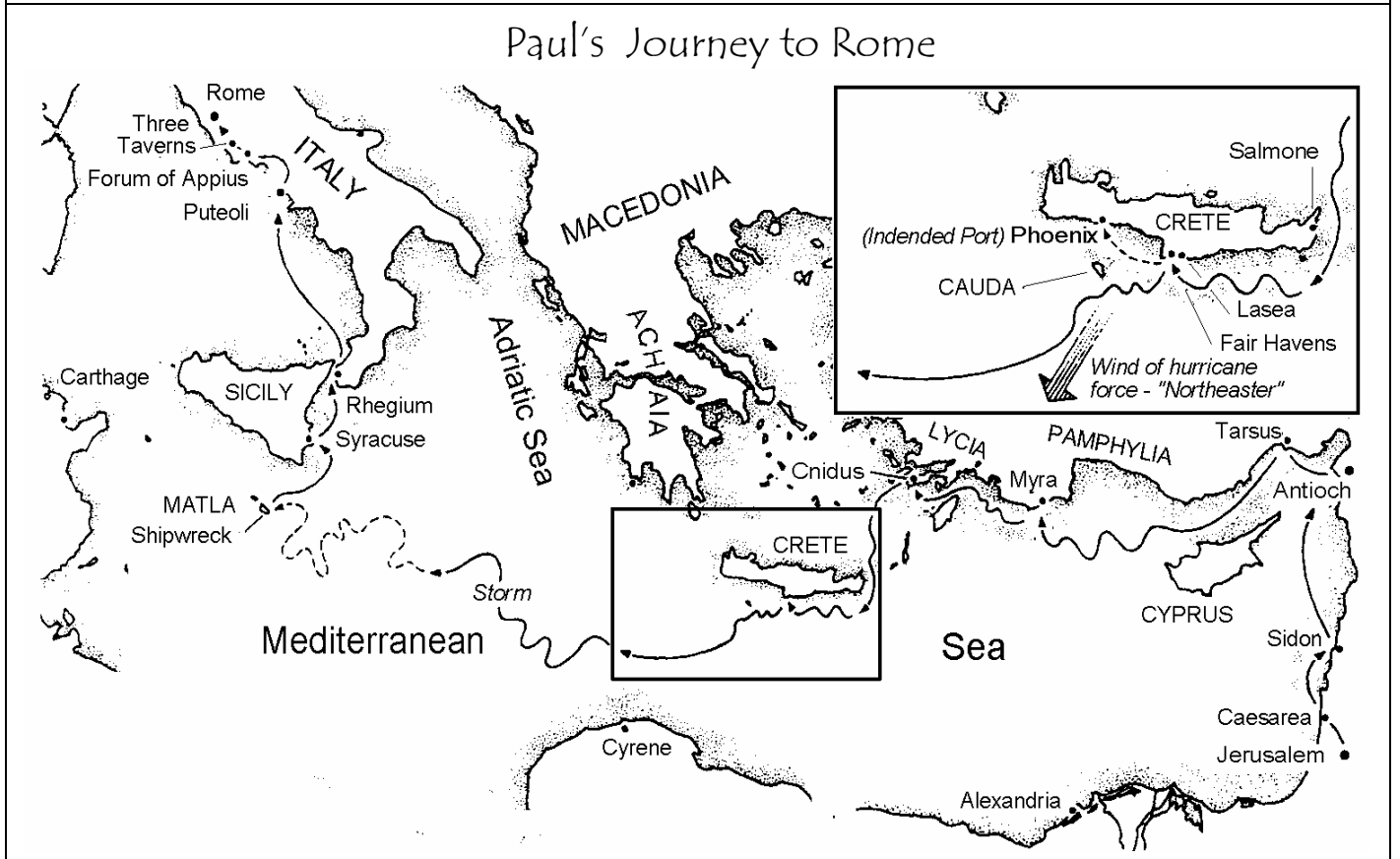
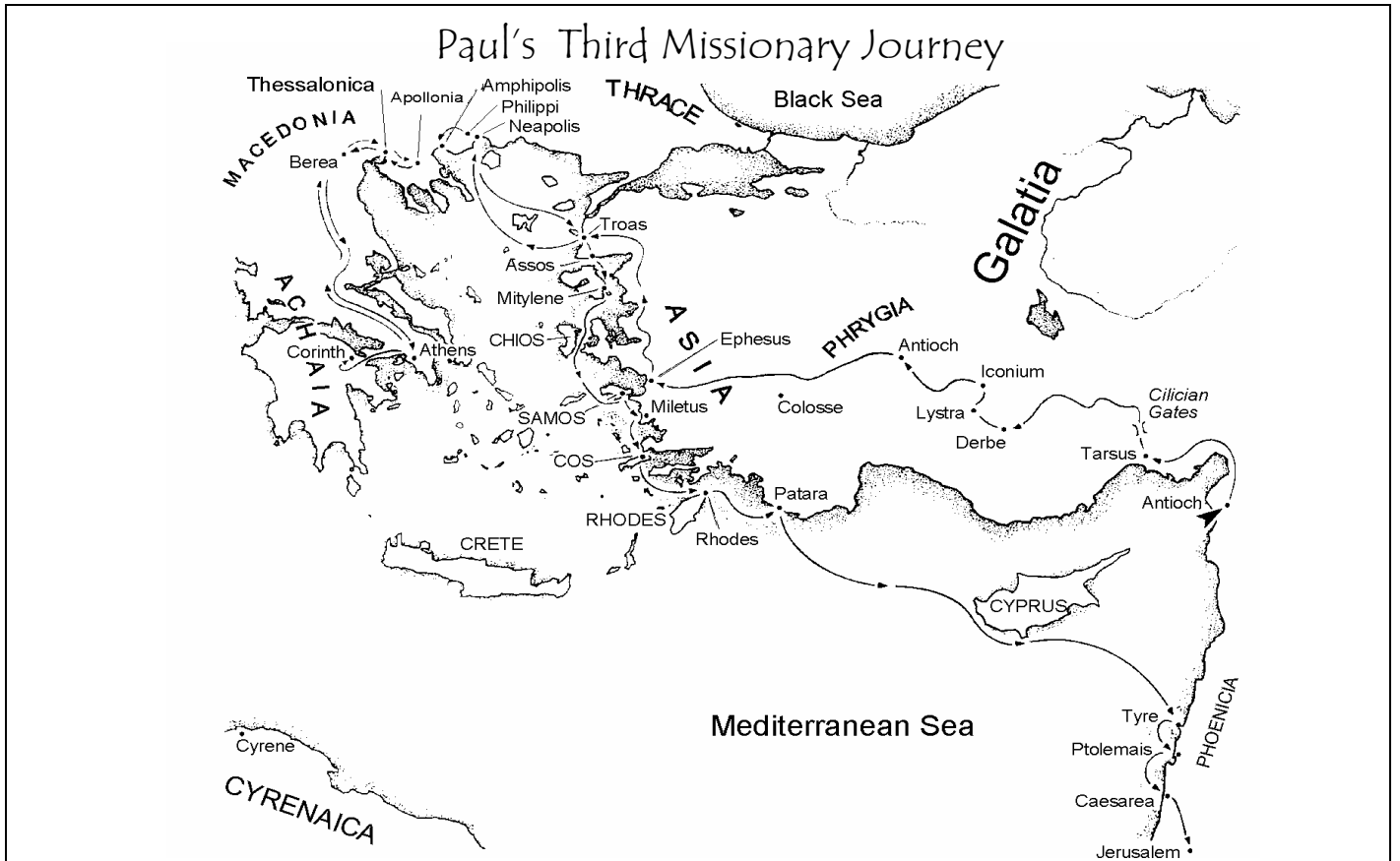
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Paul's Missionary Journeys



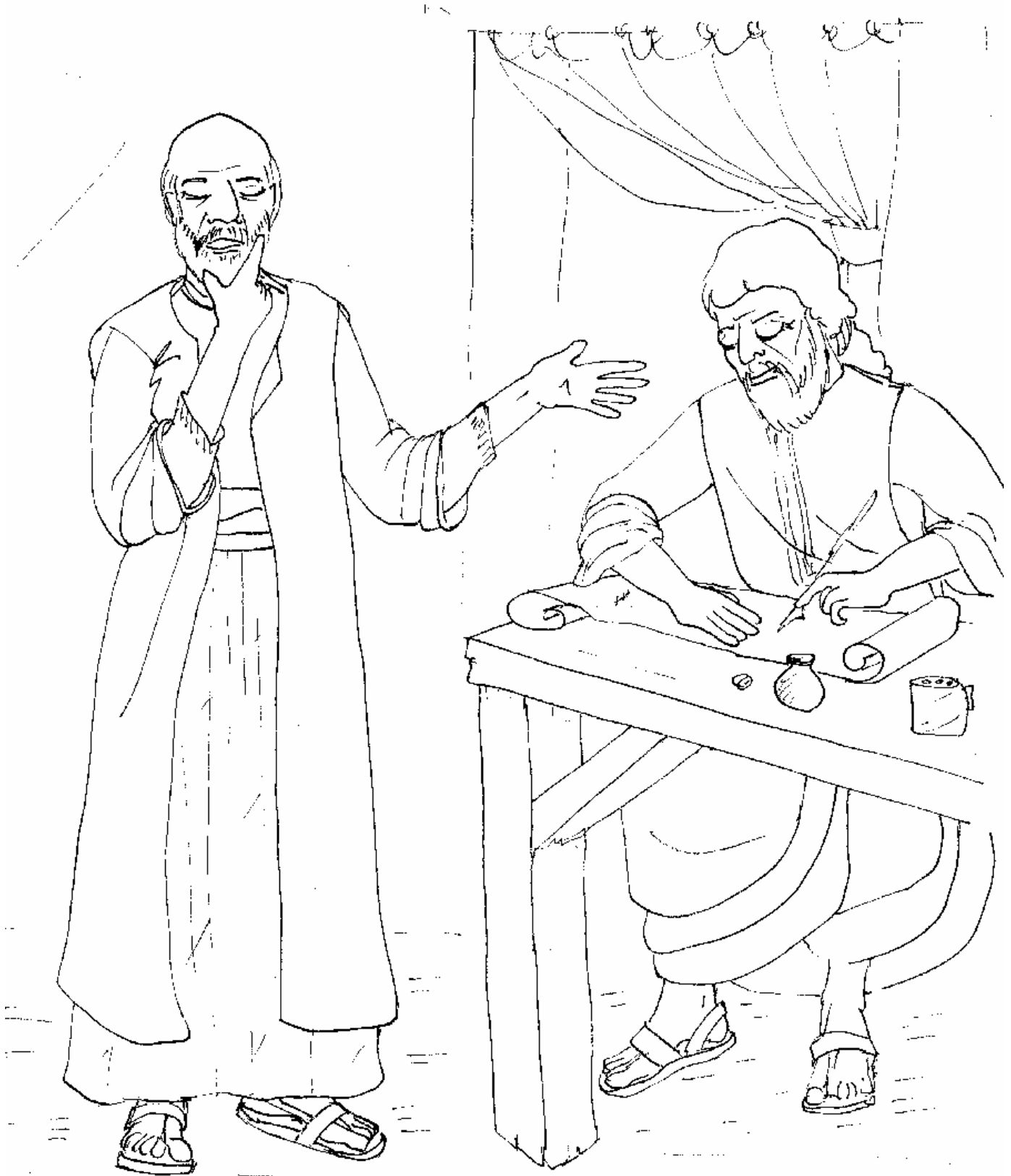
Paul's Missionary Journeys



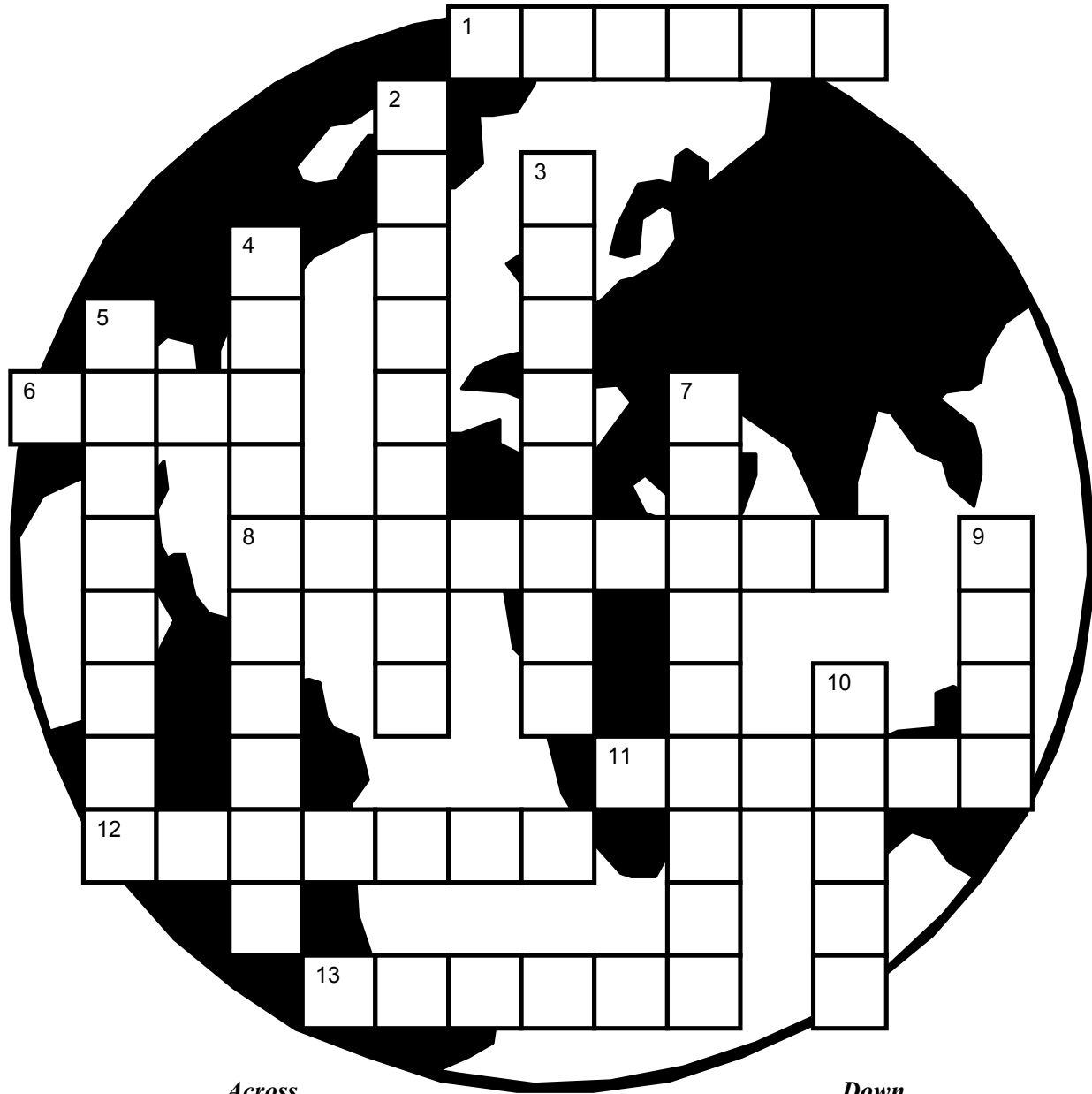
The Western Provinces of the Roman Empire



Paul Dictates His Letter



THE GOSPEL JOURNEY

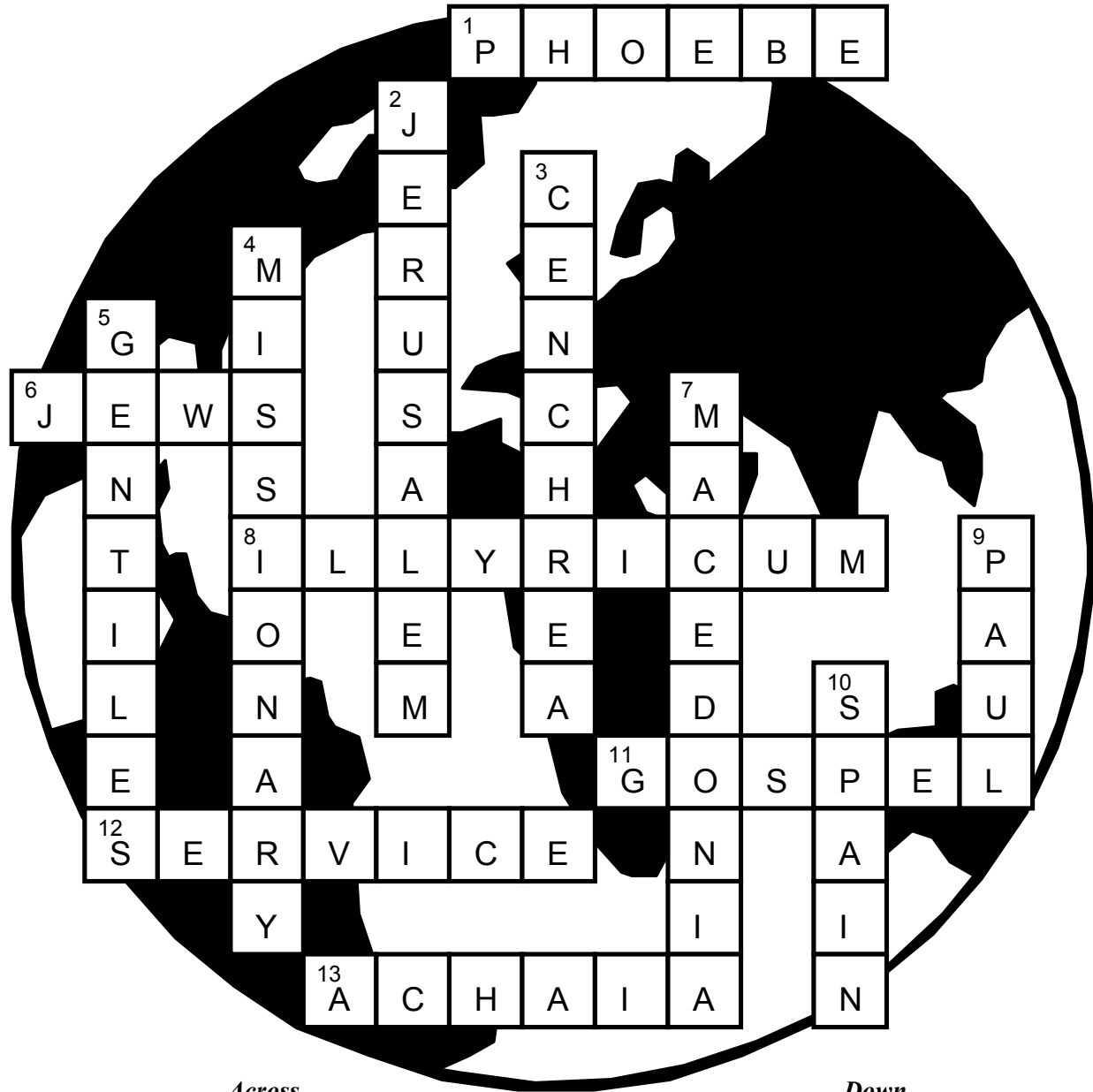


Across

Down

- | | |
|--|--|
| 1. Carried Romans to the Roman church (16:1) | 2. Paul was headed to ____ (15:25) |
| 6. Gentiles sent them money when they were needy (15:27) | 3. Phoebe served in this church. (16:1) |
| 8. Paul preached the Gospel from Jerusalem to ____ (15:19) | 4. He or she shares the Gospel away from home |
| 11. The Good News that Paul preached (15:20) | 5. Helped Jewish Christians by sending money (15:27) |
| 12. Went to Jerusalem in the ____ of the saints (15:25) | 7. Church that gave money to Jerusalem church (15:26) |
| 13. Church that gave money to Jerusalem church (15:26) | 9. Minister of Christ Jesus to the Gentiles (15:15-16) |
| | 10. After Jerusalem, Paul planned to go here (15:24) |

THE GOSPEL JOURNEY

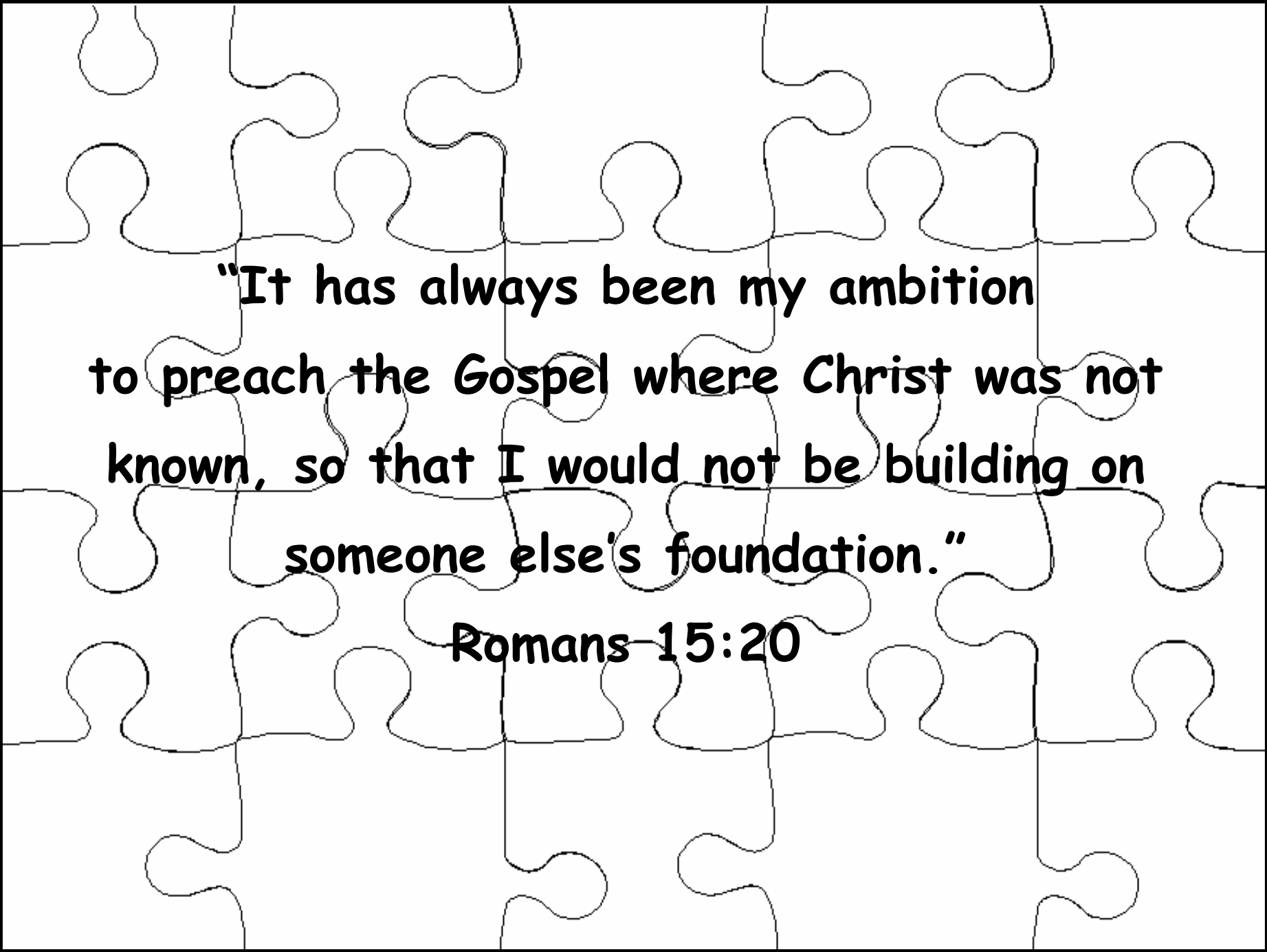


Across

Down

- | | |
|--|--|
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**"It has always been my ambition
to preach the Gospel where Christ was not
known, so that I would not be building on
someone else's foundation."**

Romans 15:20

ROMANS

Roman Art:

1. Fold paper on the dotted line.
2. Hold the two thicknesses together and carefully cut around the letters on the outside edges.
3. Cut out the white spaces, but *do not cut on the fold*.
4. Separate the edges to reveal the artful shape of the book of Romans shown in the example at the right. →
5. Use dots of glue to mount the cut-out onto a piece of contrasting construction paper.
6. Cut out and paste the verse label underneath your art.

“It has always been my ambition to preach the Gospel where Christ was not known, so that I would not be building on someone else's

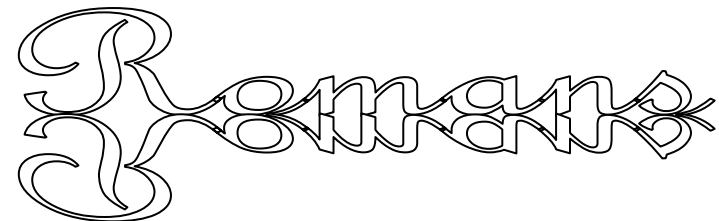
ROMANS
BOWMAN

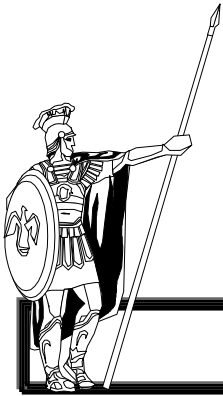


Roman Art:

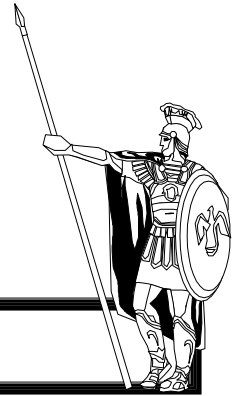
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“It has always been my ambition to preach the Gospel where Christ was not known, so that I would not be building on someone else's





Roman Code



A B C D E F G H I J K L M N O P Q R S T U V W X Y

Add or subtract the number of letters written under each line to solve the code.

† Paul wrote to the Roman church to $\overline{O+3}$ $\overline{F-1}$ $\overline{K+2}$ $\overline{J-1}$ $\overline{S-5}$ $\overline{C+1}$ them of the things he had already taught them.

† Paul had the power to perform $\overline{L+1}$ $\overline{G+2}$ $\overline{T-2}$ $\overline{B-1}$ $\overline{D-1}$ $\overline{H+4}$ $\overline{D+1}$ $\overline{P+3}$ through the power of the Holy Spirit so that the Gentiles would believe in God.

† Paul traveled from $\overline{L-2}$ $\overline{D+1}$ $\overline{T-2}$ $\overline{X-3}$ $\overline{R+1}$ $\overline{C-2}$ $\overline{I+3}$ $\overline{C+2}$ $\overline{O-2}$ to Illyricum to proclaim the Gospel of Christ.

† After visiting the church in Rome, Paul wanted to visit $\overline{R+1}$ $\overline{Q-1}$ $\overline{D-3}$ $\overline{G+2}$ $\overline{M+1}$ to share the Gospel of Christ.

† Paul asked the church in Rome to join him in his ministry by $\overline{O+1}$ $\overline{Q+1}$ $\overline{B-1}$ $\overline{X+1}$ $\overline{G+2}$ $\overline{O-1}$ $\overline{F+1}$.

† $\overline{R-1}$ $\overline{H+0}$ $\overline{P-1}$ $\overline{B+3}$ $\overline{A+1}$ $\overline{C+2}$ took the letter from Paul to Rome.

† Paul desired to preach the Gospel where Christ wasn't $\overline{J+1}$ $\overline{O-1}$ $\overline{P-1}$ $\overline{V+1}$ $\overline{O-1}$.

Aim Questions

Answer the following questions about today's Bible Adventure.

1. What was special about Paul's ministry?
2. What was Paul's ambition?
3. Why had Paul not been to Rome already?
4. What did Paul have to do before traveling to Rome and Spain?
5. How were the believers in Rome able to help Paul in his ministry?
6. How did Paul's ambitions affect his plans?
7. What are your ambitions and plans?

A believer's prayers are vital for missionaries and for our own opportunities to share the Gospel with the lost. Just as Paul asked for prayers from the Roman church, we, as believers, need to pray for our missionaries and for the lost.



"It has always been my ambition to preach the Gospel where Christ was not known, so that I would not be building on someone else's foundation."

Romans 15:20

Passage Review Questions

Romans 15, 16

How should Christians, strong in their faith, relate to Christians who are weak in their faith? (15:1)

Why should we do good to our neighbors? (15:2)

Why did Christ come to earth? (15:3,4)

What are some character qualities that God gives believers? (15:5)

Why does God build these character qualities in to believers? (15:6)

What are two reasons to accept other believers, even if they have different preferences than you? (15:7)

Why did Paul call Jesus a “servant of the Jews”?(15:8-9)

Do Gentiles have a hope within God’s kingdom or is the kingdom just for the Jews? (15:9-12)

With what will God fill you as you trust Him more? (15:13)

Through whose power does this overflow of hope come? (15:13)

Of what was Paul convinced concerning the Romans? (15:14)

Why did Paul write boldly on some of the points he addressed in Romans? (15:15)

To whom was Paul’s primary ministry? (15:16)

What did Paul say his priestly duty was? (15:16)

What did Paul expect to come from his proclaiming of the Gospel of God? (15:16)

Of whom and what was the only thing that Paul wanted to speak? (15:18)

By what things and through what person were the Gentiles converted to faith in Jesus? (15:19)

Where did Paul “fully proclaim the Gospel”? (15:19)

What was Paul’s ambition in preaching the Gospel? (15:20-22)

What country was Paul planning to visit with the Gospel? (15:23-24)

Where did he need to go first? Why? (15:25-29)

In what did Paul ask the Romans to join him his ministry? (15:30-33)

My Missionary Moment

Writing Your Missionary

Have you ever wondered what a missionary is doing right now? If you are eating breakfast in the morning, what is your class's missionary doing? Is he or she eating, too, getting ready for bed? What is the weather like over there, and how different is it from your own? These are some of the questions you may think about. You are not alone. The missionaries also think of home often. They wonder what new movies are out and what new flavors Baskin & Robbins is offering. Wouldn't it be great if you could talk to your missionaries and find out what is going on over there and let them know what is going on here?! Well, you can. By following the basic guidelines, tips, and suggestions in this handout, you can begin a new adventure by simply communicating with your missionary.



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My Missionary Moment

Tips

- A funny comic strip
- A sports news article on their favorite team
- A stick of sugarless gum
- A page of stickers
- A photo of yourself, your family, or friends
- A balloon on their birthday
- A couple of your favorite baseball cards
- A small packet of KOOL-Aid
- A couple of pieces of hard candy
- A bulletin from this past Sunday
- Ask for and give prayer

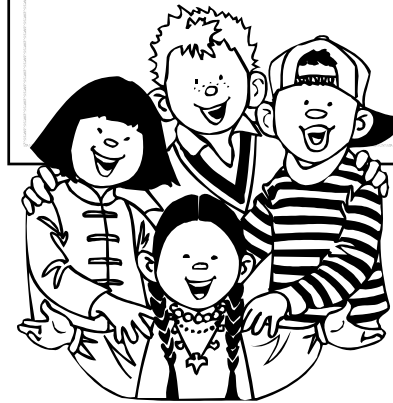


- The missionary probably has never met you or may not remember who you are. Tell him or her about yourself, a little about your family, and what you like to do.
- He or she would also like to know what you are learning in Bible School and who your teachers are.
- He or she really enjoys hearing about local news. Where did you eat out last? What was the last movie that you saw or book that you read? What has the weather been like and what kind of outdoor activities have you been having fun in?
- Remember to be real. Your missionary wants to get to know you, pray for you, and encourage you, just as you do him or her. Have fun and get started now!

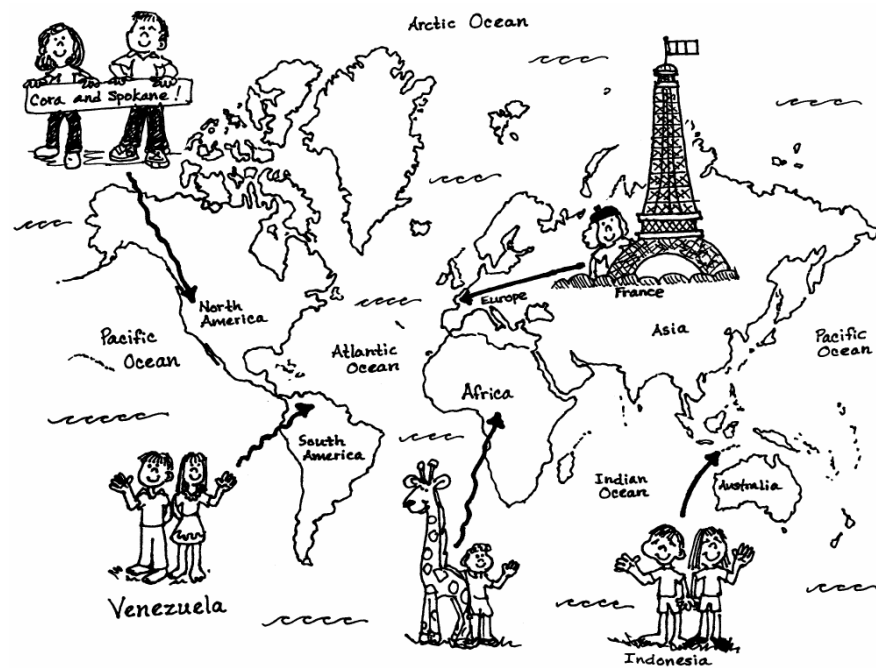
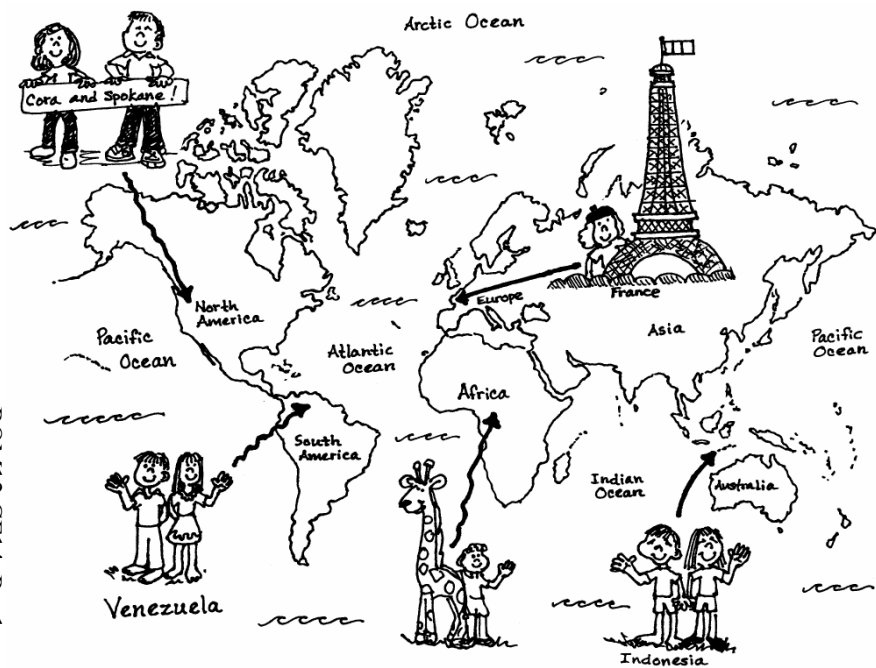
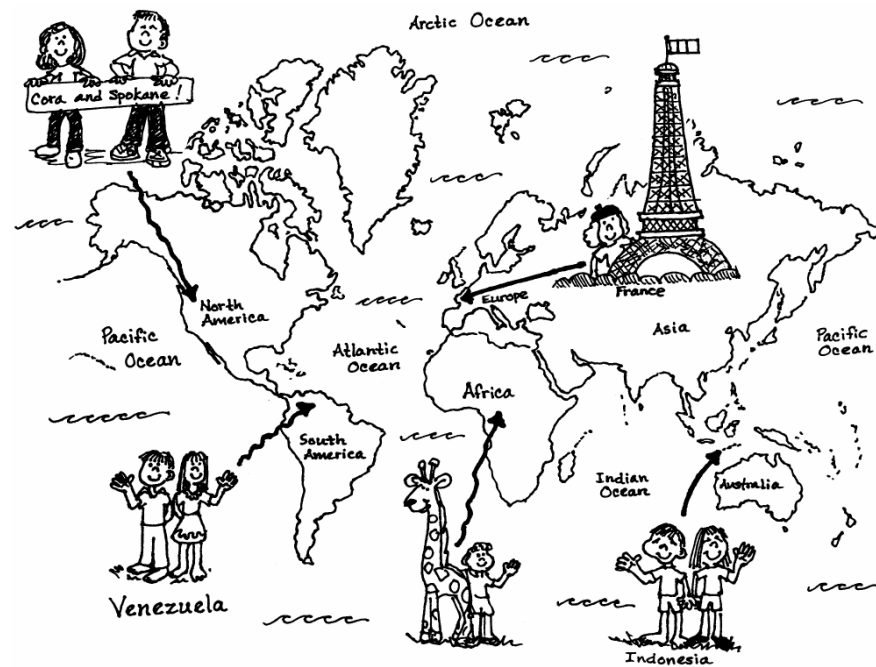
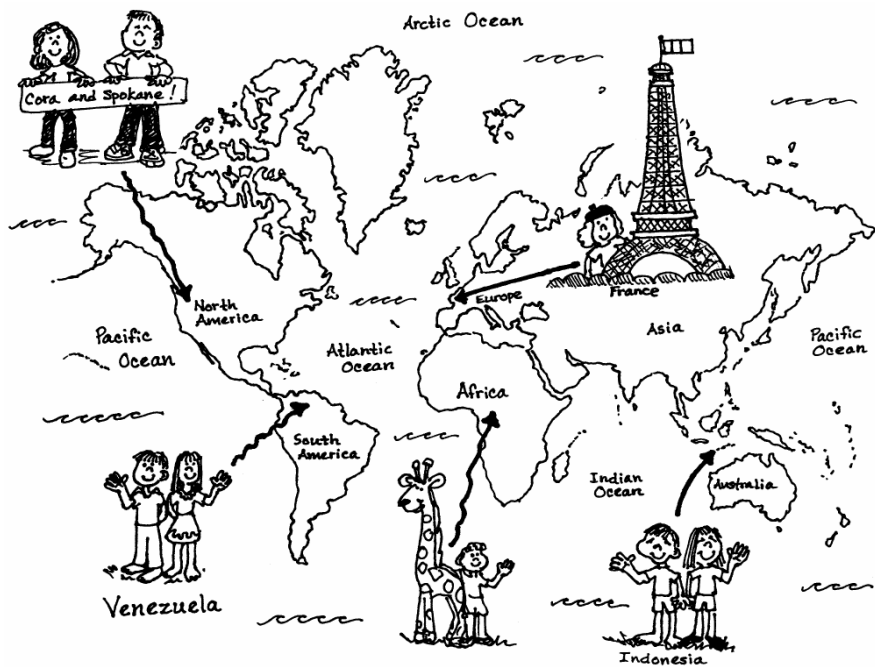
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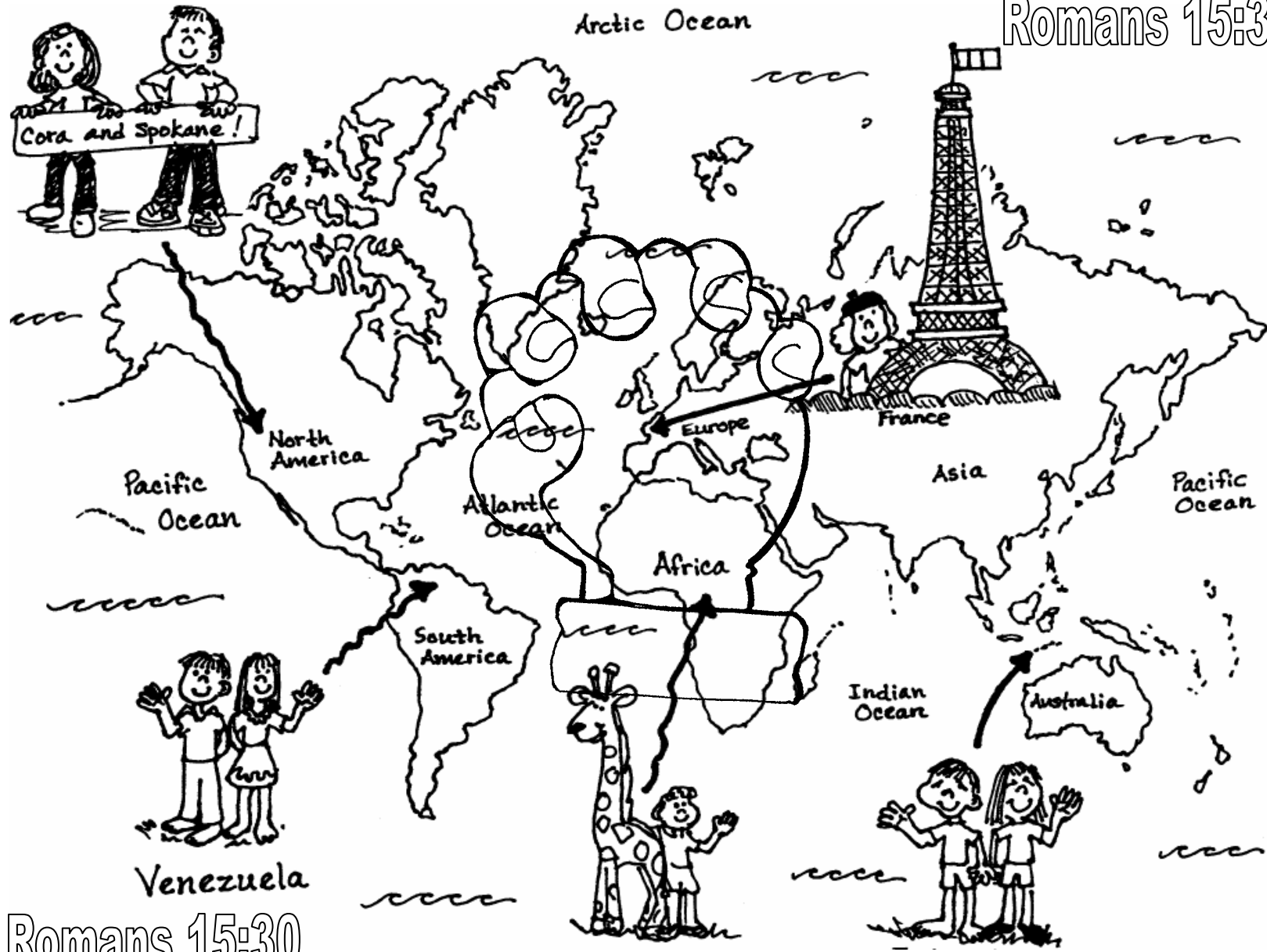
"I urge you, brothers, by our Lord Jesus Christ and by the love of the Spirit, to join me in my struggle by praying to God for me. "



"I urge you, brothers, by our Lord Jesus Christ and by the love of the Spirit, to join me in my struggle by praying to God for me. "

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Romans 15:30



Romans 15:30

"I urge you, brothers, by our Lord Jesus Christ and by the love of the Spirit, to join me in my struggle by praying to God for me."

Adopt-A-Missionary

Instructions and Suggestions

adopt' To take up and make one's own. (Webster's)

Here are some practical guidelines to help you minister to one of our FBC missionaries. Your role of prayer and encouragement is a link in helping him or her to minister most effectively. Thank you for your faithfulness in this!

PRAY DAILY

- Have a consistent time every day to pray for him or her.
- Get a picture of him or her and put it in a place where it will remind you to pray.
- Keep a list of specific requests to pray for in an informed and knowledgeable manner.
- Set different days of the week to pray for him or her about different things.

GIVE WEEKLY

- As you give to FBC's General Budget consciously think about your missionary and his or her ministry.
- Pray for them as you write out your check.
- Don't designate your \$ to his or her; this is already done each month through the General Budget.

WRITE MONTHLY

- Write personal letters that are you.
- Missionaries enjoy "newsy" letters that tell about a variety of things—family activities, church involvement and activities, local news, etc.
- Letters don't need to be long; consistency is more important.
- Send them a picture of you/your family/your group.
- Send cards on birthdays and anniversary.
- Possibly record a tape (video or audio) rather than writing.

PACKET QUARTERLY

- Missionaries enjoy getting *small* packets. Large packets may cost them \$\$\$\$ to receive! Check with your missionary or postal service on this.
- Send them small things that you would enjoy getting.
- Send things that encourage the whole family.
- Some items can be put in a large envelope and mailed—spices, Kool-Aid, pudding mix, music tapes, books, etc.

CARE CONTINUALLY

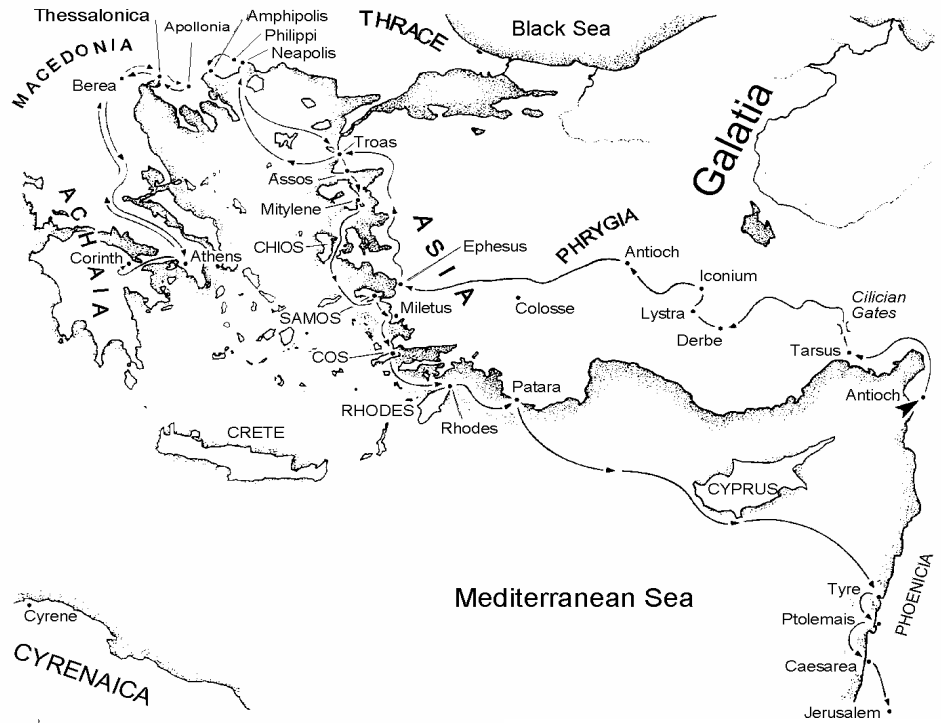
- Missionaries have a wide variety of needs to which we can give a personal touch.
- Meet them at the airport when coming home on home assignment.
- When coming home, find out what needs there may be—help with the move, have over for dinner, sponsor a home meeting, help find furniture, etc.
- Ultimately, the church is responsible for these needs, but members of our body need to add a personal touch.

Summary

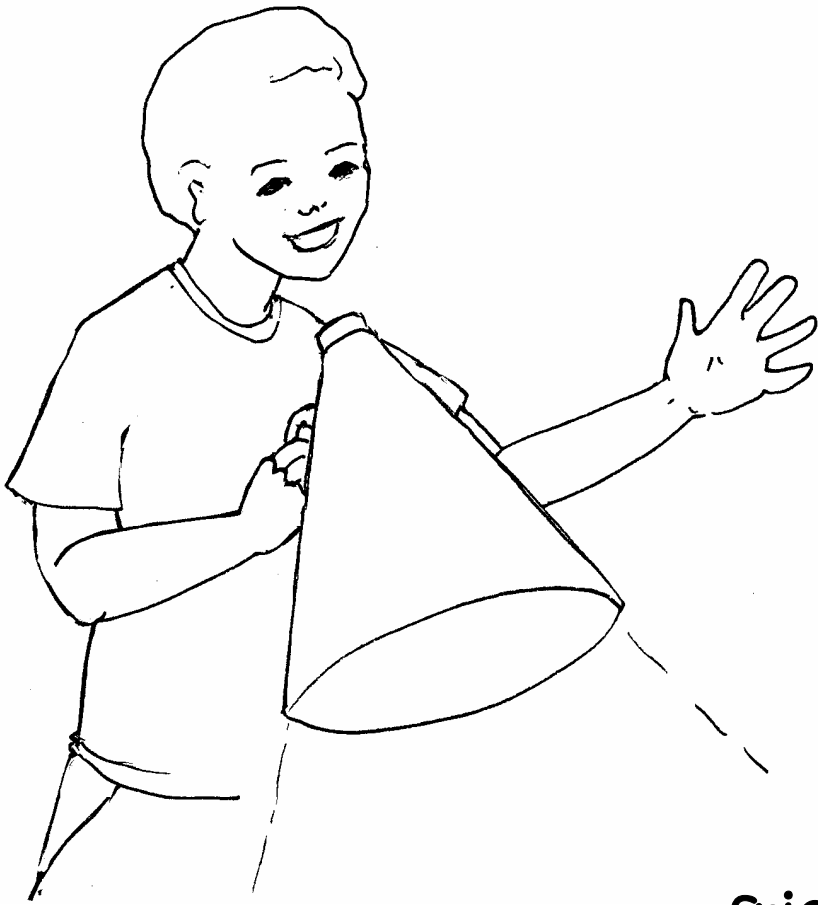
- Think about what would really encourage and help you if you were in the missionary's situation. Then do it.
- Try to do this as an entire family/group--it will be a tremendous opportunity to minister together and to help each person gain a "heart for the world."

Thank you for your practical service and encouragement to one of our missionaries. Through this, you are a part of what God is doing around the world!

Sharing the Gospel



Sharing the Gospel



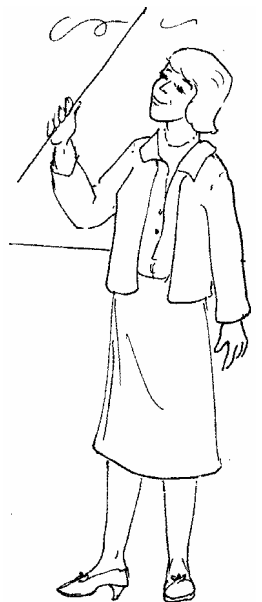
family



friends



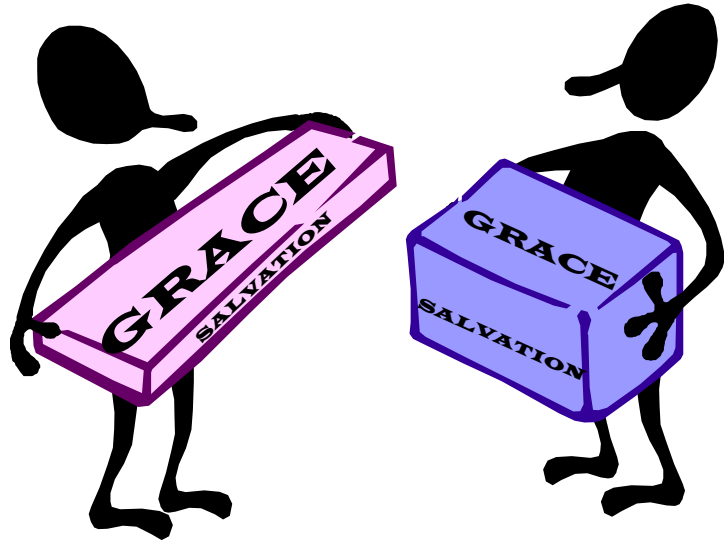
school



neighborho

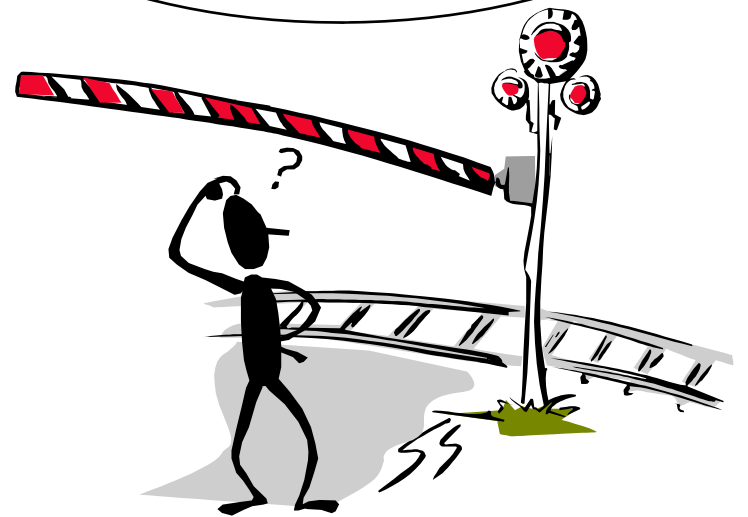


Romans Road



Ephesians 2:8, 9
“For it is by grace you have
been saved, through faith-
-and this not from
yourselves, it is the gift of

Romans 1:16, 17
“I am not ashamed of the Gospel,
because it is the power of God for the
salvation
of everyone who believes: first for the
Jew, then for the Gentile. For in the
Gospel a righteousness from God is
revealed, a righteousness that is by faith



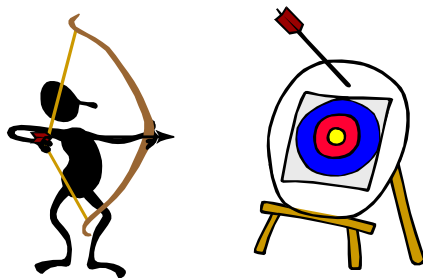
Stop!
Look!
Listen!

Stop!

Romans 3:10
“There is no
one



Romans 3:23
“All have
sinned and
fall short of

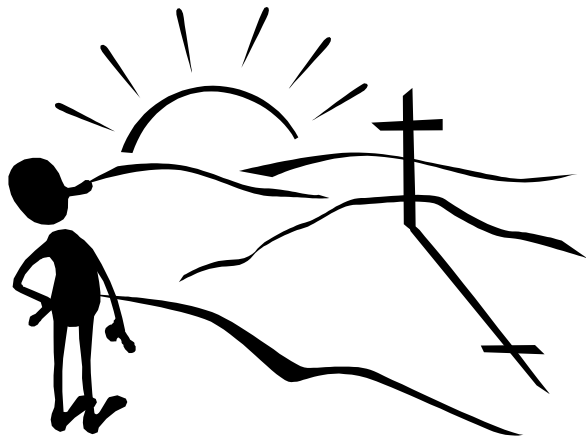


Romans 10:13
“Everyone who calls on the
name of the Lord will be

Look!

Romans 5:8

“But God demonstrates His own love for us in this:



Romans 6:23

“For the wages of sin is death, but the gift of



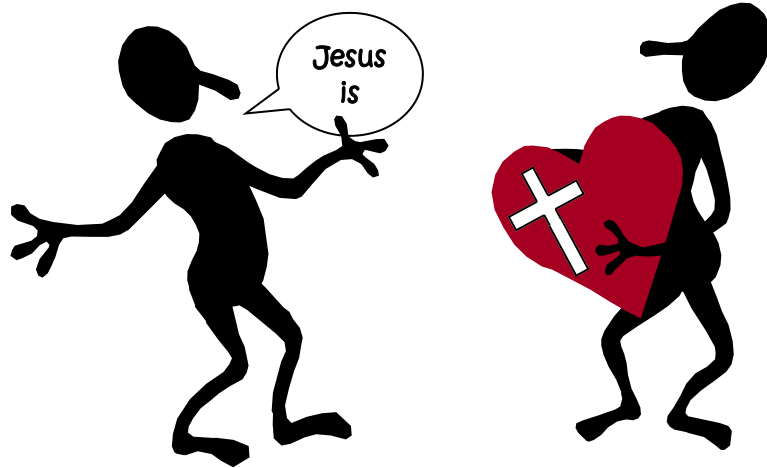
Romans 10:17

“Consequently, faith comes from hearing the message, and the message is heard through the Word of

Listen!

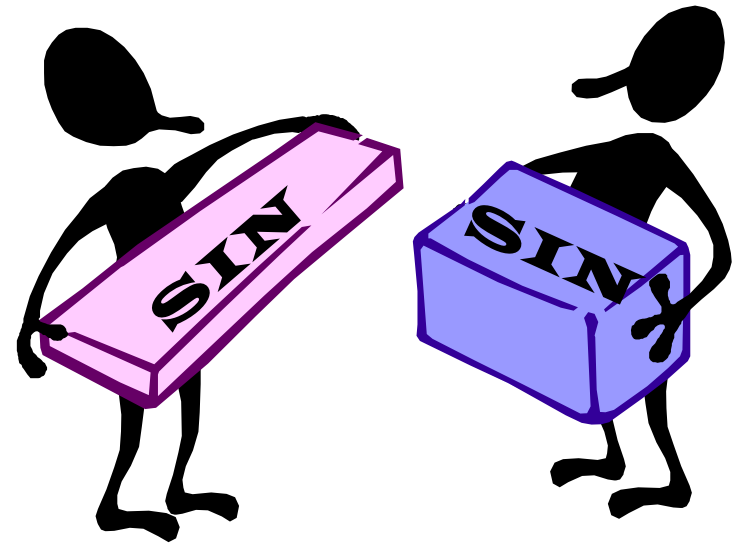
Romans 10:9

“That if you confess with your mouth, ‘Jesus is Lord,’ and believe in your heart that God



Romans 10:10

“For it is with your heart that you believe and are justified, and it is with your mouth that



Romans 5:12

“Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all

Good

News

**Preach
the**

**Romans
15:20**

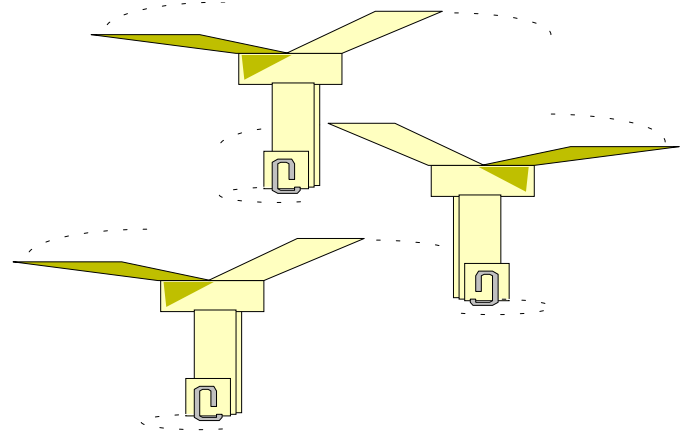
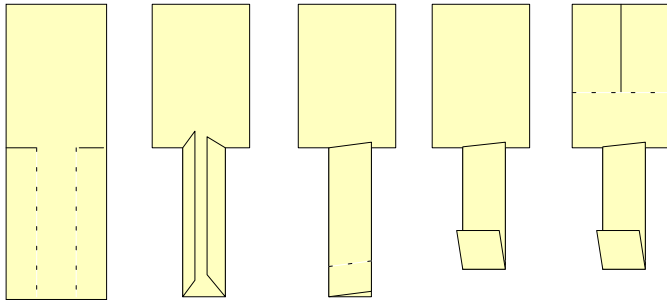
Good

News

**Preach
the**

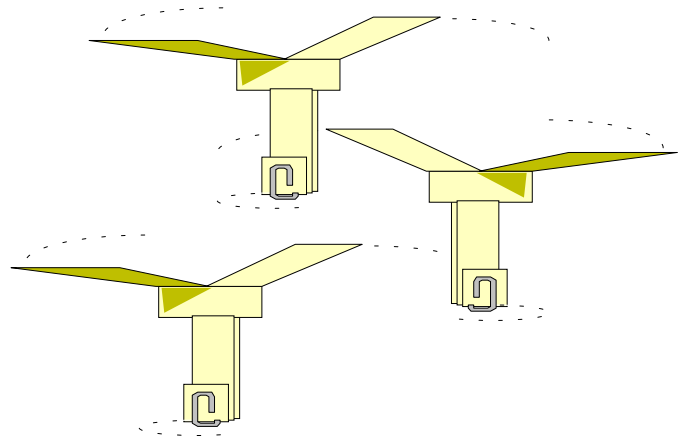
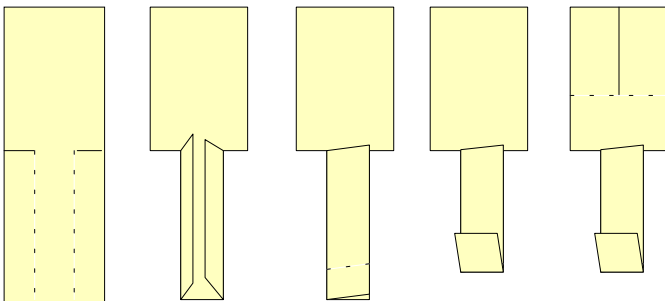
**Romans
15:20**

GOSPEL 'COPTER INSTRUCTIONS



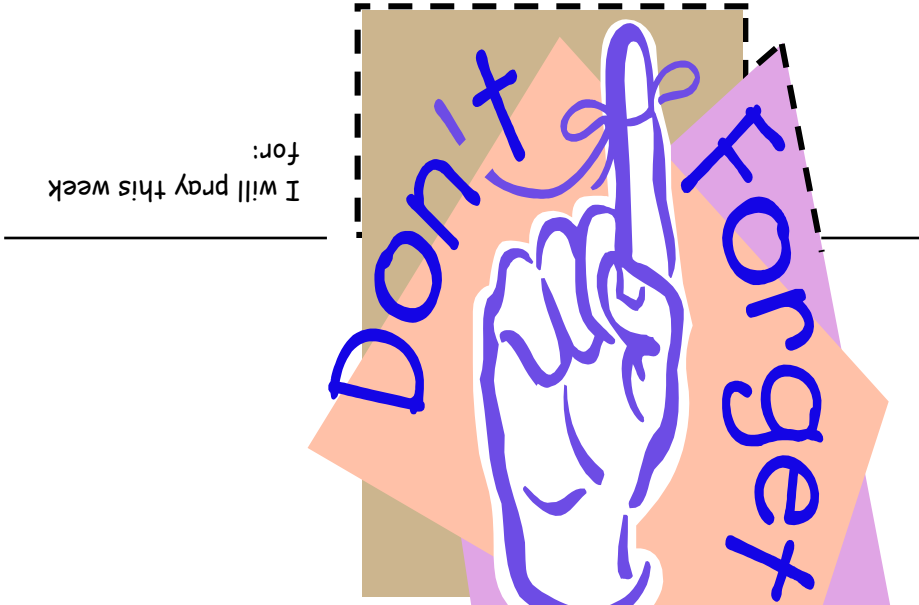
1. Cut on the two middle horizontal lines and fold in.
2. Fold the bottom flap up.
3. Cut the vertical line at the top and fold paper in opposite directions to create two flaps.
4. For best results, attach a paper clip to the bottom.
5. Drop and watch it spin!

GOSPEL 'COPTER INSTRUCTIONS



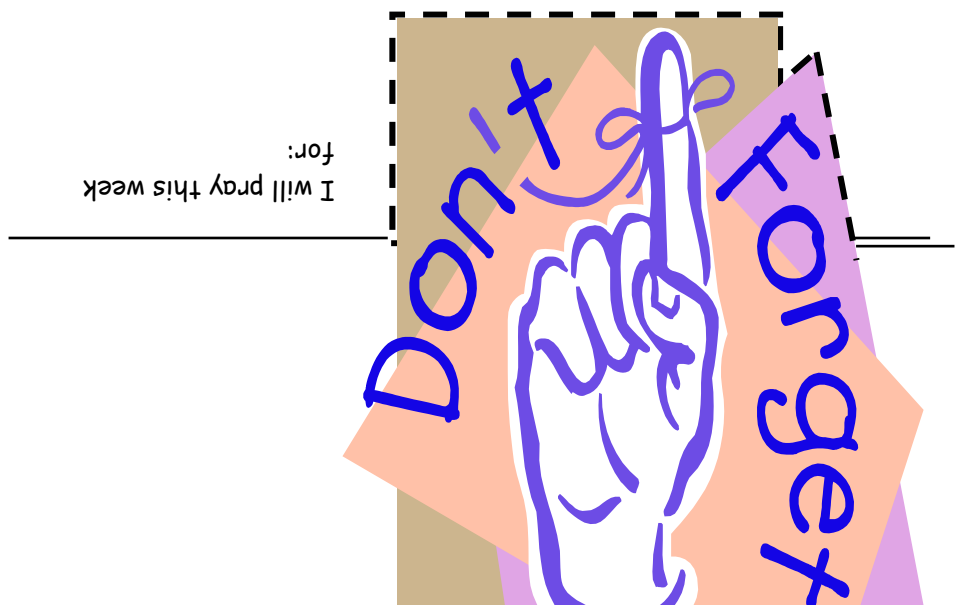
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Pray specifically this week for:



to pray today!

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