

10/40 Window and THUMB

Theme Lesson

PREPARATION

Objective

Students will take a contemporary look at the world and its need for Jesus.

Outcomes

1. Students will compare and contrast other cultures with their own and embrace cultural differences.
2. Students will be introduced to five major worldviews prevalent in the 10/40 Window and contrast them with the biblical worldview.

Directions

1. Review the Theme Lesson, scripture references, and response. Consider how this lesson will apply to your unique group of students.
2. Review the “Key Word Wheel,” definitions, and verses. Consider which words relate to this lesson. Suggested: “Purpose,” “People,” and “Proclamation.”
3. Gather the items listed in “Overseas Realities.” Place masking tape on the classroom floor in preparation for the activity.
4. Set up the TV/DVD player. Cue the DVD to “The Enemy God” video clip.

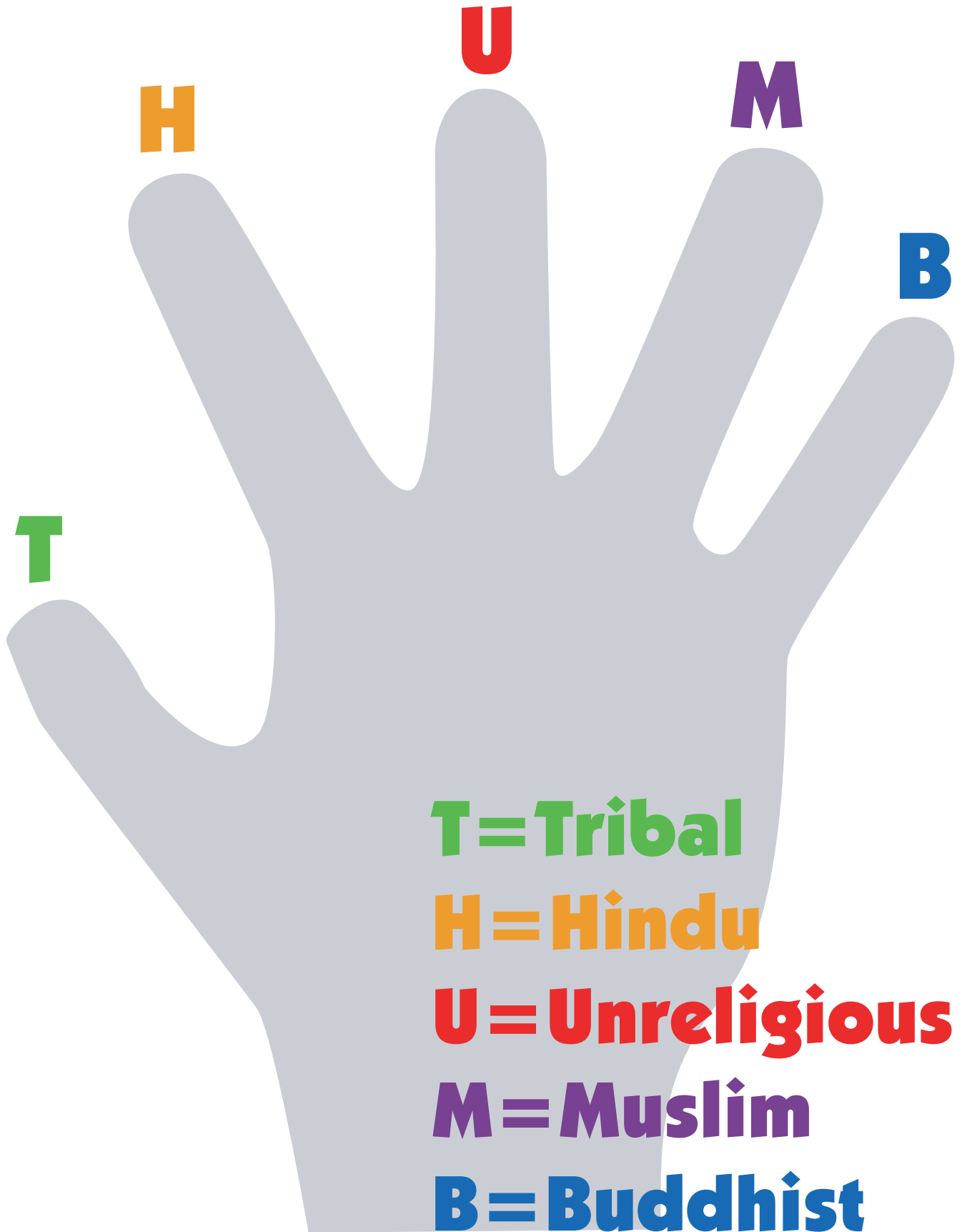


PREPARATION: 20 min.

TEACHING: 32 min.

Materials

- Bibles
- “THUMB Poster” (p. 2)
- masking tape
- a cell phone
- box of popular cereal (not cornflakes)
- bag or box of rice
- a fork
- box of crayons
- piece of notebook paper
- picture of a computer
- soda/pop can
- popular kids video/DVD
- pair of scissors
- world map or globe
- “Key Word Wheel” (Introduction p. 6)
- “The Enemy God” video clip (VF)
- TV/DVD player



TEACHING (CORE)

PRE-LESSON ACTIVITY: OVERSEAS REALITIES

Directions

1. Warmly welcome students to your time of discovering God's purpose together.
2. Create a T-chart on the floor with masking tape. Place all the items at the top of the T-chart. (See diagram below.)



3. Invite students to participate in a quiz. Ask them to answer, *“Which of these items can be found in most countries around the world, not including some very remote tribal areas? Which items usually will not be found in most countries?”*
4. Designate one half of the T-chart to items not found overseas and the other side for items commonly found. Hold up each item and take a group vote. Have students place items in the part of the chart that shows the group's majority vote. If there is a tie, place items on the middle line. Optional: For large groups or to make this activity more active, let students vote by standing and moving to the left or right side of the masking tape.
5. Let students finish with all the items, before you discuss the answers and explanations. Use the answer key below.

ANSWER KEY:

- phones (Yes, phones can be found in most places.)
- this brand of popular cereal (No, usually only some type of cornflake cereal is available.)
- bag or box of rice (Yes, rice is nearly everywhere.)
- a fork (No, forks are used mostly in western countries.)
- box of crayons (No, not plentiful in most areas.)
- piece of notebook paper (No, not plentiful in most areas.)
- computers (Yes, technology is there, but it may not work all the time.)
- soda (Yes, soda/pop is in most every community around the world.)
- movies (Yes, western media is everywhere.)
- scissors (No, many school supplies are difficult to find.)

Materials

- masking tape
- box of popular cereal (not cornflakes)
- bag or box of rice
- a fork
- box of crayons
- piece of notebook paper
- picture of a computer
- soda/pop can
- popular kids video/DVD
- pair of scissors

6. Ask, “*Did any of the answers to the quiz surprise you?*” Allow a few students to share their insights. Summarize by saying, “*The world is a very different place than we might expect. However, even in today’s changing world, people still need to learn the truth about God. In many places, the good news about Jesus is not found.*”

THEME LESSON: MILLIONS STILL NEED TO KNOW JESUS

Directions

1. Say, “*There are many differences between cultures. For example, people speak different languages, wear different styles of clothing, live in different kinds of homes, and eat different kinds of foods. Can you think of other differences?*” Allow responses.
2. “*Are some ways of doing things right and others wrong? Listen to these examples. Which is right?*” Invite students to offer their answers to the following questions:
 - *Is it right to eat with chopsticks or a fork and knife?*
 - *Is it right to spit (whenever you need to) or to use a handkerchief or tissue?*
 - *Is it right for women to wear dresses or pants?*
 - *Is it right to eat pork, or not?*
 - *Is it right to eat vegetables only or both vegetables and meat?*
3. Summarize, “*If you decide to visit or live in another culture, you will need great patience and understanding, since there will be many differences in habits, and also in what people think is right, wrong, or important.*”
4. Ask, “*In different cultures, people differ in their religious beliefs – in what they believe about God and how they relate to God. We have learned that God gave only one way for people to know and worship him. Believing in Jesus is the only way. In many cultures, people have never heard of Jesus, God’s Son.*”
5. Ask, “*Where do the majority of these people who need Jesus live?*” Allow responses. Then say, “*Most live in an area called the 10/40 Window. Let’s locate this rectangular area of the world on a map.*” Direct students to the globe or world map. “*Using the latitude lines marked on a map, let’s first find the equator.*” Allow a student to show the equator on the world map or globe.
6. “*Now we find two latitude lines above, or north of the equator.*” Have a student find the 10° and 40° north latitude lines and put one hand on each line. Say, “*These two lines form the top and bottom of the 10/40 Window. The left side of this rectangular window starts in North Africa. The 10/40 Window stretches east across the Middle East, India, parts of Central Asia, and much of Southeast Asia.*” Move your hand across these areas.
7. “*The majority of unreached people groups live in the 10/40 Window. ‘Unreached’ means that the good news of Jesus has not reached into their culture yet. No Christians, or very few, live in their culture. Unreached peoples have no resources for learning about Jesus – no churches, Christian books, or Christian media. Sometimes the Bible has not been translated into their language.*”

Materials

- world map or globe
- “THUMB Poster” (p. 2)
- Bibles
- “The Enemy God” video clip (VF)
- TV/DVD player

8. *“In the 10/40 Window, most unreached people belong to one of five major religious groups. The first letters of these religious groups spell the word, thumb.”* Hold up the “THUMB Poster” and say, *“‘T’ is for ‘Tribal,’ ‘H’ is for ‘Hindu,’ ‘U’ is for ‘Unreligious,’ ‘M’ is for ‘Muslim,’ and ‘B’ is for ‘Buddhist.’”*
9. Put down the poster. Use the information provided to briefly explain the beliefs of each group. Together, look up the Bible verses that correspond to each group and read together. Discover God’s view on each of these religions.
- **Tribal** (2 Timothy 1:7) – They believe everything in nature has a spirit. They worship these powerful spirits and are constantly afraid of making the spirits angry. (Play “The Enemy God” video clip [here](#).) Tribal people often wear charms to protect them from harmful spirits. They constantly offer gifts to spirits in hopes of making them happy. How is living with God’s Holy Spirit in our heart different from a tribal person’s experience with spirits?
 - **Hindu** (Isaiah 45:22) – They believe in millions of gods who are good and evil. They worship idols by giving them flowers and food every day. Hindus believe that when you die you may come back to earth as another person or creature. This rebirth is called reincarnation. What does the Bible say about worshipping idols?
 - **Unreligious** (Psalm 14:1) – Their governments tell them there is no God. They are taught to trust in their education for wisdom, their leaders for guidance, their armies for protection, and science for explanations about how the world and people came to exist. What does the Bible say we should trust?
 - **Muslim** (1 John 4:14) – Their religion is called Islam, which means submitted to the will of Allah, their name for God. Muslims believe that Jesus was a good prophet, but not the Son of God. They believe they have to earn their way to heaven by doing more good deeds than bad. Who did God appoint to make a way to heaven for people?
 - **Buddhist** (John 14:6) – They do not believe in a God who is separate and different from mankind, but that every person contains a part of God within themselves. Meditation, yoga, and martial arts are ways to clear the mind of evil desires and distractions and reach a state of mind that is peaceful. They strive to reach the ultimate state of peaceful existence, called Nirvana. What is the way God provided for people to have a relationship with God?

IN CLOSING ...

Allow students to thank God for blessing them with the truth of his Word. Emphasize that people who are Hindus, Muslims, or Buddhists may live in their neighborhood or attend their schools. Unreligious people can be found in every community. Even tribal beliefs such as praying to spirits are practiced by some people in their culture. Affirm that we need to pray for these people to know Jesus, but remind students that unreached peoples in the 10/40 Window do not have a way of learning about Jesus. Pray for them to hear the gospel and believe in Jesus as their Savior.



HEROES OF HISTORY: JOHN PATON

Directions

1. Introduce this story by saying, “*John Paton lived in the 1800’s. He and his family brought the gospel to the tribal peoples in New Hebrides, a series of islands north of Australia. Today this group of 80 islands is known as Vanuatu.*” Locate these islands on a world map or globe.
2. Introduce this vocabulary word:
Resolve: Connect to your group by talking about a New Year’s resolution, something you commit to do. Resolve means determination to stick to a decision or commitment. A believer with resolve is empowered by God to keep their commitment.
3. Read the story to your group.
4. Discuss the questions together or in small groups.
5. Together, discover the important role this person had in advancing God’s name among tribal peoples in unreached areas.



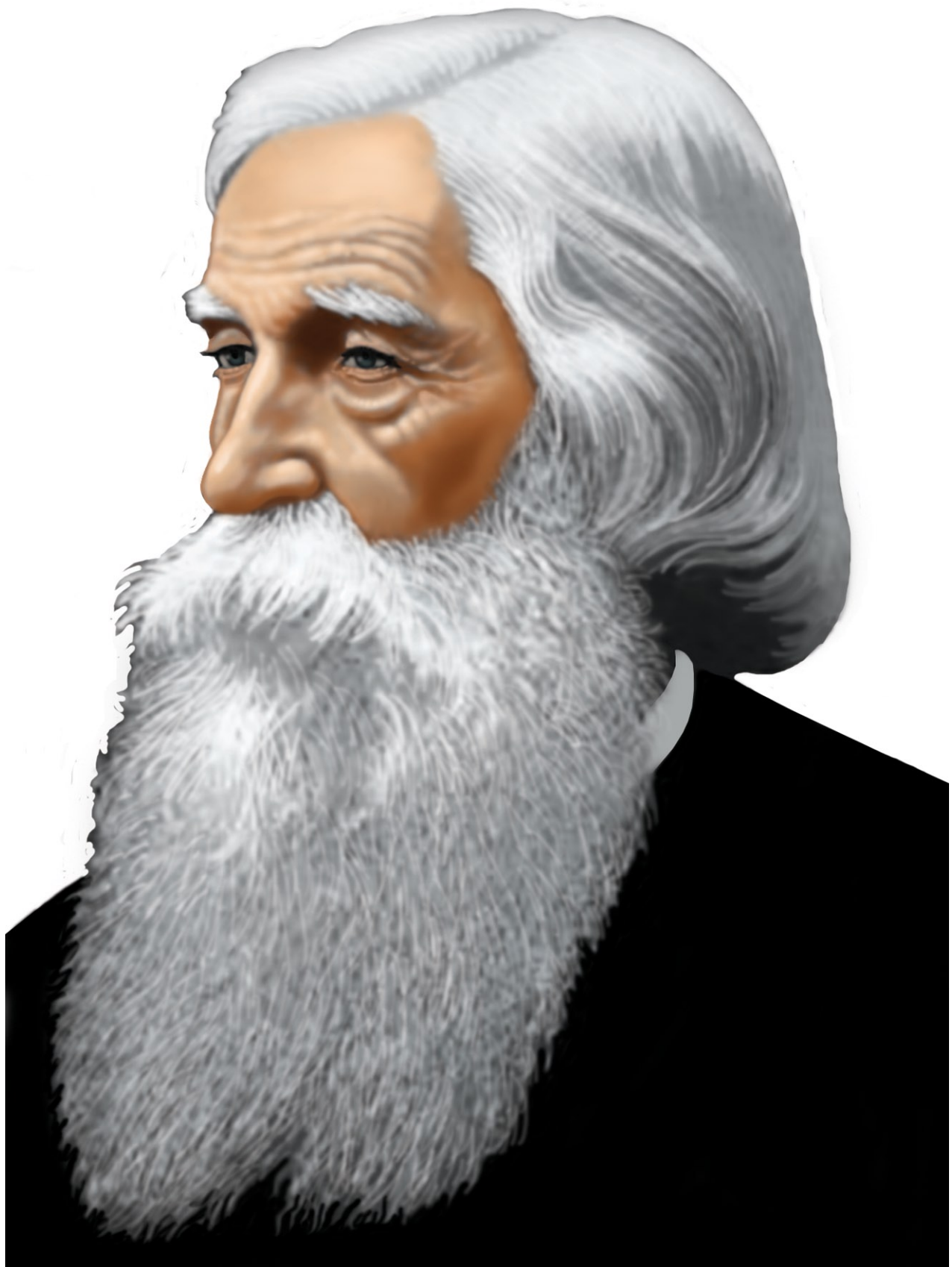
PREPARATION: 15 min.

TEACHING: 25 min.

Materials

- “John Paton” illustration (p. 7)
- “John Paton Story” (pp. 8-9)
- “John Paton Discussion Questions” (p. 10)

John Paton



Missionary to the South Sea Islands

John Paton quit school as a young boy because of a cruel schoolmaster. But he was determined to become a missionary, so he studied at home.

Born into a fine Christian home in Dumfries, Scotland, in 1824, John saved enough by the time he was twelve to pay for six weeks of private schooling. He continued to work his way through school, university, divinity school, and medical training. Finally, at the age of 34, he was ordained by the Presbyterian Church of Scotland and commissioned as a missionary to the South Sea Islands.

On November 5, 1858, John and his wife, Mary, arrived on the Island of Tanna in the New Hebrides, a group of eighty islands now known as Vanuatu, about fifteen hundred miles northeast of Australia.

Other missionaries had established a solid work on Anatom, a southern island in Vanuatu, and several of their converts (new believers) accompanied the Patons north to Tanna. Then they realized that the Christians from Anatom had been just as savage only a few years earlier.

The Tannese people worshiped and feared many idols and had no concept of a loving God. Witches and wizards in each village cast spells they claimed controlled life and death. They stirred up the people to drive out the missionaries.

Warfare between tribes worsened, with some of the worst fighting happening right outside the Patons' house.

Three months after arriving on Tanna, Mary Ann Paton gave birth to their son, Peter, but she became sick with fever and died on March 3. Their son also died from fever less than three weeks later. Paton was so shaken by these tragedies that he could hardly continue.

Not long after this, white traders – who also hated missionaries because they discouraged the natives

from buying rum and muskets – deliberately sent three sick sailors among the people to spread measles, knowing that the witch doctors would blame Paton. The epidemic killed a third of the people (in the 1800's there were no measles vaccines), and the survivors sought revenge.

Two local chiefs protected Paton for a time, but that only increased the intertribal warfare. Soon Paton was running for his life, protected for a while by one chief, only to be chased by the same tribe the next day. He almost certainly would have been killed and probably eaten (cannibalism) if a passing ship had not rescued him.

He had been on Tanna less than four years.

John then spent nearly two years speaking to churches in Australia and Scotland, raising financial support, and recruiting more missionaries. One of those recruits, Margaret Whitecross, married John and returned with him to the islands in 1865.

John longed to settle again on Tanna, but the mission board assigned the Patons to Aniwa, a few miles east. Superstitions on Aniwa were just as godless, but possibly because the island was smaller, there was less warfare and cannibalism. As the Patons learned the language, they slowly gained the people's confidence and were able to present the gospel until nearly everyone on the island became a Christian.

In his later years, Paton traveled widely on behalf of missions until his death on January 28, 1906.

Note: Introduce the following section by saying, “*This next section of the story includes specific examples of John Paton’s resolve to take God’s Word to the cannibals of the South Sea islands. He faced temptations from well-meaning Christians at home in Scotland and threats from the islanders themselves that could have broken this resolve. Let’s see what happens.*”

Resolve

Many church leaders tried to convince John Paton to remain as the pastor of Green Street Church in Glasgow, Scotland, by telling him how useful he would be there. They even offered him a nice house and a large salary, but he knew God had called him to the South Sea Islands.

He said it so often that John finally responded, “Mr. Dickson, you are old, and your body will soon be laid in its grave to be eaten by worms. What difference does it make if cannibals eat my body? Why should I save it for the worms? Isn’t it more important to live and die serving and honoring the Lord Jesus?”

John had already resolved that since he had only one life to live, he was going to live it for Christ and leave the time, place, and means of his death in God’s hands.

This freedom from the fear of death was essential on the Island of Tanna, where witch doctors often tried to kill him. One day, when the tribal wars were raging, Paton held a worship service in a village.

“We don’t need your God,” said three powerful witch doctors. “If we ever get a piece of food you’ve eaten, we’ll use it to kill you with magic.”

“You think so?” said Paton. He then took some plums and called to the whole village, “Watch me eat this fruit.”

He took a bite from each of the three plums and gave the witchdoctors the remainder. The village people looked on in horror as the witchdoctors began their magic rituals, wrapping the leftover fruit in leaves, burning part of them, and saying curses over them.

“What’s taking so long?” said Paton. “Stir up your gods to help you! I’m not dead yet. In fact, I’m perfectly well!”

Finally they stopped and said, “We must wait until we call in other witch doctors to help us, but you will be dead within a week!”

“Very well,” Paton said. “I challenge all your priests to unite in trying to kill me. But if I am still

healthy a week from now, you must admit that your gods have no power over me and I am protected by the true and living God!”

Every day that week, the witch doctors blew their conch shell trumpets, rallying all the priests on the island to work their magic against the missionary, but on the next Sunday, John was healthy and strong as he stood before the whole village.

“My love to you all, my friends! I have come again to talk to you about the living God and his worship,” announced Paton. “Come and sit down around me, and I will tell you about the love and mercy of my God and teach you how to worship and please him.”

Two of the witch doctors sat down with the people, but the third one, a very large, strong man, went off and came back with his spear.

“Of course he could kill me with his spear,” said Paton to the crowd, “but that would not prove that his magic had any power. And if he does kill me with a spear, my powerful God who protected me from his magic will be angry with him.”

For weeks thereafter, that witch doctor followed Paton through the jungle with his spear held high, but God prevented him from ever throwing it. John Paton, in the meantime, left the results in the hands of Jesus.

Resolve settles a matter so that you are not continually troubled by it.

“It’s God’s decision whether cannibals or worms eat my body.”

John Patton

FROM GOD’S WORD

Choose for yourselves today whom you will serve ... As for me and my household, we will serve the Lord.

(Joshua 24:15)

John Paton Discussion Questions

JOHN PATTON, PART 1 & 2

Let's Talk About It

1. What did John Paton mean when he asked Mr. Dickson, “Why should I save [my body] for the worms?”
I'm going to die one day – why here when I could make a kingdom impact elsewhere?
2. How did Paton have the courage to challenge the witch doctors to try to kill him by magic?
He took bites out of plums, offered them to the witch doctors to cast their spells, then issued his further challenge.
3. Tell about a time when you resolved to trust and obey God. What challenges did you face? How did your resolve help you face those challenges?