

OUR KINGDOM MINISTRY

JULY 2012

WEEK STARTING JULY 9

Song 78 and Prayer

□ Congregation Bible Study:

bt chap. 23 ¶9-15, boxes on pp. 184, 186 (25 min.)

□ Theocratic Ministry School:

Bible reading: Ezekiel 11-14 (10 min.)

No. 1: Ezekiel 11:14-25 (4 min. or less)

No. 2: What Does John 6:53-57 Mean?—*rs* p. 263 ¶3-4 (5 min.)

No. 3: What Is Meekness, and How Can It Help Us to Be Positive?—Zeph. 2:3 (5 min.)

□ Service Meeting:

Song 96

5 min: Announcements.

15 min: Make Effective Return Visits. Discussion based on the following questions: (1) Why is it good for us to have an objective each time we call back? (2) How long should we stay on the first few visits? (3) How might we introduce ourselves when we return? (4) What could we say if the person says he is not interested? (5) When calling on someone who accepted a tract, a brochure, or the magazines, when and how can we introduce the *Bible Teach* book? (6) How can we cultivate a person's interest if we are having difficulty finding him home again? (7) How may we train less experienced publishers while we are making return visits?

15 min: "What Is Your 'Cause for Exultation'?" Questions and answers. When considering paragraph 4, encourage all to report their field service each month. Review pertinent points from the *Organized* book, pages 88-90.

Song 9 and Prayer

What Is Your "Cause for Exultation"?

¹ When the end of each month arrives and all are asked to submit their field service report, what is *your* "cause for exultation"? (Gal. 6:4) Whether we are special pio-

1. What cause for exultation do we have at the end of each month?

neers reporting 130 hours in the ministry or publishers approved to report in 15-minute increments, all of us should rejoice in our whole-souled service to Jehovah.—Ps. 100:2.

² As the Sovereign Lord of the universe, Jehovah deserves the very best we have to give. (Mal. 1:6) Out of love for him, we have dedicated our lives to do his will. Thus, at the end of the day or at the end of the month, if we are confident that we have given the "firstfruits" of our time, talents, and strength in Jehovah's service, then we personally have cause for exultation. (Prov. 3:9) If, however, our conscience bears witness against us, then we should consider what we can do to improve.—Rom. 2:15.

³ **"Not in Comparison With the Other Person":** It is unwise to compare ourselves with others or with ourselves when we had greater vitality. Circumstances change. Abilities vary. Comparisons often lead to competition or feelings of worthlessness. (Gal. 5:26; 6:4) Jesus did not make comparisons. Rather, he gave commendation in accord with what a person was able to do.—Mark 14:6-9.

⁴ In Jesus' parable of the talents, each worker received talents "according to his own ability." (Matt. 25:15) When the master returned and requested a report on their activity, those who had worked diligently in accord with their abilities and circumstances received commendation and entered into the joy of their master. (Matt. 25:21, 23) As we similarly stay busy in the work of Kingdom preaching, we can be confident of divine approval and have cause for exultation!

2. Why should we exert ourselves in Jehovah's service?

3. Why is it unwise to compare ourselves with others?

4. What valuable lessons can we learn from Jesus' parable of the talents?

WEEK STARTING JULY 16

Song 101 and Prayer

❑ Congregation Bible Study:

bt chap. 23 ¶16-19, box on p. 188 (25 min.)

❑ Theocratic Ministry School:

Bible reading: Ezekiel 15-17 (10 min.)

No. 1: Ezekiel 16:14-27 (4 min. or less)

No. 2: What Is the Truth That Jesus Referred to at John 18:37? (5 min.)

No. 3: Did Jesus Institute the Celebration of Mass?—rs p. 264 ¶1–p. 265 ¶5 (5 min.)

❑ Service Meeting:

Song 119

5 min: Announcements.

10 min: Use the Theocratic Ministry School to Progress as a Minister. Talk by the Theocratic Ministry School overseer based on the *Ministry School* book, page 6, paragraph 1, to the end of page 8. Interview one or two publishers regarding how the school has helped them in the ministry.

20 min: “Help People to Listen to God.” Questions and answers. When considering paragraph 5, have a demonstration showing how one of the brochures could be offered. After considering paragraph 6, have a three-minute demonstration showing the publisher conducting a Bible study in the *Listen to God* brochure and discussing the first illustration on page 4.

Song 120 and Prayer

Help People to Listen to God

¹ At the “Let God’s Kingdom Come!” District Convention, two new brochures were released, *Listen to God and Live Forever* and a simplified version, *Listen to God*. Because they have little text, they can be translated quickly and easily. In fact, *Listen to God and Live Forever* was approved to be translated into 431 languages on its release.

² Who in particular will benefit from

1. What brochures were released at the “Let God’s Kingdom Come!” District Convention, and what makes them such useful tools?
2. Who will benefit from these brochures?

these brochures? Consider the following scenarios that arise frequently around the world:

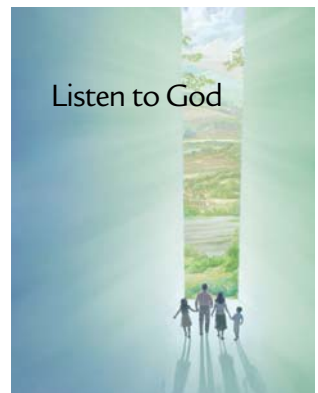
- A publisher having a discussion with a householder, either on the initial call or on a return visit, discerns that the householder is illiterate or reads poorly.
- A publisher preaches to people who speak a language that we have translated few or no publications into. Or most in the territory are unable to read the language they are most comfortable speaking.
- A publisher uses sign language to preach to the deaf in his territory.
- A parent desires to teach the truth to his young child who does not yet know how to read.

³ **How They Were Designed:** *Listen to God* has very little text—generally just a simple sentence and a Scripture citation at the bottom of each page that highlights the main points. Why? Imagine that someone offered you a brochure that is written in a language you cannot read, perhaps with characters that are foreign to you. Would it be of interest to you, even if it contained beautiful illustrations? Likely not. Similarly, people who cannot read are easily intimidated by publications that have text. Therefore, prominent on each page are carefully prepared illustrations with arrows to guide the discussion from one illustration to the next.

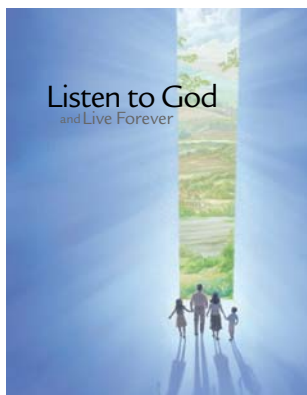
⁴ *Listen to God and Live Forever* has the same illustrations as *Listen to God*. It has

3. How was *Listen to God* designed?

4. How was *Listen to God and Live Forever* designed?



been designed to study with those who have limited reading ability or are learning to read. This brochure can also be used as a teacher's copy when studying with someone out of the *Listen to God* brochure.



At the top left corner of each two-page lesson is a question that is answered on those pages. Included with the illustrations are comments and cited scriptures. Toward the bottom corner of many of the pages is a shaded box with some additional points and Scripture citations

that could be discussed, depending on the ability of the student.

⁵ **How to Use Them:** You may offer either brochure in the house-to-house ministry whenever you feel it is beneficial to do so, even when brochures are not the offer for the month. (See the box “How They May Be Offered.”) You could introduce it on a return visit by simply telling the interested person that you have something to show him and handing him a brochure.

⁶ Since *Listen to God* does not have printed questions, the discussions will not be question-and-answer sessions such as you might normally have when studying out of the *Bible Teach* book. In every culture people enjoy hearing stories. So use the illustrations to tell the inspired stories that make up the Bible record. Explain what is being illustrated. Be enthusiastic. Invite the observations of the student. Read the scriptures at the bottom of the page, and reason with him on what they say. Ask questions to involve him in the discussion and to make sure he understands. If he is using *Listen to God and Live Forever*, read together the cor-

responding text and scriptures when discussing each illustration.

⁷ **Help the Student to Progress:** Hopefully, your discussion will awaken in your student a desire to learn how to read so that he can take in knowledge of Jehovah on his own. (Matt. 5:3; John 17:3) Therefore, if the discussions are from *Listen to God*, in time perhaps you can offer to teach the student how to read, and you can transfer the study to *Listen to God and Live Forever*. Regardless of the brochure you use, the student will not be ready for baptism once the brochure has been completed. You should transfer the study to the *Bible Teach* book or another appropriate publication that will give him a more rounded-out understanding of the Bible.

⁸ People must listen to the Sovereign of the universe if they are to live forever. (Isa. 55:3) And Jehovah's will is that “all sorts of men,” including those who are unable to read, learn how to listen to him. (1 Tim. 2:3, 4) How thankful we are for these new tools that we can use to teach people how to listen to God!

7. How can we help our Bible student to progress?

8. Why are you thankful for these new tools for the ministry?

How They May Be Offered

Show the householder pages 2-3, and say: “Would you like to live in a world that looks like this? [Allow for response.] The Scriptures promise [or, this holy book promises] that God will soon make the world a beautiful, peaceful place where no one is poor or sick. Notice what we must do to live there. [Read Isaiah 55:3, which is cited at the top of page 3.] This tells us to ‘come to’ God and ‘listen’ to him. But how do we listen to God?” Turn to pages 4-5, and discuss the answer with him. If he does not have time, leave the brochure with him and make arrangements to return and discuss the answer.

5. When and how may we offer these brochures?

6. How will we conduct a Bible study using these brochures?

WEEK STARTING JULY 23

Song 43 and Prayer

❑ Congregation Bible Study:

bt chap. 24 ¶1-9, box on p. 193 (25 min.)

❑ Theocratic Ministry School:

Bible reading: Ezekiel 18-20 (10 min.)

No. 1: Ezekiel 19:1-14 (4 min. or less)

No. 2: A Christian's Attitude Toward Secular Authority—*rs* p. 270 ¶1-3 (5 min.)

No. 3: What Is the Meaning of Matthew 21:43? (5 min.)

❑ Service Meeting:

Song 10

5 min: Announcements.

10 min: Use Visual Aids Effectively. Talk based on the *Ministry School* book, page 247 to page 249, paragraph 2. Briefly demonstrate one or two points from the material.

20 min: Jehovah Is the Hearer of Prayer. (Ps. 66:19) Discussion based on the 2012 *Yearbook*, page 59, paragraphs 1-4; page 183, paragraph 2; page 186, paragraph 4; and page 198, paragraph 1, to page 199, paragraph 1. Invite audience to comment on the lessons learned.

Song 56 and Prayer

WEEK STARTING JULY 30

Song 131 and Prayer

❑ Congregation Bible Study:

bt chap. 24 ¶10-15 (25 min.)

❑ Theocratic Ministry School:

Bible reading: Ezekiel 21-23 (10 min.)

No. 1: Ezekiel 23:35-45 (4 min. or less)

No. 2: How Expansive Is God's Love? —John 3:16; Rom. 8:38, 39 (5 min.)

No. 3: Scriptures That Bear on a Christian's Attitude Toward Carnal Warfare—*rs* p. 271 ¶1-4 (5 min.)

❑ Service Meeting:

Song 3

10 min: Announcements. Use the sample presentation on page 8 to demonstrate how we can use the magazines to start a Bible study on the first Saturday in August.

25 min: "Before Preaching, You May Need to Search." Questions and answers by the service overseer. Highlight how the material can be applied locally. If the congregation sponsors a foreign-language group or must search for those who speak the language of the congregation, when considering paragraph 5 demonstrate what could be said in the search work.

Song 92 and Prayer

Before Preaching, You May Need to Search

¹ At Pentecost 33 C.E., after receiving holy spirit, Jesus' disciples "started to speak with different tongues" to those present from far-flung parts of the earth. (Acts 2:4) As a result, about 3,000 were baptized. Interestingly, it seems that most of the visitors also spoke a common language, likely Hebrew or Greek. Yet Jehovah chose to have the Kingdom message preached to them in their native tongue. No doubt one reason for this is that people often respond to the good news more readily when they hear it in their na-

1. Why are congregation territory assignments in multilingual areas made according to language?

tive language. Therefore, today, congregation territory assignments in multilingual areas are made *according to language*. (*Organized*, p. 107, pars. 2-3) Foreign-language groups do not receive a territory assignment, but they preach to those who speak the language in the territory of the sponsoring congregation and other congregations in the vicinity.

² If you live where everyone speaks the same language, you can simply preach from one house to the next. However, your situation may be different if you live in a mul-

2. (a) What is the search work, and where may it be necessary? (b) How can congregations help one another work multilingual territory? (c) What should we do if we find someone of another language who shows interest?

tilingual metropolitan area. Other-language congregations may be preaching in the same neighborhoods. While the congregations may provide you with information on individuals they find who speak your language, the primary responsibility to find people to whom you can preach rests with your congregation or group. (See the box “Help One Another.”) Therefore, you may need to engage in the search work, whereby you make inquiries to locate those who speak a specific language. How can the search work be carried out?

³ **Organizing the Search Work:** The amount of time that is devoted to the search work in multilingual areas depends on local circumstances. For example, how many people in the community speak the language? How many publishers are there? How many addresses does the congregation or group already have? The congregation is not required to search every neighborhood equally but may choose to focus on the more populated areas within its territory boundary and on those areas that are a reasonable distance away. However, having a well-organized arrangement to search is important so that as many as possible can be given the opportunity to call on the name of Jehovah.—Rom. 10:13, 14.

⁴ In order to prevent unnecessary duplication of effort in places where searching is necessary, the body of elders, particularly the service overseer, should organize and oversee the search work. (1 Cor. 9:26) In foreign-language groups, a qualified brother, preferably an elder or ministerial servant chosen by the body of elders of the sponsoring congregation, can take the lead. Many congregations and groups have a systematic arrangement to do preliminary research, perhaps using a directory or the Internet

3. What determines where a congregation or group searches and how much time they devote to this activity?

4. (a) How should the search work be organized? (b) What are some ways to find people who speak your language?

to gather names common in the language. Then the search work is done by means of phone calls or visits to determine which addresses should be included in the territory. If it is practical to do so, the body of elders of a congregation that sponsors a group may arrange for the entire congregation to participate in the search work occasionally.—See the box “How to Find Those Who Speak Your Language.”

⁵ We should have a clear objective each

5. (a) What are some suggestions for publishers doing the search work? (b) What could we say to people when searching?

Help One Another

If the congregation or group would like help to find those of their language to whom they can preach, the service overseer can contact the elders of other-language congregations nearby. It may be best to contact only congregations that are a reasonable distance away or that have a significant population of those who speak the language. The contacted congregations can then inform their publishers that if they find anyone who speaks that language, they should write down the address and give it to the service overseer to pass on to the congregation or group requesting help. The service overseers of the congregations involved can work out a mutually acceptable system of covering multilingual territory and directing interested ones to the appropriate congregation or group.

If publishers find someone of another language *who shows definite interest* (or someone who is deaf), they should *promptly* fill out a *Please Follow Up* (S-43) form and give it to the congregation secretary. This will enable the person to receive spiritual help *quickly*.—See *km* 5/11 p. 3.

time we personally share in the search work. Since this activity is part of the ministry, we should generally dress as ministers. Many find that practicing their presentations and speaking the language while searching helps them maintain enthusiasm and sharpens their language skills. We may count the time we spend searching but not the time spent preparing territory maps and lists. When we find someone who speaks the language, we should endeavor to share the good news and thereafter promptly inform the service overseer or someone designated by him so that territory records can be updated. This is true regardless of whether the person showed interest. Although the search work is important, we should be balanced and share in all features of the ministry.—See the box “What to Say in the Search Work.”

⁶ Searching for Those Who Are Deaf:

Searching for deaf people has unique challenges and requires significant effort and persistence. A deaf person cannot be identified by the spelling of his name, by his physical characteristics, or by his dress. In addition, family members and friends can be protective and may hesitate to provide information to publishers who inquire. The following suggestions for searching for the deaf may also be helpful when searching for those who use a spoken language.

⁷ Sign-language congregations and groups have had success making inquiries in residential areas. Perhaps the householder has observed a neighbor, workmate, or schoolmate using sign language. He may have noticed a street sign alerting neighbors that deaf children are present. Maybe he has a deaf relative. Keep in mind that the purpose of your visit may be viewed with some suspicion. However, you can do much to put the householder at ease by your genuine

6. Searching for deaf people has what unique challenges?

7. (a) What inquiries could be made in residential areas to find the deaf? (b) How might we dispel a householder’s suspicion?

friendliness and your brief, honest, and dignified explanation. Some have had good results by displaying the Bible or other DVDs as they inquire whether the householder knows someone who is deaf. Then they simply mention that they wish to share the Bible’s hope with such ones. If the householder hesitates to provide information, he may be willing to accept your address card or a congregation meeting invitation to give to his deaf relative or friend.

How to Find Those Who Speak Your Language

- Inquire of others—Bible students, family members, workmates, and so forth.
- Use a telephone directory to find names that are common in the language. A reverse directory that sorts names according to address may be available on the Internet or through the telephone company.
- Discreetly inquire at places that offer services to the public, such as local libraries, government offices, and colleges.
- Check the local newspaper for announcements regarding public activities arranged by the foreign-language community.
- Visit local shops and businesses that cater to the foreign-language community.
- With permission from those in charge, set up a literature table at a business, university student center, or transportation center frequented by people who speak the language.
- If allowed by law in your country, purchase a commercial directory or a computer program that searches public areas of the Internet.

⁸ One or two days a year, a sign-language congregation might invite a nearby congregation of a different language to help them search one of the metropolitan areas within their large territory. A meeting for service conducted by the sign-language congregation could include instructions for this activity and a demonstration. Each car group can be assigned at least one publisher from the sign-language congregation and be given a map showing a specific area to search.

⁹ Searching can also be done where deaf people are known to gather for association and recreation or to obtain helpful services offered in the community. Publishers should wear attire that is appropriate for the setting. It may be best to converse with one or two people present and to be discreet rather than giving a presentation to the entire group. If the conversation is productive, perhaps contact information can be exchanged.

¹⁰ Another option is to prepare maps that show local businesses and then to visit them at an appropriate time. One map might include a number of gas stations. Another might have dry cleaners, laundries, restaurants, hotels, or another type of business. If each map has the same type of business, publishers can use the same approach and gain experience and skill. For example, since hotels usually accommodate deaf customers, we might briefly explain our work to the desk clerk and offer a prepared packet containing a DVD and a congregation meeting invitation for the hotel to give to deaf guests. At some businesses we can simply inquire if any workers or regular patrons use sign language. If there is a school for the deaf in the territory, we could offer some of our DVD publications for the library.

8. How could a nearby congregation assist a sign-language congregation?

9. How can the search work be done where deaf people gather for association and recreation or to obtain helpful services?

10. How can publishers search at local businesses?

¹¹ **An Important Work:** Finding householders who speak your language can be tedious. In addition, the makeup of some neighborhoods can change rapidly as people move in and out, making it challenging to keep territory records up-to-date. Nonetheless, in an increasing number of areas, the search work is an important aspect of the ministry. Jehovah, who has given us the assignment to preach, is not partial. (Acts 10:34) His “will is that all sorts of men should be saved and come to an accurate knowledge of truth.” (1 Tim. 2:3, 4) Therefore, may we cooperate with Jehovah and one another to find people of all languages who have “a fine and good heart.”—Luke 8:15.

11. Why is the search work an important part of the ministry?

What to Say in the Search Work

A friendly, sincere, and open approach will dispel suspicion. It is often helpful first to show literature in the language.

After giving a greeting, you might say: “We’re looking for those who speak ____ so that we can share the Bible’s hope with them. Do you know anyone we might talk to?”

When searching for the deaf, you could say: “Hello. May I show you something? [Using a portable video player, play a verse from the *New World Translation—On DVD*.] This is a portion of the Bible in American Sign Language. In addition to the Bible, we have a number of videos available at no charge that are designed to meet the spiritual needs of deaf people. Do you know of anyone who is deaf or hard of hearing and who uses sign language?” If the householder cannot remember anyone, it is often good to give examples of places where he may have seen a deaf person, such as at work, at school, or in the neighborhood.

WEEK STARTING AUGUST 6

Song 60 and Prayer

■ Congregation Bible Study:

bt chap. 24 ¶16-21 (25 min.)

■ Theocratic Ministry School:

Bible reading: Ezekiel 24-27 (10 min.)

No. 1: Ezekiel 24:15-27 (4 min. or less)

No. 2: Under What Circumstances Did God Allow the Israelites to Engage in Warfare?—rs p. 271 ¶15—p. 273 ¶1 (5 min.)

No. 3: Does Ezekiel 18:20 Contradict Exodus 20:5? (5 min.)

■ Service Meeting:

Song 88

5 min: Announcements.

10 min: Are You Prepared for the New School Year? Discussion. Invite audience to outline some of the challenges Christian youths will face at school. Explain how parents can use the *Index*, *Young People Ask* books, and other theocratic tools during family worship to prepare their children to resist temptations and explain their faith. (1 Pet. 3:15) Choose one or two topics, and relate some of the helpful information found in our publications. Invite audience to comment on how they were able to give a witness while at school.

10 min: Local needs.

10 min: Ideas for Offering the Magazines in August. Discussion. Take 30 to 60 seconds to relate why the magazines will have appeal in your territory. Then, using the cover series of *The Watchtower*, invite the audience to give suggestions on an interest-arousing question to ask, and then invite suggestions on a scripture to read. Do the same for the cover series of *Awake!* and, if time allows, for one other article from either magazine. Demonstrate how each issue may be offered.

Song 97 and Prayer

■ *Sing to Jehovah—Vocal Renditions*, Disc 5 is being released for download from the jw.org Web site on August 1. It will be posted first in English, with various other languages being posted sometime thereafter. Audio CDs may be requested through your congregation. Since the cost to download the files from our Web site is considerably less than that of producing and shipping physical discs, those who are able to download the files are encouraged to do so. Discs 1-4 have already been released.

■ Since September has five full weekends, it would be an excellent month to auxiliary pioneer.

Sample Presentations

To Start Bible Studies on the First Saturday in August

“Today people often picture Jesus as he was two thousand years ago, either as a baby in a manger or as a man hanging from a torture stake. However, what do you think Jesus is doing now? [Allow for response.] Notice what this says.” Hand the householder the August 1 *Watchtower*, and consider together material under the first subheading on page 16 and at least one of the scriptures. Offer the magazines, and arrange to return to discuss the next question.

THE WATCHTOWER® August 1
ANNOUNCING JEHOVAH'S KINGDOM

“Many people believe in miracles. Others are skeptical. Do you think miracles really happen? [Allow for response.] This promise of a future miracle has given many people hope. [Read one of the scriptures shown on pages 9-10.] This magazine answers three common objections about miracles.”

Awake!® August

“Nowadays, many people are afraid to go out alone, especially after dark. Do you think anything can be done to make this world less violent? [Allow for response.] This magazine considers some things we can all do to become more peaceable with others. It also discusses how this encouraging prophecy will be fulfilled.” Read Psalm 72:7.

Announcements

■ Literature offer for **July and August:** Feature one of the following 32-page brochures: *A Satisfying Life—How to Attain It*, *The Bible—What Is Its Message?*, or *Was Life Created?* When making return visits, introduce the *Bible Teach* book or if more appropriate to the person's needs, one of the brochures *Listen to God* or *Listen to God and Live Forever*, and try to start a Bible study. **September and October:** The *Watchtower* and *Awake!* magazines. When making return visits, introduce the *Bible Teach* book or if more appropriate to the person's needs, one of the brochures *Listen to God* or *Listen to God and Live Forever*, and try to start a Bible study.

Field Service Highlights

We rejoice to report two new all-time peaks during the month of February. Bermuda reported a peak of 520 total publishers, and the Turks and Caicos Islands reported a peak of 304 total publishers. In addition, when compared to the same month last year, the Bahamas had an increase of 8.1 percent in return visits and the United States had an increase of 5.4 percent in return visits. Clearly, with the guidance of Jehovah's spirit the good news continues to spread.—Acts 1:8.