

# **Perspectives on the World Christian Movement**

## **Integrative Project Overview**

9/2/11

The goal of the Integrative Project is for you to synthesize the varied themes of the Perspectives course, consider their various implications, and integrate them into an evangelization scenario for a particular unreached people. You should begin reading about the people group for your project as soon as possible. The attached “guiding questions” follow the chronology of the course. Reflecting on and answering the guiding questions as you progress through the course will reinforce the lessons and keep you progressing with this project.

### **Process, Plan, Dream**

Keep in mind that you are not creating a recipe for evangelization for your people that others will follow. Your ideas will obviously be incomplete, but integrating the things you have learned as they might pertain to a specific people is a worthwhile exercise. This is the same type of strategic thinking required of those actively engaged in reaching a people. You will be encouraged to think along these lines: “What if everything God desires for this people were to blossom in the next 25 years? What might it look like? How might it come to pass?” This exercise is worth doing carefully. Some of your ideas may be implemented someday — perhaps by you. At the same time, it might be foolish to take your efforts too seriously. Think through your responses thoroughly and invest in the exercise with your whole heart.

### **Tailor-made responses**

The best responses will be uniquely customized with specific application for your people. For example, when thinking about worship in the new church, “We plan to use local music for worship,” is too generic. A better response would be, “My people often use lengthy poetry set to traditional music to celebrate deep cultural values and pass them on to their children. We want to learn what music and songs are used for what events and help early converts model worship music accordingly.”

### **Finding and Forming Needed Information**

The unreached people group profile information provided for you is for the Kurds. Actually, the Kurds are not one people, but a cluster of related peoples. Many have found it helpful to focus on one of the more specific Kurdish groups. The “guiding questions” are generic so that they are also useful for other people groups. The profile information on the Kurds is not sufficient to answer all of the questions, and it is not necessary to try to do so. Concentrate on the questions that interest you the most, but you must address the general issues raised in each section. You can “hit the library” if you want more information on the Kurds, but do not bog down doing too much library research. The point is not to demonstrate your mastery of researching information. You may make informed guesses when asked for information that you weren’t able to find. For example, if a question asks you to make decisions or plans based on your people’s attitude toward Christianity, but available information doesn’t solidly speak to this, you may guess that, “My people seem to have a non-antagonistic, disinterest in Christianity.” Turn these hypotheses into topics for further learning and list them in a “To Be Explored Further” section of your paper.

You may choose an alternate group, but only with the approval of your coordinator. Do some preliminary research first to make sure that there is plenty of information available before you choose an alternate people group. There is a resource called “Finding Unreached People Info on the Web” in the Student Center on your class website that will help you.

## **Make the Grade**

The project is designed to be do-able by an individual, but it will be more effectively done in teams two to three (max). Such teams must agree to share the work and the grade. Each participant contributes his or her strengths to the project's success. Team projects will be expected to show more depth and be longer accordingly (see below). Grades are not based on writing down correct answers, but rather on well-reasoned application of Perspectives readings to your people's specific situation. For each section, answer the questions and use your thoughts as the basis for writing your paper. You do not need to answer every question. The questions are there to stimulate your thinking. **Turn in these project guide sheets along with your paper. Papers should be typed, double-spaced, in 12-point font and should follow the general outline of the project parts. Use appropriate headings so that the grader will know what section of the project you are addressing.**

Use the "Citation Guide" found in the *Student Center > Student Resources* on your class website to properly document your sources. Citations are expected even if using the profile given by the Perspectives Study Program, even if the complete bibliographic information is not available. If researching another group of your choice, at least 5 items for Certificate papers or 9 items for Credit papers should be in the bibliography. Include more for a stronger paper.

**You may view the Grading Guide for this project** on the Perspectives website in the *Student Center > Student Resources*. You are encouraged to look at it so you know how you will be graded.

## **Certificate Level**

Certificate students are to write a paper that is 5-8 pages double-spaced, 12-point font (add 1-2 pages for each additional person). Answer at the following questions on the Integrative Project pages to guide you: **(Certificate level questions will be marked with an\* and made bold.** Start with these questions.)

Part 1: 2.A.1 and 2.C.1 and 3

Part2:1.A through 1.C and 5

Part3:4 and 5

Part4:2 (at least one page from either A, B, C or D)

Part5:1.A through 1.C, 2 and 6

You may round out your project with questions of your choice.

## **Undergraduate Level**

Write a 10-12 page paper (add 2-3 pages for each additional person) after working on all six parts of the Integrative Project. Parts 1-5 are worth 15% each. Part 6 is worth 25% and should be about one-fourth of your paper.

## **Graduate Level**

Write a 16-18 page paper (add 4-5 pages for each additional person), covering all six parts of the Integrative Project. Parts 1-5 are worth 15% each. Part 6 is worth 25% and should be about one-fourth of your paper. Research beyond the text and ethnographic material may be necessary to produce a graduate-quality paper.

## Part 1: Why This People Now?

Imagine that you are “special assignment,” participating on an international action council of influential representatives from several local churches, a half dozen mission agencies, and a missionary training institute. The council wants to initiate work among an unreached people group. Your first job is to learn more about your people group, substantiating the choice historically, strategically, and biblically. The council and its constituencies will invest five million dollars and many thousands of man-hours over the next 10-25 years among “your” people, so try to validate the strategic value of reaching this people.

### Guiding Questions

1. Choose your people:
  
2. Support the choice of this people according to the following three perspectives:
  - A. Historical
    - \*1. **What are some major historical facts concerning your people that might affect their receptivity to the Christian message?**
  
  2. Have any attempts ever been made to evangelize this people? Which mission agencies have worked near or among your people? What was the outcome in each of modern missions’  
Three Eras, if any?

First Era (1792-1910)

Second Era (1865-1980)

Third Era (1934-2000)



## Part 2: Understanding Your People

When considering a problem, we generally spend most of our time thinking about whom we are and what we bring to bear on the problem. But some of the best thinkers are those who first focus thoroughly on the problem itself. They realize that understanding the problem is the main work of finding the solution.

Don't push the above imagery in the wrong direction—your people are not the problem. Their devotion to someone or something other than God is the problem. And the solution will only arise by an earnest effort to understand them.

Therefore, think thoroughly about this people. What are they like? How do they understand life? What are their dreams; their fears? But don't simply describe your people. You'll also need to think about how "who they are" affects how they'll receive the gospel, and how it should be presented to them.

As you respond to the following questions, remember that it's fine to make informed guesses at missing facts. Just be sure to turn those guesses into items for further learning and write them in the "To Be Explored More" section at the end of your paper.

### Guiding Questions

1. Where do they live?

**\*A. Are they concentrated in one location, in different countries, or in significantly different regions of the same country?**

**\*B. Where are they migrating to and/or from?**

**\*C. How might the above factors affect where and how you will initially reach out to them?**

2. What have you discovered about your peoples culture. List any relevant features of any of the four levels in Kwast's simple model of culture. (Reader pp. 397-399):

A. Behavior

B. Values

C. Beliefs

D. Worldview

3. Consider issues related to language and literacy. How do these affect the way the gospel will best come to them?

4. Think about your peoples' awareness of the gospel. In what ways is their understanding of Christianity accurate? In what ways is it inadequate?

**\*5. If you asked members of that society how things are changing for them, how would they respond? What are the implications for their evangelization?**

6. What is the status of religion among your people?

A. What do they follow, and with what degree of orthodoxy and fervency?

B. How does this affect the way the gospel should be presented to them and the way they'll receive it? Read articles addressing evangelism for your people's religion (e.g., Islam: Muslim Evangelism, Reader: Travis, p. 668; Brown, 706).

## Part 3: Mobilizing the Needed Missionaries

### Guiding Questions

1. On the table below list five potential sets of missionary personnel for your people. Make one sets a team that you lead or participate on. In the columns to the right list the unique skills, gifts, and connections each brings to the work, as well as the unique obstacles that each set will face.

Missionary Set	Strengths, Gifts, Connections	Obstacles, Disadvantages
Brazilian mission agency	<ul style="list-style-type: none"> <li>* similar family values</li> <li>* no anti-American sentiments</li> <li>* great sending base</li> </ul>	<ul style="list-style-type: none"> <li>* currency problems</li> <li>* limited business options</li> <li>* language learning complications</li> </ul>

2. Phil Elkins lists three principles of incarnational ministry: understanding their worldview, responding to felt needs, and being prepared for battle. (Reader, p. 677-681). How might you apply each principle in a customized way to gospel endeavors among your people?

3. Develop a tentmaking strategy for your team allowing you to stay until a church planting movement is established. Include the following issues:
  - A. What employment roles might be available that would engage members of your team with your people group at points of felt needs

- B. How might these jobs enable you to build gospel bridge relationships?
- C. How might these jobs hinder engaging in close relationships with them?
- D. What type of relationship will your team pursue with an experienced mission agency. Why?  
(Options presently in use range from teams pulled together and sent exclusively by agencies to teams with no relationships, formal or informal.)
- E. What additional missionaries might you need at two years, five years, and ten years? Explain why you'll need them.
- Join team at two years:
- Join team at five years:
- Join team at ten years:

**\*4. Reflecting on the material on finding an appropriate role in society, describe what you think might be an appropriate role or identity and how you would establish it during your first year. Would all the members of your team have the same identity and role or would the team include a diversity of roles? (See Hiebert's "Finding a Place and Serving Movements Within Society" pp. 451-454b and Larson's "Closing the Gap," sidebar p. 455)**

**\*5. Describe five different ways that short-term workers could advance the gospel among your people group. Consider several ways they could also complicate or hinder the long-term work.**

## Part 4: Development and Resource Mobilization

What does God want to accomplish among this people? He wants them to follow Him, to bring about spiritual redemption. He also desires to pour out blessing on them—good news for the poor, release for captives, sight for the blind and freedom for the downtrodden. He wants to smile and say to them, “This is the year of my favor.” In this section, you will consider how God may bring these blessings into being.

You will also consider how God may raise up the intercession, manpower, and money needed to bring about a missiological breakthrough among your chosen people.

### Guiding Questions

#### 1. Development

- A. On the table below, list three critical needs your people face in physical, political, or social realms. How might their need be addressed prior to, or without the proclamation of the gospel? How might it be addressed in conjunction with the ongoing presentation of the gospel? How might it be addressed in the context of a fully flowering church in the midst of your people? Not all needs can or should be addressed during each stage on this timeline. Consider when and how they might be best met.

Specific Need	Prior to, or without, Evangelism	During ongoing Gospel Presentation	With Established Church
opium is the single cash crop			

- B. Imagine this: A grant has provided funds for an experienced development worker to join your team for three years. Jim Gustafson and Andres Gusman (Reader, pp. 693-696 and 700-701) have both expressed interest in the position. Which one will you invite? Explain your choice in terms of method and approach.

**\* 2. Mobilizing Resources (certificate choose one: A, B, C, or D)**

- A. Detonate a prayer movement: What would God have you do to challenge and equip a sufficient prayer force for your people's evangelization?
- B. Deliver a product: A media mogul has offered to produce a five-minute video to help get the word out about your people. His stipulation: Define your audience. Include only three key points about your people. Finish with three potential responses. What will your video say?
- C. Design a project: Build significant, ongoing commitment for your people by designing a cultural immersion experience for pastors and church leaders.
- D. Develop a partnership: Who might God unite in strategic partnership to establish His church among your people? Think expansively. Consider potential agency and church partnerships, both domestic and foreign. What strengths might organization each bring into the partnership? (Use the subject index to find examples in the Reader.)

**3. Prayer**

Remembering that God goes beyond what we could even ask or think, list the top ten prayers of blessing that you want God to answer when He transforms your people.

## Part 5: Envisioning a Multiplying Church Planting Movement

### Guiding Questions

1. Describe a flourishing gospel movement within your people in these areas:
  - \*A. What might corporate meetings look like?**
    1. **Where and when might they happen?**
  
    2. **What happens when the believers gather?**
  
  - \*B. How will converts evangelize their families, friends, and co-workers?**
  
  - \*C. How will the church be led? Include, but think beyond church meetings.**
  
  - D. If necessary, how and when will the church become registered with the government?
  
  - E. In what ways might the new churches relate to already existing, perhaps ancient, churches that are geographically near, but ethnically distant?
  
  - F. What are some likely first efforts at missionary activity for the new church? When and how will this come about?
  
- \*2. List five ways in which the church will purposely differ from the church you presently attend. Why? Include, but don't limit your answer to, the unique way in which believers will worship God both corporately and personally.**

3. Look over George Patterson's seven basic commands of Christ (Reader, p. 639). List two ways in which believers among your people may obey each.  
—Repent and believe: Mark 1:15

—Be baptized (and continue in the new life it initiates): Matt. 28:18-20; Acts 2:38; Rom. 6:1-11

—Love God and neighbor in a practical way: Matt. 22:37-40

—Celebrate the Lord's Supper: Luke 22:17-20

—Pray: Matt. 6:5-15

—Give: Matt. 6:19-21; Luke 6:38

—Disciple others: Matt. 28:18-20

4. How many representatives from your group need to follow Christ, and in what ways, in order for your people to consider following Christ to be a good thing?

5. What might happen if five people were baptized openly? What if 5,000 were?

**\*6. What sufferings might the new church endure?**

A. How might missionaries participate in their sufferings?

B. What sufferings are likely to never be part of the missionary experience?





## **To Be Explored Further:**

List topics that could not be adequately addressed by the information you had for this people:

List topics beyond the scope of this paper that you would like to explore further pertaining to this people.