

Perspectives on the World Christian Movement

Integrative Project Overview

Certificate Only Version

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 should be in the bibliography, 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.)

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

In this document the other questions have been eliminated for simplicity. If you would like to see all the "guiding questions" download the Overview & Requirements for the 'People Group Project – Credit Level' from the *Student Center > Student Resources* on the Perspectives website. .

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, . 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

2. Support the choice of this people.

A. Historical

***1. What are some major historical facts concerning your people that might affect their receptivity to the Christian message?**

C. Strategic

***1. In view of the biblical mandate, what are some of the underlying reasons for focusing on this group? Why is reaching them a priority?**

***3. What indicators are there that this people group should be classified as an unreached people group?**

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?**

***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?**

Part 3: Mobilizing the Needed Missionaries

Guiding Questions

***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

*** 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.)**

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.**

***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.**

***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.