

Missions

Renewing our perspective
in the light of Scripture

Facilitator's Guide

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the world missions academy

basic missionary training, rooted in the local church

Developing churches committed to and equipped for carrying out the Great Commission

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General Methodology

The normal format for the classes of the World Missions Academy involves a group of participants that read the assigned portion of the text and then meet periodically (for example, once a week) to discuss what they have read, learned, and discovered. Therefore, it is important that a special guide be provided for the facilitator who will lead this group discussion time. This guide supplies the facilitator with four key helps that assist him or her in planning the assigned readings and in leading and focusing the group discussion times. **First**, the guide divides the content of the text into blocks of related themes (“Assigned Reading”). **Second**, the guide underscores the key skill targeted by this portion of the reading (and the associated learning activities). This is the *general* activity which is the focus for this block of the text. **Third**, the guide lists the specific learning objectives that correspond to each block of the reading (and the associated learning activities). These are the *specific* objectives targeted by this section of the text. And **fourth**, the guide offers a list of learning activities, specifically designed to help achieve these objectives. Unless otherwise specified, these learning activities are to be done *after* completing the assigned reading.

The learning activities are geared toward encouraging the participant to consolidate, reflect upon, and apply the content of the text. As such, some of the activities will focus on **consolidating** the information that has been read (having the participant review and describe that information, thus promoting the reinforcement, organization, and unification of this information in a way that is appropriate for the participant’s context). Some of the activities will focus on **reflecting upon** or analyzing the information that has been read (having the participant process this information, analyzing aspects such as its veracity in comparison with the Scriptures, its logical development, and its pertinence to the participant’s context). And some of the activities will focus upon **applying** the reading within the participant’s personal context and the context of his or her local church (having the participant describe how this information might impact his or her life or the life of their local church). By aiming at these three areas (consolidation, reflection, and application), the participant is encouraged to organize and unify what is being read, understand it well, and put it into practice.

It should always be remembered that this guide is provided as a *help* to the facilitator, who has the freedom to expand or reduce its application, according to the needs of the particular class. For example, if a group of participants already has a good understanding of the topic under consideration, the facilitator may not need to assign all of the learning activities. The important thing here is to achieve the learning *objectives*, and not just complete the learning activities. The suggested activities are only one of many ways to achieve the learning objectives, and when these objectives can best be achieved through other activities, then the facilitator should substitute those other activities (or skip the activity entirely, if he or she believes that the learning objective has already been achieved).

Since the materials of the World Missions Academy may also be studied in a more individual format (where the participant reads the text and does his or her own reflection and application without the benefit of discussing the topic in a group setting) or in a more formal academic setting (for example, as part of a course offered in a Seminary or Bible Institute), this guide should be adapted in these cases to reflect the context of the participant. If the text is being studied in an individual format, the participant should use this guide to help achieve the maximum benefit from his or her studies (by focusing on the objectives listed and personally completing the learning activities). If the text is being studied in a more formal academic environment, the teacher of the course may use the key skills and learning objectives to help structure the course, and the suggested learning activities may be used to help measure the students’ degree of comprehension and application of the subject matter.

With regard to “grading” the learning activities, it is recommended that the participants’ answers be compared with the assigned portion of the text to gauge how satisfactory these answers are. Obviously, learning activities dealing with application (and some portions of reflection) will have a lot to do with the context of the participant and with the application of the reading to that specific context. In cases like this, there will be no fixed correct answer. Rather, the satisfactory answer will be one that demonstrates an adequate analysis and application of the reading to the corresponding context.

Chapter 1 – The need for renewing our perspective

Block 1

Assigned reading: “Important remarks regarding this English translation,” “General introduction,” and “The Farmer and the Tools”

Key skill: Break the ice and investigate the current perspective or concept of missions

Learning objectives:

1. After reading the fable, have participants develop their own moral for the fable, and explain why they chose the particular moral that they did.
2. Have participants briefly describe two or three main goals or objectives that they look forward to achieving through taking the course.
3. Have participants examine and then briefly describe, in their own words, their personal perspective of missions and what they consider to be their church’s perspective of missions. (Keep this description for future use.)
4. Have participants examine and then briefly describe, in their own words, what it means to them to be a “missionary.” (Keep this description for future use.)
5. Have participants examine and then briefly describe, in their own words, what the term “missionary call” means to them. (Keep this description for future use.)

Learning activities:

1. Develop your own moral for the fable, and explain why you chose the particular moral that you did.
2. Briefly describe two or three main goals or objectives that you look forward to achieving through taking the course.
3. Examine and briefly describe, in your own words, what “doing missions” means to you, personally. (Keep this description for future use.)
4. Examine and briefly describe, in your own words, what you think “doing missions” means to your local church. (Keep this description for future use.)
5. Examine and briefly describe, in your own words, what it means to you to be a “missionary.” (Keep this description for future use.)
6. Examine and briefly describe, in your own words, what the term “missionary call” means to you. (Keep this description for future use.)

Block 2

Assigned reading: “General introduction” (review), “The facts behind the fable,” “Two unique continents with great missionary potential,” “Latin America: unique among these two unique continents,” and Appendix “A”

Key skill: Highlight the need to renew our perspective of missions

Learning objectives:

1. Based upon the perspectives that they have described in the first block (learning activities 3 to 6), have participants analyze these for possible weaknesses that might negatively impact missionary work.
2. Have participants calculate some of the possible benefits to missionary work that might come from renewing these perspectives and bringing them more into alignment with Scripture.

Learning activities:

1. Based upon the perspectives described in the previous step (learning activities 3 to 6), analyze these perspectives for possible weaknesses that might negatively impact missionary work, and briefly describe any weaknesses found.
2. Calculate and briefly describe some of the possible benefits to missionary work that might come from renewing these perspectives and bringing them more into alignment with Scripture.

Chapter 2 – Renewing our perspective of the missionary

Block 1

Assigned reading: the first two paragraphs of the chapter, “Definition according to the dictionary,” “Definition according to the Bible,” “The laying on of hands,” “Critical mutual similarities and responsibilities,” and “Some conclusions”

Key skill: Define “missionary” and investigate the implications of this definition

Learning objectives:

1. Have participants briefly describe, in their own words and *based upon what they have learned from the Bible and from the dictionary* (through their reading), what it means to be a “missionary.”
2. Have participants compare and contrast the Biblical/dictionary definition of “missionary” with the concept that they developed in the first block of chapter 1.
3. Have participants briefly describe, based upon this comparison and contrasting, the elements that need to be added to, modified, or taken away from their initial concept of what a missionary is.
4. Have participants formulate a more Biblical and thorough definition of “missionary.”

Learning activities:

1. Based upon what you have learned from your Bible reading and your assigned reading for this lesson, briefly describe your current understanding of what it means to be a “missionary.”
2. Compare and contrast the description that you just made with the one that you gave at the beginning of the course (Chapter 1, Block 1, Learning activity 5).
3. Based upon this comparison and contrasting, briefly describe the elements that needed to be added to, modified, or taken away from your *initial* concept of what a missionary is.
4. In the light of your study of this area, formulate a new, more Biblical and thorough description of what it means to be a missionary.

Block 2

Assigned reading: “‘Missionary’ and ‘missionary,’” “Why is this difference important?,” and “Additional questions”

Key skill: Analyze the two basic ways of using the term “missionary”

Learning objectives:

1. Have participants briefly compare and contrast, in their own words, the difference between being a “Missionary” and being a “missionary.”
2. Have participants briefly evaluate the importance of being able to distinguish between “Missionary” and “missionary.”
3. Have participants briefly explain and demonstrate (with hypothetical or concrete examples based in their church setting) how a confusion of these two terms can lead to a general confusion in the area of missions, with negative implications for missionary work.

Learning activities:

1. Briefly compare and contrast, in your own words, the difference between being a “Missionary” and being a “missionary.”
2. Evaluate and briefly describe why it is important to be able to distinguish between “Missionary” and “missionary.”
3. Briefly explain and demonstrate (with hypothetical or concrete examples based in your own church context) how the confusion or blurring of these two terms (“Missionary” and “missionary”) can lead to a general confusion in the area of missions and negatively impact the church’s missionary activity.

Chapter 3 – Renewing our perspective of the missionary call

Block 1

Assigned reading: the first three paragraphs of the chapter and “Three inadequate concepts of the missionary call”

Key skill: Review some common misconceptions of the missionary call

Learning objectives:

1. Have participants present, in their own words, a brief description of each of the three common misconceptions of the missionary call.
2. Have participants briefly explain why each of these three common concepts is considered a misconception of the missionary call.
3. Have participants briefly describe how each one of these misconceptions might negatively impact missionary work.

Learning activities:

1. Briefly describe, in your own words, each of the three common misconceptions of the missionary call.
2. Briefly describe, in your own words and using hypothetical or concrete examples based in your own church context, how each one of these three misconceptions might negatively impact your church’s missionary work.
3. Briefly explain, using the context of a hypothetical conversation with a member of your own church, why you consider each of these three common concepts to be a *misconception* or *misunderstanding* of what the missionary call is.

Block 2

Assigned reading: “The missionary call, in light of the dictionary,” “The missionary call, in light of the Scriptures,” “An examination of the texts,” and “Basic conclusions”

Key skill: Define “missionary call” and investigate the implications of this definition

Learning objectives:

1. Have participants briefly describe, in their own words and *based upon what they have learned from the Bible and from the dictionary* (through their reading), what a “missionary call” is.
2. Have participants compare and contrast the Biblical/dictionary definition of “missionary call” with the concept that they developed at the beginning of the course (Chapter 1, Block 1, Learning Activity 6).
3. Have participants briefly describe, based upon this comparison and contrasting, the elements that need to be added to, modified, or taken away from their *initial* concept of what a missionary call is.
4. Have participants formulate a more Biblical and thorough definition of a “missionary call.”

Learning activities:

1. Based upon what you have learned from the dictionary, your Bible reading, and the assigned reading for this lesson, briefly describe, in your own words, what a “missionary call” is.
2. Compare and contrast the description you just made with the description of the missionary call that you gave at the beginning of the course (Chapter 1, Block 1, Learning Activity 6).
3. Based upon this comparison and contrasting, briefly describe the elements that needed to be added to, modified, or taken away from your *initial* concept of a missionary call.
4. In the light of your study of this area, formulate a new, more Biblical and thorough description of a missionary call.

Chapter 3 – Renewing our perspective of the missionary call (continued)

Block 3

Assigned reading: “A formal definition of the missionary call,” and “The need and importance of the missionary call”

Key skill: Formulate the role and function of the missionary call

Learning objectives:

1. Have participants briefly describe, in their own words, the role and function of the missionary call (what it does).
2. Have participants briefly evaluate the importance of this call (including the ability to recognize it) for *both* the future missionary and the future missionary-sending church.

Learning activities:

1. Briefly describe, in your own words, the role and function of the missionary call (what it does).
2. Briefly evaluate and describe the importance of the missionary call (including the importance of being able to recognize this call) for *both* the future missionary and the future missionary-sending church (why it is important to *both*).

Block 4

Assigned reading: “Maintaining the optimum conditions for detecting and/or receiving this special, captivating call,” “How to recognize and evaluate a special, captivating call,” “Additional questions,” Appendix “B,” and the article “Six Helpful Questions for Locating a Person on the ‘Map to a Calling’ Graphic” (a brief article found with the other general materials of the World Missions Academy)

Key skill: Prepare ourselves to recognize and/or receive a missionary call (in ourselves or in others)

Learning objectives:

1. Have participants briefly describe, in their own words, how to maintain the optimum conditions for detecting and/or receiving a missionary call.
2. Have participants briefly describe, in their own words, the seven steps in the typical process of a missionary call.
3. Using the graphic “The Map to a Calling” and the article “Six Helpful Questions for Locating a Person on ‘The Map to a Calling’ Graphic,” have participants apply the graphic to themselves and to at least two other people in their church (preferably two who have demonstrated interest in missions), calculating and assessing each of their locations on “The Map to a Calling” graphic.

Learning activities:

1. Study the graphic “The Map to a Calling.”
2. Briefly describe, in your own words, four things that you can do to maintain yourself in the optimum conditions for detecting and/or receiving a missionary call.
3. Briefly describe, in your own words, the seven steps in the typical process of a missionary call.
4. Using the graphic “The Map to a Calling” and the article “Six Helpful Questions for Locating a Person on ‘The Map to a Calling’ Graphic,” calculate and assess your location on “The Map to a Calling” graphic, and do the same for two other people in your church (preferably two who have demonstrated interest in missions).

Chapter 4 – Renewing our perspective of missionary work

Block 1

Assigned reading (IMPORTANT – please note that the assigned reading for this block should be done AFTER the completion of this block’s first learning activity): the first paragraph of the chapter, “Basic definitions,” “The Great Commission,” and “Basic activities in missionary work”

Key skill: Define “missionary work” and investigate the implications of this definition

Learning objectives:

1. **BEFORE DOING THE ASSIGNED READING FOR THIS BLOCK,** have participants briefly describe, in their own words, what the term “missionary work” means to them, or how they would define “missionary work.” (Keep this definition for future use.)
2. **HAVING COMPLETED THE ASSIGNED READING FOR THIS BLOCK,** have participants briefly describe, in their own words and *based upon what they have learned from the Bible and from their reading,* what the term “missionary work” now means to them.
3. Have participants compare and contrast the definition of “missionary work” that they developed under learning objective 1 of this block with the concept that they developed under learning objective 2 of this block.
4. Have participants briefly describe, based upon this comparison and contrasting, the elements that need to be added to, modified, or taken away from their *initial* concept of what missionary work is.
5. Have participants formulate a more Biblical and thorough definition of “missionary work.”

Learning activities:

1. **BEFORE DOING THE ASSIGNED READING FOR THIS BLOCK,** briefly describe, in your own words, what the term “missionary work” means to you (or how you would define “missionary work”). Keep this definition for future use.
2. **HAVING COMPLETED THE ASSIGNED READING FOR THIS BLOCK,** briefly describe, in your own words and *based upon what you have learned from the Bible and from the assigned reading,* what the term “missionary work” now means to you.
3. Compare and contrast your description made in the first learning activity of this block with your description made in the second learning activity of this block.
4. Based upon this comparison and contrasting, briefly describe the elements that needed to be added to, modified, or taken away from your *initial* concept of what missionary work is.
5. In the light of your study of this area (including your discussion of the subject matter with others), formulate a new, more Biblical and thorough description of missionary work.

Block 2

Assigned reading (please note that the assigned reading for this block is done in steps, as described in the learning objectives and activities below): “Barriers and contexts,” “The ‘ministry cube,’” “Is it really necessary to work in all four contexts?,” “When should the church work in these four contexts?,” and “What makes an activity a missionary activity?”

Key skill: Investigate how missionary work fits into the total ministries of the local church

Learning objectives:

1. **HAVING COMPLETED THE ASSIGNED READING “BARRIERS AND CONTEXTS,”** have participants briefly describe, in their own words, the four basic contexts in which a church ministers, and the different barriers that separate these contexts.
2. Have participants briefly explain and demonstrate (with hypothetical or concrete examples based in their church setting) how these barriers and contexts can require a church to modify its ministries in order to be effective in this new context.
3. **HAVING COMPLETED THE ASSIGNED READING “THE ‘MINISTRY CUBE,’”** have participants briefly explain and demonstrate (with hypothetical or concrete examples based in their church setting) how their church might be able to extend its ministries into the four

contexts of the ministry cube.

4. **HAVING COMPLETED THE REMAINDER OF THE ASSIGNED READING FOR THIS BLOCK**, have participants briefly describe in what contexts a missionary should be used to assist the local church in extending its ministries into the four contexts of the ministry cube, and briefly describe the basic role that missionary will be fulfilling for this local church.
5. Have participants defend the statement that even young churches ought to be involved in missionary work.

Learning activities:

1. **BASED UPON YOUR READING OF “BARRIERS AND CONTEXTS,”** briefly describe, in your own words, the four basic contexts in which a church ministers, and the different barriers that separate these contexts.
2. Briefly explain and demonstrate (with hypothetical or concrete examples based in your church setting) how these barriers and contexts can require a church to modify its ministries in order to be effective in this new context.
3. **BASED UPON YOUR READING OF “THE ‘MINISTRY CUBE’,”** briefly explain and demonstrate (with hypothetical or concrete examples based in your local church setting) how your church might be able to extend its ministries into the four contexts of the ministry cube.
4. **BASED UPON THE REMAINDER OF THE ASSIGNED READING FOR THIS BLOCK**, briefly describe in what contexts a missionary should be used to assist the local church in extending its ministries into the four contexts of the ministry cube, and briefly describe the basic role that missionary will be fulfilling for this local church.
5. Using the context of a hypothetical conversation with a skeptic in your own church, defend the statement that even young churches ought to be involved in missionary work.

Chapter 5 – Renewing our perspective of the missionary sending entities

Block 1

Assigned reading: the first paragraph of the chapter and “God”

Key skill: Investigate God’s role in sending out missionaries

Learning objective:

1. Have participants briefly describe, in their own words, God’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.

Learning activity:

1. Briefly describe, in your own words, God’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.

Block 2

Assigned reading: “Local church”

Key skill: Investigate the local church’s role in sending out missionaries

Learning objectives:

1. Have participants briefly describe, in their own words, the local church’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.
2. Have participants defend (in a hypothetical conversation with a skeptic in their church) why the church *must* use ambassadors (missionaries) to adequately fulfill its role in the Great Commission.
3. Have participants defend the statement that a church *can* be accurately and adequately represented by its missionaries, *if they are chosen correctly*.

Learning activities:

1. Briefly describe, in your own words, the local church’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.
2. Defend (in a hypothetical conversation with a skeptic in your church) why the church *must* use ambassadors (missionaries) to adequately fulfill its role in the Great Commission.
3. Defend (in a hypothetical conversation with a skeptic in your church) the statement that a church *can* be accurately and adequately represented by its missionaries, *if they are chosen correctly*.

Block 3

Assigned reading: “Missions agency,” “Why use a missions agency?,” and “The missionary ‘chain’”

Key skill: Investigate the missions agency’s role in sending out missionaries

Learning objectives:

1. Have participants briefly describe, in their own words, the missions agency’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.
2. Have participants propose a proper and wise way of choosing a missions agency (including key criteria for this choice).
3. Have participants defend (in a hypothetical conversation with a skeptic in their church) the benefits of using a good missions agency in the sending out of missionaries.

Learning activities:

1. Briefly describe, in your own words, the missions agency’s role and position in the authority chain in the sending out of missionaries, and the implications of this role and position.
2. Propose a proper and wise way of choosing a missions agency (including key criteria for this choice).
3. Defend (in a hypothetical conversation with a skeptic in your church) the benefits of using a good missions agency in the sending out of missionaries.

Chapter 6 – Summary

Block 1

Assigned reading: the entire chapter

Key skill: Summarize what has been learned about certain key concepts in missions

Learning objectives:

1. Have the participants briefly describe, in their own words, what a missionary is, what the missionary call is, and what missionary work is.
2. Have the participants briefly describe, in their own words, the local church's, the missions agency's, and the missionary's basic role and position in the authority chain in the fulfillment of the Great Commission, and the implications and interaction of these different roles and positions.

Learning activities:

1. Briefly describe, in your own words, what a missionary is, what the missionary call is, and what missionary work is.
2. Briefly describe, in your own words, the local church's, the missions agency's, and the missionary's basic role and position in the authority chain in the fulfillment of the Great Commission, and the implications and interaction of these different roles and positions.