



FOUNDATIONS OF STUDENT MISSIONS DISCIPLESHIP

EDUCATIONAL PURPOSE

APPLYING AIMS AND OBJECTIVES TO TEACHING STUDENTS

Students will explore with growing understanding the nature and implications of the gospel and God's missions purpose and will respond with personal commitment and obedience.

1. Know the truth about the gospel and God's missions purpose—biblically and historically
 - Read in the Bible about God's love for all persons and His plan for saving them
 - Learn about Jesus' actions as recorded in Scripture and see them as a model for a daily missions lifestyle
 - Study the biblical concept of missions
 - Read about missionaries of the past
 - Study the history of missions
 - Learn about various approaches missionaries used in the past to spread the gospel
2. Understand how God's missions purpose is being fulfilled in contemporary ways
 - Visit mission points and report how people are serving God today
 - Talk to Christians of other nationalities and cultures
 - Hear how praying for and giving to missions continues to help fulfill God's missions purpose
 - Learn about key social issues and develop a stand on them as they relate to missions work
 - Learn about approaches missionaries are using to spread the gospel in contemporary settings
 - Observe the changing role of missionaries within cultures
 - Learn about church-related and missions-related vocations
 - Learn about ministry options for laypersons
3. Personalize the implications of God's missions purpose
 - Read about some of the many cults and religious groups in existence and learn how to witness to their adherents
 - Learn ways to interact with non-Christian elements of society
 - Observe persons involved in a missions lifestyle
 - Explore ways Christians commit themselves to missions
 - Evaluate information gathered in formal studies based on contemporary missions
 - Determine personal missions frontiers
 - Assimilate and appropriate the personal implication of God's missions purpose
4. Respond in personal commitment and obedience
 - Express God's love through worship and fellowship within a local congregation
 - Consider God's will for one's life, including vocational service
 - Express God's love through involvement in ministries
 - Express faith in God through development of a personal devotional life
 - Express God's love through the giving of money, time, and talents
 - Express personal commitment and obedience through prayer
 - Develop a missions lifestyle
 - Volunteer for short-term mission service

SCOPE AND SEQUENCE

CHRISTIAN CONCEPTS FOR THE MISSIONS DISCIPLESHIP OF STUDENTS

I. The Biblical and Theological Basis of Missions

God has worked through history to bring all people into a right relationship with Him. Stories and teachings recorded in the Old and New Testaments illustrate His plan and work.

The Old Testament

- God created the world and everything in it. He loves all people equally.
- God gives people choices. And often in their choices, they disobey Him. Disobedience to God is sin and sin separates people from God.
- God wants all people to live in harmony with Him rather than in disobedience. Because of His great love for them, He forgives them when they confess their wrong doings.
- God worked in the lives of His people prior to the birth of Jesus Christ.

The New Testament

- Jesus Christ is God's Son and God sent Him to earth in human form to show people how to live in right relationship with God and with each other.
- Jesus Christ's death, burial, and Resurrection are God's plan for providing salvation to all people everywhere.
- The Holy Spirit is God's presence in the lives of believers. His power equips people to become more like God. He wants them to be and to become involved in God's work in the world.
- God has a plan for our lives. That plan includes being a part of the spread of the gospel message to all nations.
- Jesus Christ gave both the commandment and the authority for missions and God's Holy Spirit enables people to become personally involved in missions as they extend Christ's mission in the world.
- The church is God's channel for accomplishing His mission in the world.

II. The Historical Development of Christian Missions

The gospel message has spread from the coming of the Holy Spirit at Pentecost, through early Christian missionaries, to today.

Progress of Christian Missions

- After the Holy Spirit came at Pentecost, the message of Christianity began to spread in a new way.
- Early missionary development and expansion was influenced by the decisions at the Jerusalem Council.
- Early Christians were often persecuted and jailed for their beliefs. Often as a result of this persecution and suffering, Christianity grew and spread.
- Bold personal witnessing through the power of the Holy Spirit characterized the early Christian mission efforts as seen in the lives of people like Peter and Paul.
- Early Christians crossed cultural and racial barriers in their missions efforts.
- The New Testament Church has been God's channel for accomplishing His mission in the world; the early Christian church grew in their ministry and witness.

Baptist Beginnings in Missions

- Missions was a vital part of Baptist beginnings and people like William Carey, Adoniram and Ann Judson, and Luther Rice were significant missions leaders in these early Baptist beginnings.

- The development of Baptist Home Missions in early American Christian history includes the development of missions associations, societies, and the Triennial Convention.
- The organization of the Southern Baptist Convention strengthened the witness of Christians at home and overseas. Southern Baptists are both similar to and different from other Christian denominations. Southern Baptists seek to carry out their obedience to Christ's command at home and abroad.
- The establishment and direction of the Home Mission Board (now the North American Mission Board) identified and implemented the processes of selection, appointment, and support of Southern Baptist home missionaries.
- From the very beginning, concern for global missions has been the main focus for Southern Baptists. The Foreign Mission Board (now the International Mission Board) was established and organized to enable churches to reach out to the world. It implements the selection, appointment, and support of Southern Baptist international missionaries.

III. The Contemporary World Environment of the Christian Mission

- God uses people and methods to spread the gospel message to all the peoples of the world. Many factors affect the spread of the gospel message.
- Baptist missionaries spread the gospel throughout the United States and around the world in varying ways.
- Missionaries can work in many different jobs and the needs of people often determine the kinds of missionaries needed to minister and witness to them.
- Modern technology plays an important role in missions as missionaries employ many different methods to spread the gospel message.
- Missionaries have many roles in addition to their specific jobs. The ultimate goal of all missionaries is first to lead others to a personal relationship to God through Jesus Christ and then to start new churches among these believers.
- The roles of missionaries change as the societies in which they minister and witness change. Missionaries must be innovative and flexible as they seek to present the gospel message to changing people in a changing world.
- One of the major financial support systems for missions is the Cooperative Program. Through the Cooperative Program, Southern Baptists can be a part of local, associational, state, national, and worldwide missions as they give tithes and offerings through their church.
- The Lottie Moon Christmas Offering for International Missions and the Annie Armstrong Easter Offering for North American Missions are major channels of support for Southern Baptist missions efforts. Southern Baptists can support missions when they give to these offerings.
- God calls and equips people to do His work in missions.
- Certain social and moral issues affect contemporary missions work.
- God desires for all Christians to develop missional lifestyles or be involved in missions throughout their lives. Student can participate in volunteer missions.
- Missionaries help us to understand what should be a Christian's response to cults and other non-Christian religious groups and how to share verbal witness with members of cults and other groups.
- Baptists work in cooperation together and with other Christian groups in spreading the gospel message to all people on earth.
- God uses men and women in both traditional and non-traditional ways in missions in America and around the world.
- Many people in North America and around the world hold values in opposition to Christian values. This fact affects the ways missionaries and volunteers present the gospel message.

- Individual local churches play key roles in worldwide missions and it is through the local church that missions takes place.

IV. Christian Missions in the Contemporary World

- Cults and other non-Christians religious groups are active in North America and around the world.
- Many people in the world belong to and practice religions other than Christianity. Some of the major religions are Islam, Judaism, Hinduism, and Buddhism.
- The Baptist World Alliance unites 206 Baptist bodies in more than 200 countries with more than 110 million baptized believers as members.
- Many Christian groups, other than Baptists, are engaged in missions work around the world. Today Baptists actively seek to work in partnership with other Christian missions groups to reach the world by avoiding duplication of effort and competitive works.
- Contemporary technology is revolutionizing society.
- Many ideas and lifestyles in contemporary society are being formed on non-religious (secular) values.
- Current missions efforts focus on reaching people groups or culture and emphasize ethnic heritage rather than on geographic locations.

V. Spiritual Development

Accepting Jesus Christ as Savior and Lord

- Jesus Christ is a historical person and God's Son. As we continue to develop a personal value system, we recognize sin and realize that it separates us from a relationship with God. We need forgiveness from God. Jesus Christ's death, burial, and resurrection made personal salvation possible and an individual must choose to accept this free gift of salvation. God loves everyone and offers us the gift of salvation. We may accept salvation through Jesus Christ and make a personal commitment to Him.
- While spiritual growth occurs before this initial experience, following a decision to accept Christ as Savior and Lord, a person should be discipled and lead through a period of great spiritual growth which reaffirms the lordship of Christ in the believer's life.
- When we have not yet made the initial decision to accept Jesus Christ as Savior and Lord, participating in prayer, Bible study, and mission study can be foundational to our salvation and subsequent spiritual growth.

Growing in one's relationship to Christ through prayer

- Prayer is communication with God.
- Prayer can affect change in individual lives and situations.
- There are different kinds of prayer.
- Elements of prayer include adoration, thanksgiving, confession, petition, intercession, and commitment.
- As we become Christians, we have a personal responsibility to pray for others.
- As we become aware of our world and all people, we also grow in our concern for others and in our ability to pray daily for them and their needs, including missionaries and missions causes.
- We can pray alone and with others.

Growing in one's relationship to Christ through Bible study

- The Bible is the inspired Word of God.
- It gives instructions and guidelines for Christian living.
- Daily Bible study is important for our personal and spiritual development.
- We grow in our ability to apply biblical teachings to life situations.

- God can speak to us and guide us through personal Bible study.
- The Bible instructs Christians to share the gospel message with everyone in the world.
- It provides the basis for missions.

Growing in one's relationship to Christ through stewardship

- We begin to understand that stewardship involves investing our time, talents, possessions, and life with God in His work in the world.
- We recognize God as Creator and Giver of all things.
- We accept personal responsibility for wisely using what God has given us.
- We understand the importance of giving back to God a portion of what He has entrusted to us so these gifts can be used to tell others about Jesus.
- We recognize the blessing received by the giver in being obedient to God's guidelines for helping others.
- As we become Christians, we understand that we have a personal responsibility to tell others about God's love for them and His plan of salvation, Jesus Christ. We grow in our skills and confidence in personal witnessing.
- We respond to needs through ministry.
- We grow in ministry and witnessing skills and gain confidence as we participate in ministry projects.
- We grow in our awareness of the fact that God can use us to accomplish His work in the world and that personal witnessing, ministry, and mission support efforts are important to this work.
- God has a plan for each of our lives and that plan includes acting as Christ's representatives in the world.
- We recognize that our role as God's representative in the world is affected by present life decisions such as personal Godlikeness and church involvement along with future decisions about career and life partners. God calls some people to missions vocations in His plan to carry the gospel message to all people.

STUDENTS AS LEARNERS

GROWTH AND DEVELOPMENT

Younger Students (Ages 12–14)

Physical

- They are becoming capable of full sexual activity although they are not ready for the responsibilities involved.
- They want to be recognized and treated as adults in activities that call for physical strength and skills.
- They are increasingly ready to perform tasks that require a high-level of physical stamina and strength.
- They are becoming ready for tasks that call for refined physical skills.
- They experience a great deal of emotional imbalance brought on by rapid physical change.

Intellectual

- They are beginning to think abstractly and deal with ideas.
- They can exercise creative imagination and inventiveness.
- They are beginning to question the beliefs and values of parents and other adults as their independent thinking increases.
- They can plan a short-range course of action.
- They can give intense attention to matters in which they are highly interested for short periods of time.
- They can use their reading skills in a limited way.
- They are ready to do creative work in fields related to their talents and interests.
- They are beginning to develop a sense of time and space.
- They are ready to work hard for a sense of achievement and to reach chosen goals.
- They are beginning to grapple with some moral and ethical concepts.
- They are ready to explore various subject areas.

Social

- They like to be busy, involved participants in subjects that interest them.
- They are beginning to develop heterosexual friendships.
- They may be competitive.
- Seeking to belong, they go to extremes to gain the approval and companionship of their peers.
- They are developing skills in interpersonal relationships.
- They desire the understanding and/or acceptance of parents, other adults, and older students.
- They readily accept current fads and fashions.

Emotional

- They are beginning to tenaciously stand for what they believe and to assert their ideas aggressively.
- They tend to question authority; they are developing emotional independence.
- They are capable of committing themselves wholeheartedly and with great loyalty to a cause or person they deem worthy.
- They have limited control of their impulses and emotions.

- They respond quickly to various stimuli.
- They react with a developing sensitivity to the aesthetic.
- They are in the process of assuming their sexual roles.
- They tend to experience rapid and extreme mood swings.
- They are extremely self-conscious regarding their appearance, abilities, and skills.
- They are beginning to accept responsibilities that are difficult and demand self-sacrifice.

Spiritual

- They are beginning to question adult value systems.
- They are beginning to develop a personal philosophy of life and value system.
- They are beginning to evaluate religious concepts and internalize those they find meaningful.
- They can recognize and appreciate honesty from peers and adults.
- They seek answers about life after death.
- They are beginning to express religious feelings and convictions in their own terms.
- They are beginning to become concerned about the spiritual needs of others and to share their faith.
- They seek personal encounters with God.
- They are capable of making religious commitments.
- They are capable of applying spiritual truth to everyday life.

Older Students (Ages 15–17)

Physical

- They are capable of full sexual activity although they are not ready for the responsibility involved.
- They are ready to be recognized and treated as adults in activities that call for physical strength and skills.
- They are ready to perform tasks that require a high-level of physical stamina and strength.
- They are ready for tasks that require refined physical skills.
- They deal with some emotional imbalance brought on by rapid physical changes.

Intellectual

- They are increasingly ready to think abstractly and to deal with complex ideas.
- They can exercise creative imagination and inventiveness.
- They question the beliefs and values of parents and other adults because their independent thinking is increasing.
- They can plan a long-range course of action.
- They can give long and intense attention to matters in which they are interested.
- They can use their reading skills effectively.
- They are ready to do creative work in fields related to their talents and interests.
- They are ready to conceptualize time and space.
- They are ready to work hard for a sense of achievement and to reach chosen goals, both immediate and distant.
- They are ready to grapple with moral and ethical concepts.
- They are ready to explore various subject areas.

Social

- They like to be busy, involved participants in subjects which interest them.
- They are developing heterosexual friendships.

- They are highly competitive.
- Seeking to belong, they go to extremes to gain the approval and companionship of their peers.
- They take deliberate steps to gain skills in interpersonal relationships.
- They desire the understanding and acceptance of parents and other adults.
- They are seeking adult status.
- They readily accept current fads and fashions.

Emotional

- They are beginning to stand tenaciously for what they believe and to assert their ideas aggressively.
- They tend to rebel against authority; they are developing emotional independence.
- They are capable of committing themselves wholeheartedly and with great loyalty to a cause or person they deem worthy.
- They can control their impulses and emotions when convinced of the need of expediency.
- They respond quickly to various stimuli.
- They react with great sensitivity to the aesthetic.
- They are in the process of assuming their sexual roles.
- They are seeking to identify their sexuality.
- They tend to experience rapid and extreme mood swings.
- They are increasingly ready to try to see themselves, their limitations, possibilities, and talents clearly.
- They are increasingly ready to accept responsibilities that are difficult and demand self-sacrifice.

Spiritual

- They tend to question adult value systems.
- They are developing a personal philosophy of life and value system.
- They are in the process of evaluating religious concepts and internalizing those they find meaningful.
- They can recognize and appreciate honesty from peers and adults.
- They seek answers about life after death.
- They express religious feelings and convictions in their own terms.
- They are becoming involved with the spiritual needs of others.
- They seek personal encounters with God.
- They are capable of making religious commitments.
- They are capable of applying spiritual truths to everyday life.

Application for Missions Discipleship

Students are able to think independently.

- As a result, they can work through the aspects of a situation and plan a course of action. This course of action is influenced by their ability to employ more highly developed reading skills and the ability to acquire knowledge of missions in world affairs.
- They are curious and their curiosity can be directed toward missions, activities, and people.
- With their reading skills they have developed a new sense of time and space. This aids their understanding of missions history and chronology.

- When students begin to think independently, they are able to take responsibilities. They can take detailed assignments in learning about and participating in missions.

Students are beginning to grapple with moral and ethical concepts and values.

- They become sensitive to the need of relating missions to situations and people.
- Their strong sense of justice and fair play enables them to develop a love and concern for all people and evaluated social standards.

Students are capable of having personal encounters with God.

- This leads to the making of missions commitments and an expression of concern for missions through prayer.
- Along with their encounters with God, students begin to examine their faith.
- Assimilating and evaluating religious concepts, students may seem to reject completely a faith accepted in early childhood.
- As a result of their examination and evaluation, they begin to express religion in their own terms.
- An understanding of missions will help undergird and expand their faith.

Students are seeking to relate spiritual truths to everyday life.

- Students want their spiritual life to be realistic.
- They are becoming involved in personal responses to the needs of others.
- This involvement can be channeled to ministry.

Students are showing increased interest in new ideas, new causes, and new relationships.

- This interest helps students to accept and become involved in modern missionary methods.
- While they are interested in anything new, they must be guided to evaluate new ideas and causes, and not accept them merely because they are new.
- Student's interest and influence in fads and fashions can be used as one method of attracting their interest in missions.

Students are recognizing and exerting leadership among themselves.

- Planning and carrying out missions projects and mission study is within their grasp.
- Students are eager for each other's company and approval. This forms a natural learning group that is recognized by the students themselves, and makes possible the implementation of missions discipleship. It also means boys and girls may work together in cooperative projects.
- While they seek company and approval of their own age group, and develop leadership within that group, they seek understanding and approval of adults. This gives adult leaders opportunities to guide and counsel with students in missions discipleship and involvement.

Students are experiencing maximum physical development during this period.

- Their energy must be channeled into creative learning activities.
- Their high-level of stamina is evidenced in their ability to be involved in varied types of physical activities in school, home, community, and church.
- Their energy and stamina can be used as they become involved in missions activities.

Students are developing a self-concept.

- This concept is being more fully developed as students advance in age.

- Because of this development, they are becoming aware of individual differences which help them understand how God deals differently with each individual.

Students are in an ambivalent stage of emotional development.

- Easily stimulated emotionally, their ability to control their emotions is at low ebb.
- Their moods change from one day to the next.
- Every effort should be made to see that each student's response to missions appeals is genuine.
- They are attracted to adventurous service outlets and this attraction is based on emotional appeal.
- They see and feel needs; they want to do something about meeting needs.
- Activity sounds adventurous to them. While this is healthy and means that students can be led into ministry easily, students need guidance in selecting, participating in, and evaluating ongoing service.

METHODOLOGY

TEACHING STUDENTS

Student Characteristics

The methods suggested in this section grow from three characteristics.

Students learn best in response to felt needs and interests.

- Students learn best when they find satisfying answers to their own felt needs and interests and by achieving their own chosen goals. This fact has much to say concerning the most appropriate educational methods for use with students.
- A writer or editor cannot know the needs and interests of all students who will use their materials. Methods can be selected to meet the general needs and interests of students.
- Student leaders should be led to identify the needs and interests of their students that grow out of regional differences, church and community characteristics, and family life or spiritual concerns.

Students achieve their learning goals best through involvement and response.

- Students can learn as facts are presented to them in formal fashion, but they may need help listening to and grasping content presented in a lecture manner.
- Sensation, sound, color, and form have strong appeal to students and should be used to a great extent in teaching and training procedures.
- Teaching methods identify many different ways to involve students and suggest a variety of ways to include sensation, sound, color, and form.
- Involvement methods allow students to accomplish personal learning goals as well as move toward completion of the objective for the session, unit, or course.

Younger students need more adult guidance. Older students can be more self-directed.

- Most younger students still need direction from student leaders.
- Older students can and should carry more responsibility for the planning and conducting of activities.
- The ideal size of a group varies between younger and older students.
- Younger students seem to learn better in small groups in which an adult leader generally guides.
- In the case of older students, a larger group can function effectively and less adult control is desirable.
- These differences should be kept in mind as methods are selected for use.